

CONNECTING QEP AND CLC ACTIVITIES

A Graphic Organizer

May 2026

This graphic organizer helps educators and Community Development Agents¹ (CDA) identify community-based project ideas that align with the Québec Education Program.

How to use this Graphic Organizer

Step 1

- Go to the [Québec Education Program](#) (QEP) web page
- Select the appropriate grade level (Preschool, Elementary, or Secondary), then choose the subject you want to focus on and download the *Progression of Learning* for that subject

Step 2

- Complete the second page of this graphic organizer.
- Upload the completed second page and the subject's Progression of Learning to an AI chat tool (e.g., ChatGPT, Gemini, or Copilot).
- Then, ask the following question:

“Using this Progression of Learning and the Graphic Organizer for Connecting QEP to CLC Activities, suggest at least 10 community service learning activities that could be done with parents and/or community partners.”

¹ In this document, “Community Development Agent” (CDA) refers to any person or team carrying responsibility for implementing the CLC Action Plan, regardless of official title.



CONNECTING QEP AND CLC ACTIVITIES

Grade:
Subject:

Which [curriculum outcomes](#) does the teacher want to focus on?

What [cross-curricular competencies](#) do students need to practice?

Which [Broad Areas of Learning](#) are being explored?

What existing school or community asset(s) could support this learning? (i.e. garden, makerspace, park etc.)

Which activities or approaches could deepen learning?

- Hands-on activities
- Guest speaker
- Site visit
- Parent/community involvement
- Inquiry-based learning
- Problem-based learning
- Other strategies or approaches:

Describe your class (student interests, strengths, challenges, group dynamics).



Examples of Project Ideas

Developed with the Graphic Organizer

Grade: 5

Subject: Mathematics (Geometry – Prisms and Pyramids)

Curriculum Outcomes

- Describes prisms and pyramids in terms of faces, vertices, and edges
- Classifies prisms and pyramids
- Constructs a net of a prism or pyramid

Cross-Curricular Competencies

- Uses information (researching, analyzing sources)
- Exercises critical judgment
- Communicates appropriately (oral and written)

Broad Areas of Learning

- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights
- Personal and Career Planning
- Health and Well-Being

School and Community Assetss

- Local historical society or museum
- Municipal library or archives
- Community elders or long-time residents

Activities and Approaches

- Hands-on projects
- Site visits
- Parent and community involvement
- Inquiry-based and problem-based learning

Class Profile

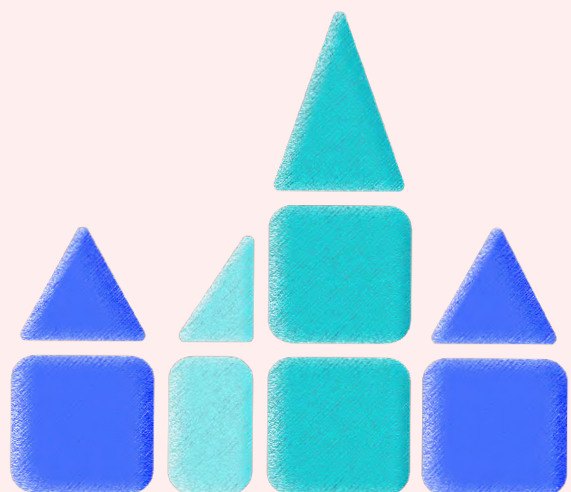
- Diverse class with varied reading levels
- Highly engaged by hands-on, visual, and real-world learning

Project Example:

Museum Mini-Model Makers: In partnership with a local museum or historical society, students construct scaled paper or cardboard models (nets) of historical buildings using prisms and pyramids.

Service angle: Models can be displayed for visitors or younger students.

Math focus: Nets, classification, spatial reasoning



Examples of Project Ideas

Developed with the Graphic Organizer

Grade: 6

Subject: Science and Technology (Agricultural and Food Technologies)

Curriculum Outcomes

- Describes agricultural and food technologies (e.g. crossbreeding of plants and their propagation by cuttings, selection and breeding of animals, food production, pasteurization)

Cross-Curricular Competencies

- Uses information (researching, analyzing sources)
- Exercises critical judgment
- Communicates appropriately (oral and written)

Broad Areas of Learning

- Citizenship and Community Life
- Environmental Awareness and Consumer Rights
- Media Literacy
- Personal and Career Planning
- Health and Well-Being

School and Community Assetss

- Local historical society or museum
- Municipal library or archives
- Community elders or long-time residents

Activities and Approaches

- Hands-on projects
- Site visits
- Parent and community involvement
- Inquiry-based and problem-based learning

Class Profile

- Diverse class with varied reading levels
- Highly engaged by hands-on, visual, and real-world learning

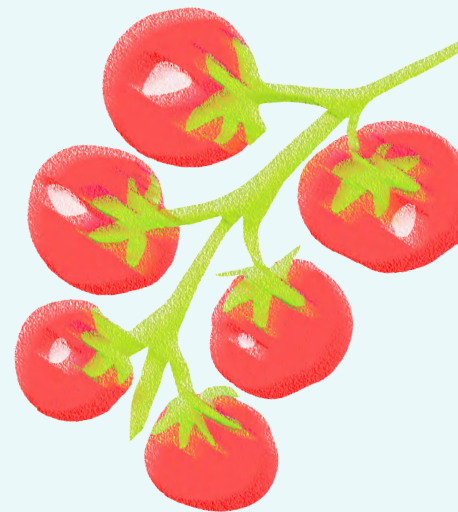
Project Example:

Community Garden Propagation Project: Students work with parents and a community garden to propagate plants using cuttings and seedlings, documenting growth and techniques.

Community partners: Parents, community gardeners

Service focus: Supporting local food production

Science focus: Plant propagation and agricultural techniques



Examples of Project Ideas

Developed with the Graphic Organizer

Grade: Secondary Cycle One, Subject: English Language Arts

Subject Competencies

- Writes and produces texts
- Uses language to communicate and learn
- Reads and listens to literary, popular, and information-based texts

Cross-Curricular Competencies

- Uses information (researches, selects, organizes, and synthesizes information from a variety of sources)
- Exercises critical judgment (evaluates texts, viewpoints, sources, and representations of reality)
- Communicates appropriately (adapts language, tone, and form to audience, purpose, and context)
- Cooperates with others (participates actively in collaborative projects and discussions)

Broad Areas of Learning

- Citizenship and Community Life
- Media Literacy
- Personal and Career Planning
- Health and Well-Being Rights

School and Community Assetss

- Local historical society or museum
- Municipal library or archives
- Community elders or long-time residents

Activities and Approaches

- Inquiry-based learning
- Guest speakers and interviews
- Parent and community involvement
- Project-based learning
- Writing for authentic audience

Class Profile

- Students demonstrate varied literacy strengths and needs
- Students benefit from authentic, real-world writing tasks
- Students are motivated by opportunities to connect learning to real people and community issues
- Students engage more deeply when given voice, choice, and meaningful audiences

Project Example:

Community Voices Project: Students collaborate with a local seniors' center or community elders to conduct interviews about community history, life experiences, and personal stories. Students write short profiles, narratives, or reflective texts to be shared with families and the local library.

Community partners: Seniors' center, community elders, families, community library

Service focus: Preserving community memory and strengthening intergenerational connections

English Language Arts focus: Writing for authentic audiences; adapting voice, structure, and style; critical listening and reading

