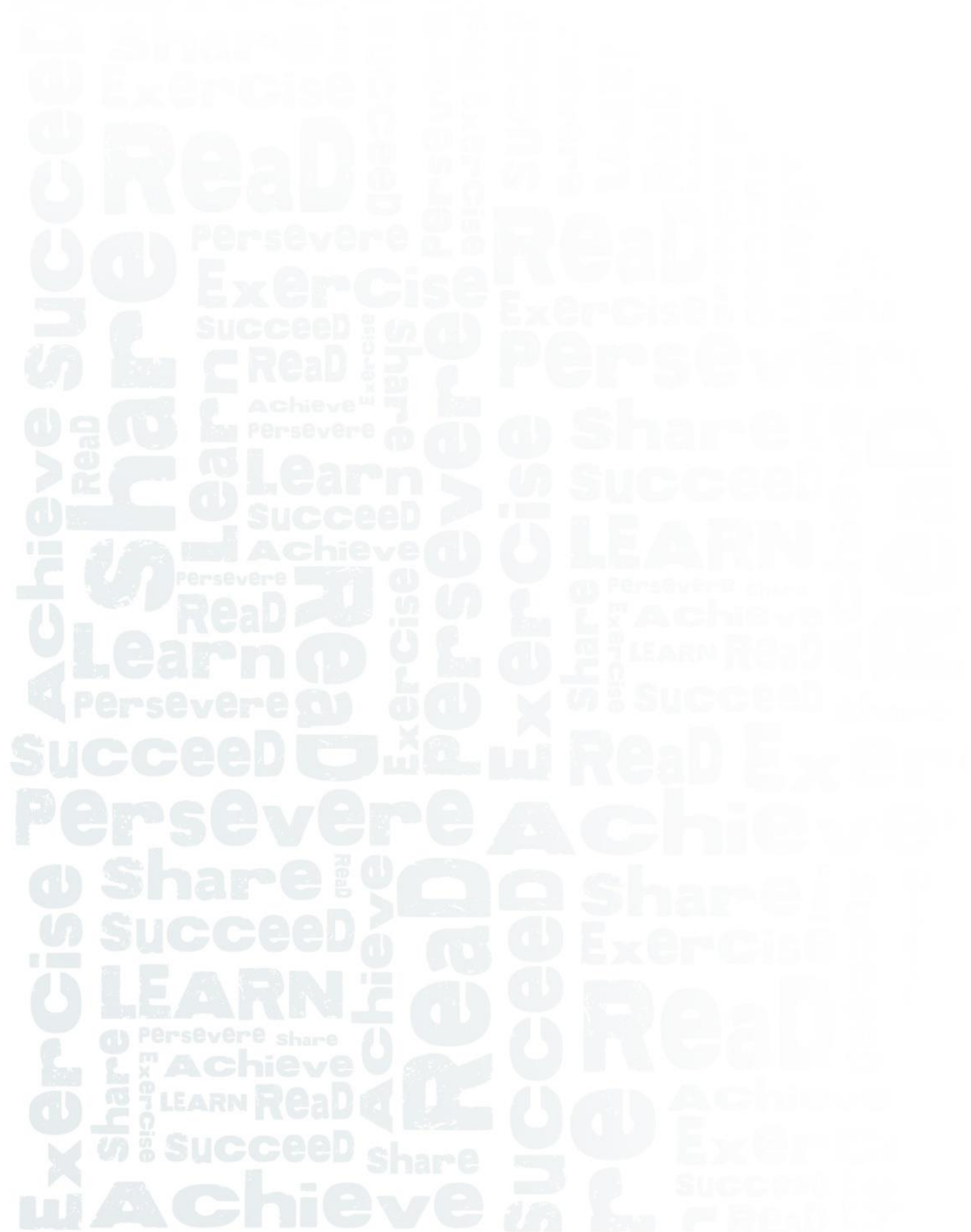


# Social Science First Nations (300.B0) Social Science – Inuit (300.D0)

Pre-University Programs

---

College Education



This document was produced by the  
Ministère de l'Éducation et de l'Enseignement supérieur.

**Coordination and content**

Service de la formation préuniversitaire et de l'enseignement privé  
Direction des programmes de formation collégiale  
Direction générale des affaires collégiales  
Secteur de l'enseignement supérieur

**Title of original document:** Sciences humaines – Premières Nations (300.B0) – Sciences  
humaines – Inuits (300.D0) – Programmes d'études préuniversitaires

**English translation**

Direction des services à la communauté anglophone  
Direction générale des services aux anglophones, aux autochtones et à la diversité culturelle  
Secteur des relations extérieures et des services aux anglophones et aux autochtones

**For additional information, contact:**

General Information  
Direction des communications  
Ministère de l'Éducation et de l'Enseignement supérieur  
1035, rue De La Chevrotière, 28<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Telephone: 418-643-7095  
Toll-free: 1-866-747-6626

An electronic version of this document is available  
on the Ministère's Web site at: [www.education.gouv.qc.ca](http://www.education.gouv.qc.ca).

© Gouvernement du Québec  
Ministère de l'Éducation et de l'Enseignement supérieur, 2017

ISBN 978-2-550-78710-5 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2017

## DÉFINITION DU PROGRAMME D'ÉTUDES

<b>Titre, code et version du programme :</b>	Sciences humaines – Premières Nations 300.B0 (2017) Sciences humaines – Inuits 300.D0 (2017)
<b>Type de programme :</b>	Programme d'études préuniversitaires
<b>Type de sanction :</b>	Diplôme d'études collégiales
<b>Conditions particulières d'admission:</b>	Mathématique, séquence Culture, société et technique de la 4 <sup>e</sup> secondaire Mathématique, séquence Technico-sciences ou séquence Sciences naturelles de la 5 <sup>e</sup> secondaire pour les objectifs 022X, 022Y et 022Z
<b>Nombre d'unités :</b>	entre 56 $\frac{2}{3}$ et 58
— Formation générale :	26 $\frac{2}{3}$
— Formation spécifique :	entre 30 et 31 $\frac{1}{3}$
<b>Nombre de périodes d'enseignement:</b>	entre 1 365 et 1 410
— Formation générale :	660
— Formation spécifique :	entre 705 et 750
<b>Options du programme d'études :</b>	Sciences humaines Il comprend les disciplines administration, anthropologie, civilisations anciennes, économique, géographie, histoire, philosophie (quand elle n'est pas présent dans la formation générale), psychologie, science politique, science de la religion et sociologie. Les disciplines mathématique et biologie peuvent contribuer à la formation spécifique pour les objectifs où elles sont précisées.

## APPROBATION

Recommandations :


  
Sous-ministre adjoint  
Enseignement supérieur

24-5-2017  
Date

  
Sous-ministre

24-5-17  
Date

Approbation de la ministre :



26/05/17  
Date

## DEFINITION OF THE PROGRAM

<b>Program title, code and version</b>	: Social Science – First Nations 300.B0 (2017) Social Science – Inuit 300.D0 (2017)
<b>Type of program</b>	: Pre-university program
<b>Type of certification</b>	: Diploma of College Studies
<b>Special conditions for admission</b>	: Secondary IV Mathematics: Cultural, Social and Technical Option  Secondary V Mathematics: Technical and Scientific Option or Science Option, for the objectives 022X, 022Y and 022Z
<b>Number of credits</b>	: Between 56 $\frac{2}{3}$ and 58
— General education component:	26 $\frac{2}{3}$
— Program-specific component :	Between 30 and 31 $\frac{1}{3}$
<b>Number of periods of instruction</b>	: Between 1365 and 1410
— General education component:	660
— Program-specific component :	Between 705 and 750
<b>Field of study</b>	: Social Science  It includes the disciplines of Administration, Anthropology, Classics, Economics, Geography, History, Philosophy (when not offered as part of the general education component), Psychology, Political Science, Religious Studies and Sociology.  The disciplines of Mathematics and Biology may contribute to the program-specific component for those objectives where they are specified.

## Table of Contents

College-Level Programs .....	1
Aims of College Education .....	2
Common Competencies of College Education .....	3
Implementation of College-Level Programs .....	3
The <i>Social Science – First Nations</i> Program and the <i>Social Science – Inuit</i> Program .....	4
Aim of the Program .....	5
Goals of the Program .....	6
Program-Specific Component .....	6
General Education Component Common to All Programs and General Education Component Specific to the Program .....	8
Complementary General Education Component .....	12
Program Objectives and Standards .....	13
List of Objectives .....	13
Program-Specific Component .....	16
General Education Component Common to All Programs and General Education Component Specific to the Program .....	31
Complementary General Education Component .....	63
Additional Information .....	78
Key Terms Used in Pre-University Programs .....	78
Harmonization of Pre-University Programs and General Education .....	79



## College-Level Programs

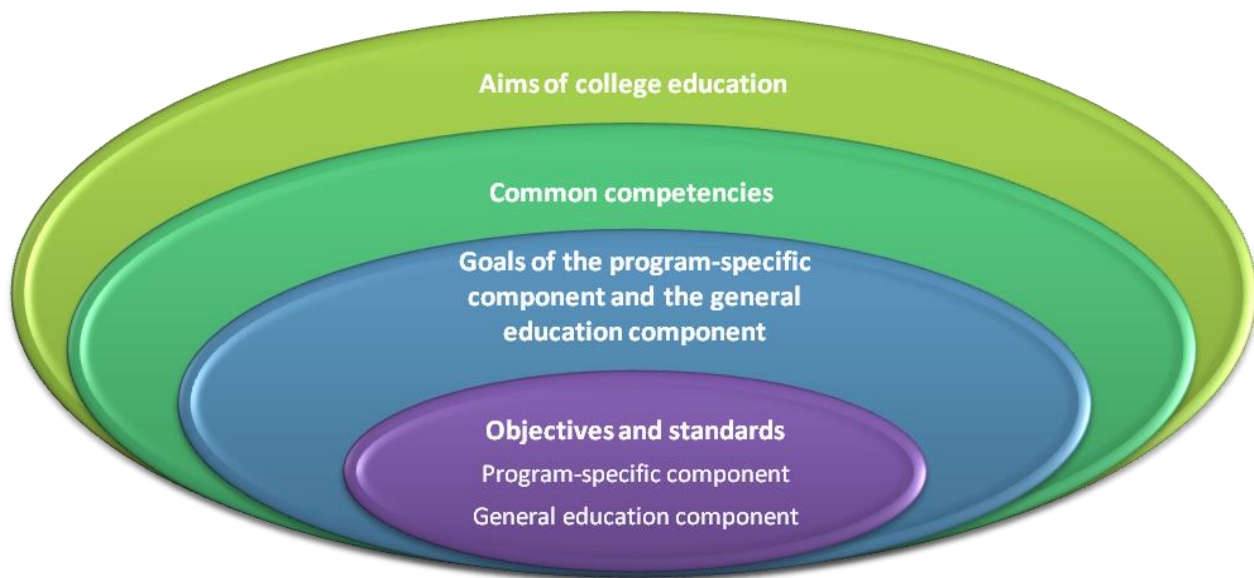
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

**Figure 1 – Elements of a College-Level Program**



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

## Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

### To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

### To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

### To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

## Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

### Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

### Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

### Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

### Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

### Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

## Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

## The Social Science – First Nations Program and the Social Science – Inuit Program

The program was designed in keeping with the *Cadre général d'élaboration des programmes d'études préuniversitaires*, the framework for the development of pre-university programs, whose aim is to:

- Harmonize the general education and program-specific components of programs (program-based approach)
- Harmonize pre-university programs with university programs (training continuum)
- Foster the acquisition of comparable competencies throughout the college network
- Foster a type of education that contributes to the overall development of the person

This document was developed in cooperation with a program advisory committee composed of university representatives, academic deans and college teachers.

The program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 30 to 31⅓ credits.
- The general education component that is common to all programs consists of 16⅔ credits:
  - Language of Instruction and Literature: 7⅓ credits
  - Philosophy or Humanities: 4⅓ credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
  - Social Sciences
  - Science and Technology
  - Modern Language
  - Mathematics Literacy and Computer Science
  - Art and Aesthetics
  - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

## **Aim of the Program**

The program is intended to enable students to pursue university studies in the broad areas of Social Science, law, education and administration, through the acquisition of scientific learning based on the integration of knowledge and methods acquired in various Social Science disciplines.

## Goals of the Program

### Program-Specific Component

At the end of the program, students will be able to:

- Distinguish the main facts, notions and concepts related to the object of study, i.e., the human phenomena, from a disciplinary and transdisciplinary perspective
- Explain theories, laws, models and schools of thought in relation to their authors and concrete situations
- Situate various issues related to citizenship in a world-wide context
- Demonstrate the qualities associated with scientific intellect and critical thinking as well as the skills required to apply the qualitative and quantitative methods used in the field of Social Science
- Use the necessary research and methods in order to pursue their studies
- Use appropriate information technologies
- Convey their ideas clearly and correctly in the language of instruction
- Read and understand basic Social Science documents conveyed in their second language
- Integrate the learning acquired throughout the program

#### Distinguish the main facts, notions and concepts related to the object of study, i.e., the human phenomena, from a disciplinary and transdisciplinary perspective

Depending on whether its subject of study is concrete or conceptual, science is said to be empirical or positive. Social Science falls into the former category, given that it focuses on all aspects of humanity, in both a local and global context.

The term “notion” refers to knowledge at its most basic level, the rudiment of learning, which occasionally take precedence over experience or leads to moral considerations. As for facts, they are the empirical evidence that provides the field of Social Science with an understanding of reality. They also constitute information that is indispensable in formulating an operational definition of concepts. The emphasis placed on concepts corresponds to their importance in the context of theories, models, laws or schools of thought.

All these disciplines contribute either individually or collectively to the students acquisition of basic knowledge. It is also through these disciplines that students begin learning various vocabularies, some of which are specific to the field of Social Science.

#### Explain theories, laws, models and schools of thought in relation to their authors and concrete situations

Theories, laws, models and schools of thought are presented in order to better explain a given phenomenon. It is important that students can use it, understand the meaning and their role in relation to the evolution of knowledge. Some of these intellectual constructs have come and gone, while others have not as yet been successfully refuted. It is also important that students understand the potential limitations of these theories, laws, models and schools of thought, and be capable of situating them in the contexts in which they emerged.

Furthermore, even if the students are more familiar with the main elements of these theories, laws, models and schools of thought than with the individuals who originated them, it is still pertinent to recognize the respective contributions of the latter, especially in light of their lasting importance in the evolution of knowledge in a given field of study.

### Situate various issues related to citizenship in a world-wide context

The various Social Science disciplines focus on human beings and their environment from different points of view. In the current context of internationalization and openness to the world, students must not only be knowledgeable about societies in the four corners of the planet, but they must also be able to situate issues related to citizenship in a world-wide context.

Both the general education courses and the program-specific courses will provide students with opportunities to demonstrate these abilities, which should encourage them, among other things, to become responsible citizens.

### Demonstrate the qualities associated with scientific intellect and critical thinking as well as the skills required to apply the qualitative and quantitative methods used in the field of Social Science

Scientific activity requires appropriate mental preparation on the part of the person conducting it. A scientific research is characterized by objectivity, the ability to reason, openness, detachment, rigour, a tendency to question, and critical thinking. A code of ethics or conduct is often required to ensure that the rights of the research subjects, the public in general and the scientific community are respected.

A scientific research can be developed more easily through the practical. The specific education, through the practical dimension of its courses, offers students the opportunity to improve the qualities associated with scientific research and acquire the skills needed to apply the methods used in the field of Social Science. Once they have completed the program, they must be capable of carrying out all the steps of a basic scientific research process using a methodology appropriate to the field of Social Science.

### Use the necessary research and methods in order to pursue their studies

This goal encompasses all the means, procedures, and rules intended to facilitate learning. The most useful work and research methods for the pursuit of studies include study strategies, preparation for examinations, documentary research, literature review, organization, and presentation of different types of written assignments, preparation for oral presentations, computer literacy, teamwork and data analysis.

Program activities must introduce students to various ways of working. However, it is up to the students to perfect existing skills and acquire new ones by consulting the works suggested by teachers or made available at the college. It is important for students to develop their ability to learn autonomously.

### Use appropriate information technologies

As electronic communication becomes a world-wide phenomena, Social Science students must be capable of using technological tools such as computers and their most common peripherals, as well as the main types of information processing software (word processing, specialized software, etc.), to support their learning activities in Social Science.

### Convey their ideas clearly and correctly in the language of instruction

Students must be able to express themselves correctly, both orally and in writing, using a level of language that is appropriate to the type of communication and the target audience. They must be able to write correctly, report facts, expound on a topic, get their ideas across, create, discuss, argue, produce a project, define their position, etc. Students must demonstrate mastery of structure, spelling, syntax and appropriate terminology in all instances of pertinent and coherent communication.

### Read and understand basic Social Science documents conveyed in their second language

The level of understanding required in a second language is established by the college based on the students learning achievements and the general context of the university studies they intend to pursue. In this respect, the selection of basic documents, in written or other form, must reflect the diversity of the information sources to which the students can refer, and allow for a steady progression in the level of difficulty of their reading comprehension.

### Integrate the learning acquired throughout the program

The integration of learning involves a combination of knowledge related to Social Science disciplines, methodological skills and attitudes that enable students to develop an overall view of the phenomena studied. This integration can also include personal experience on the part of the students.

Students must perceive some coherence between courses in the same discipline and establish links between the various disciplines in the program. To understand and react in new situations, they must also be able to apply what they have learned.

The integration of learning must occur steadily and progressively within the program, and it must be supported and fostered by all of the courses. As they progress through the curriculum, students must become more aware of their learning processes so that they can pursue, consolidate or modify their learning plans and, as needed, readjust their objectives.

## General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society*:
  - Demonstrate independence and creativity in thought and action
  - Demonstrate rational, critical and ethical thinking
  - Develop strategies that promote reflection on their knowledge and actions
  - Pursue the development of a healthy and active lifestyle
  - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies*:
  - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
  - Recognize the influence of the media, sciences or technology on culture and lifestyle

- Analyse works in philosophy or the humanities emanating from different historical periods and movements
- Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
  - Improve communication in the second language
  - Master the basic rules of discourse and argumentation
  - Refine oral and written communication in the language of instruction

## English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature,

- will be able to demonstrate their knowledge of the following:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent analytical approach to literary genres
  - ways to apply an independent analytical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
  - ways to identify the socio-cultural and historical context of different periods and movements
  - ways to refine oral and written communication in the language of instruction
- will be able to demonstrate their ability to do the following:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various styles of discourse
  - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - critical and ethical thought

## Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question

- methods for coherent integration of concepts and the formulation and synthesis of ideas
- the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
  - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
  - compare world views
  - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
  - recognize forms of creativity and original thought
  - define the dimensions, limits and uses of knowledge in appropriate historical contexts
  - identify, organize and synthesize the salient elements of a particular example of knowledge
  - situate important ethical and social issues in their appropriate historical and intellectual contexts
  - explain, analyze and debate ethical issues in a personal and professional context
  - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

## Second Language

Students who have achieved the general education objectives in Second Language

- will be able to demonstrate their knowledge of the following:
  - different reading techniques
  - the formal elements needed to produce a structured text, both orally and in writing
  - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
  - question, analyze, judge and defend an argument in this language
  - reflect on their knowledge and actions notably by revising their written productions
  - maintain social relationships and share in the cultural life of Québec
  - establish and maintain work-related relationships in this language
- will be encouraged to develop: the following attitudes of:
  - openness to the various aspects of Québec culture
  - recognition and promotion of creativity
  - readiness to participate in social and economic life

## Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner
- will be encouraged to develop the following attitudes:
  - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
  - awareness of the factors that encourage them to practise physical activity more often
  - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
  - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
  - respect for ethical behaviour when participating in a sport or a physical activity
  - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
  - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
  - readiness to adopt the values of discipline, effort, consistency and perseverance
  - readiness to promote, as a social value, the regular and sufficient practice of physical activity

## Complementary General Education Component

### Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

### Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

### Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

### Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

### Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

### Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

## Program Objectives and Standards

### List of Objectives

#### Program-Specific Component

Between 30 and 31½ credits, between 705 and 750 periods of instruction

#### Common Objectives

- 022K Explain the foundations of human behaviour and mental processes
- 00Q9 Recognize, from a historical perspective, the fundamental characteristics of indigenous civilizations of North America
- 022M Explain the economic foundations of society
- 022N Identify the contribution of knowledge related to Social Science disciplines to the understanding of the human phenomena
- 022P Apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science
- 022Q Apply the scientific approach used in the field of Social Science to empirical research
- 022R Thoroughly analyze a human phenomena
- 022S Apply concepts related to Social Science disciplines to the understanding of the human phenomena in concrete situations
- 022T Demonstrate, on an individual basis, that the learning achieved during the program has been integrated

#### Optional Objectives

- 022U Produce a project that contributes to the enrichment of their knowledge in Social Science
- 022V Explain the cellular and systemic regulation and the reproductive system of the human organism
- 022W Apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science
- 022X Apply methods of differential calculus to the study of functional models in the field of Social Science
- 022Y Apply methods of integral calculus to the study of functional models in the field of Social Science
- 022Z Apply methods of linear algebra and vector geometry to the study of various phenomena of human activity.

General Education Component Common to All Programs  
and General Education Component Specific to the Program  
16½ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

Second Language

One objective to be met from the following:

- 4AS0 Communicate in an indigenous language (breakthrough level for basic users)
- 4AS1 Communicate in an indigenous language (waystage level for basic users)
- 4AS2 Communicate in an indigenous language (threshold level for independent users)
- 4AS3 Communicate in an indigenous language (vantage level for independent users)
- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4ASP Communicate in an indigenous language in relation to the student's field of study (breakthrough level for basic users)
- 4ASQ Communicate in an indigenous language in relation to the student's field of study (waystage level for basic users)
- 4ASR Communicate in an indigenous language in relation to the student's field of study (threshold level for independent users)
- 4ASS Communicate in an indigenous language in relation to the student's field of study (vantage level for independent users)
- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

## Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

## Program-Specific Component

### Common Objectives and Standards

Code: 022K

#### Objective

#### Standard

##### Statement of the Competency

Explain the foundations of human behaviour and mental processes.

##### Elements of the Competency

1. Demonstrate the contribution of psychology to the understanding of human beings.
2. Distinguish the main perspectives, the main schools of thought and their proponents, and the methodology used in the field of psychology.
3. Describe the biological, cognitive and affective processes that underlie human behaviour.
4. Demonstrate the adaptation process of individuals to their environment.
5. Interpret various patterns of human behaviour using concepts and theories related to the field of psychology.

##### Performance Criteria

- Correct use of the concepts and vocabulary related to the field of psychology
- Clear identification of major perspectives, schools of thought and fields of intervention in the field of psychology
- Explanation of the methodology used in psychology based on the main discoveries in the field of human behaviour
- Description and interaction of the biological, cognitive and affective processes
- Satisfactory demonstration of the adaptation process of individuals to their environment
- Satisfactory interpretation of various patterns of human behaviour based on various psychological approaches

##### Learning Activities

Discipline: Psychology  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Recognize, from a historical perspective, the fundamental characteristics of indigenous civilizations of North America.

**Elements of the Competency**

**Performance Criteria**

1. Recall the significant contributions of indigenous civilizations that populated North America.
2. Retrace the evolution of indigenous civilizations in time and space.
3. Show the importance of various tools in the development of historical knowledge.
4. Analyze the main transformations of indigenous civilizations.
5. Identify different viewpoints on historical events.

- Satisfactory knowledge of the origins and development of indigenous civilizations
- Appropriate application of the concepts used in history
- Correct interpretation of at least one document or tool used in the history of indigenous civilizations
- Rigorous analysis of at least one event, era or key figure in relation to the development of indigenous civilizations
- Relevant presentation of the various viewpoints as they relate to a specific historical event

**Learning Activities**

Discipline: History  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Explain the economic foundations of society.

**Elements of the Competency**

1. Identify the specific contribution of economics to the understanding of social organization.
2. Provide a general explanation of the functioning of a mixed-market economy and a free-market economy.
3. Identify the major schools of thought in the field of economics.
4. Measure and interpret economic activity based on the main economic indicators, as part of the overall economic climate.
5. Explain economic policies using a model of macroeconomic activity.
6. Establish links between economic theory and the current economic situation.

**Performance Criteria**

- Satisfactory explanation of the contribution of economics to the understanding of social organization
- Formal identification, in their institutional context, of the roles and interactions of economic agents
- Accurate identification of the major schools of thought in the field of economics and of their main proponents
- Characterization, utilization and interpretation of economic indicators
- Accurate explanation of economic policies that are relevant to the economic situation
- Correct representation of economic theories and models
- Rigorous analysis of the current economic situation
- Correct and rigorous use of quantitative methods specific to economics

**Learning Activities**

Discipline: Economics  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

**Achievement Context**

Identify the contribution of knowledge related to Social Science disciplines to the understanding of the human phenomena.

- As part of at least one discipline that introduces students to the field of study of Social Science

**Elements of the Competency**

**Performance Criteria**

1. Understand the development of the body of knowledge being studied.
2. Know and understand the main facts, notions, concepts, theories, methods and other key components of this body of knowledge.
3. Demonstrate the relevance and scope of these components in the understanding of the human phenomena.

- Satisfactory explanation of the contribution of this body of knowledge to the understanding of a given situation, problem or question
- Demonstration of the understanding of the theoretical components of this body of knowledge and, where applicable, of another component deemed essential to it
- Brief description or application of the main components used in the analysis of a situation, problem or question
- Accurate appraisal of the contribution of this body of knowledge

**Learning Activities**

Discipline: Administration, Anthropology, Classics, Geography, Philosophy (when not offered as part of the general education component), Political Science, Religious Studies or Sociology

Note: The disciplines of Mathematics and Biology may contribute partially to the achievement of this objective.

## Objective

## Standard

Statement of the Competency	Achievement Context
Apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science.	<ul style="list-style-type: none"> <li>Using primary or secondary data employed in the field of Social Science</li> <li>Using an appropriate data processing software and a calculator capable of doing at least bivariate frequency distribution</li> </ul>
Elements of the Competency	Performance Criteria
<ol style="list-style-type: none"> <li>Situate the analysis of data, and more specifically its interpretation, within the scientific approach used in Social Science.</li> <li>Present the data in satisfactory forms.</li> <li>Analyze data using various forms of measurement.</li> <li>Determine the nature and intensity of the link between the variables.</li> <li>Estimate the parameters of a given population based on the corresponding statistics obtained from a sample.</li> </ol>	<ul style="list-style-type: none"> <li>Accurate use of appropriate concepts and vocabulary</li> <li>Identification of various types of variables and scales of measurement</li> <li>Presentation of data in the form of tables and charts</li> <li>Correct use and interpretation of measures of central tendency, dispersion and position, rates, proportions, percentages, indices and ratios, and of measures of temporal variation</li> <li>Plausible identification of the sampling method used based on an observed sample of the target population</li> <li>Interval estimation of averages and proportions in a given population, taking confidence levels into account</li> <li>Formal verification of the presence of a statistical link between two variables using the chi-square test of independence, and determination of the strength of the relationship using an appropriate coefficient</li> <li>Identification of the presence of a linear relationship between two variables using a scatter plot, the linear correlation coefficient and a description of the relationship based on the regression line</li> <li>Critical interpretation of texts containing quantitative information</li> </ul>
Learning Activities	
Discipline:	In the field of study or Mathematics
Credits:	2
Periods of instruction:	60
If learning activities contribute to the achievement of objectives 022P and 022W:	
Discipline:	Mathematics
Credits:	2 $\frac{2}{3}$
Periods of instruction:	75

**Objective**

**Standard**

**Statement of the Competency**

Apply the scientific approach used in the field of Social Science to empirical research.

**Achievement Context**

- Individually and in teams
- Using a scientific approach applied to the subject of study, i.e., the human phenomena
- As part of the writing of a research report following the standard form
- Using software appropriate to the type of research being carried out

**Elements of the Competency**

1. Explain the characteristics of the scientific approach used in Social Science.
2. Identify a research problem.
3. Select a research method and technique that correspond to the problem identified.
4. Produce a data collection instrument based on the research method and technique selected.
5. Collect data above using the instrument.
6. Analyze the data collected.
7. Interpret the research results.

**Performance Criteria**

- Brief explanation of the characteristics of the scientific approach used in Social Science
- Correct formulation of a research problem
- Justification of the research method and technique selected
- Production of a data collection tool adapted to the problem identified
- Appropriate selection of a population\* and a research sample
- Appropriate use of the data collection instrument
- Satisfactory entry and processing of the data collected
- Systematic analysis of the data collected
- Coherent interpretation of the results as they relate to the problem identified

**Learning Activities**

Periods of instruction: 60

Note: The word “population” refers to the set of elements of the same type that are the focus of the research.

**Objective**

**Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Thoroughly analyze a human phenomena.	<ul style="list-style-type: none"> <li>As part of at least one discipline in the field of study of Social Science to which students have been introduced</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
<ol style="list-style-type: none"> <li>Know and understand the facts, notions, concepts, theories, methods and other components that are part of a body of knowledge related to Social Science disciplines.</li> <li>Analyze various aspects of cases, situations or problems.</li> <li>Analyze a theme based on knowledge already acquired.</li> </ol>	<ul style="list-style-type: none"> <li>Adequate demonstration of the understanding of theoretical or other components</li> <li>Demonstration of the ability to establish appropriate links between theoretical concepts and cases, situations or problems</li> <li>Analysis of a theme from various angles, based on appropriate and varied sources and arguments</li> </ul>
<b>Learning Activities</b>	
<p>Note: The disciplines of Mathematics and Biology may contribute partially to the achievement of this objective.</p>	

**Objective**

**Standard**

**Statement of the Competency**

**Achievement Context**

Apply concepts related to Social Science disciplines to the understanding of the human phenomena in concrete situations.

- As part of at least one discipline in the field of study of Social Science to which students have been introduced

**Elements of the Competency**

**Performance Criteria**

1. Identify concrete situations that lend themselves to study.
2. Use concepts applicable to these situations.
3. Use a strategy appropriate to the study of these situations.

- Appropriate selection of concrete situations
- Clear understanding of the concepts to be applied to these situations
- Use of an appropriate strategy for the study of these situations
- Establishment of significant links between the material studied and the concepts used

**Learning Activities**

Note: The disciplines of Mathematics and Biology may contribute partially to the achievement of this objective.

**Objective**

**Standard**

**Statement of the Competency**

**Achievement Context**

Demonstrate, on an individual basis, that the learning achieved during the program has been integrated.

- As part of an individual or group achievement

**Elements of the Competency**

**Performance Criteria**

1. Recall significant learning achievements from the program.
2. Apply this learning in new situations.
3. Produce a final output.
4. Regularly evaluate their learning approach.
5. Evaluate their final output.

- Statement of the learning acquired
- Relevant application of learning in new situations
- Appropriate application of at least two Social Science disciplines
- Satisfactory use of work and research methods
- Efficient use of appropriate information technologies
- Clear, correct oral and written communication in the language of instruction
- Recognition of the general meaning and essential ideas of a message conveyed in the second language
- Critical evaluation of their learning approach
- Critical evaluation of their final output

**Learning Activities**

Periods of instruction : 45 or 60

## Optional Objectives and Standards

Code: 022U

### *Objective*

### *Standard*

#### **Statement of the Competency**

#### **Achievement Context**

Produce a project that contributes to the enrichment of their knowledge in Social Science.

- As part of at least one discipline in the field of study of Social Science that has been analyzed or applied

#### **Elements of the Competency**

#### **Performance Criteria**

1. Devise a work plan.
2. Employ knowledge that is useful for this project.
3. Apply the acquired knowledge to this project.
4. Produce the project.

- Elaboration of the content and form of the work plan
- Correct use of the acquired knowledge
- Relevant application of the acquired knowledge
- Coherent final project

#### **Learning Activities**

Note: The disciplines of Mathematics and Biology may contribute partially to the achievement of this objective.

Objective		Standard	
Statement of the Competency		Achievement Context	
Explain the cellular and systemic regulation and the reproductive system of the human organism.		<ul style="list-style-type: none"><li>• In the classroom and the laboratory</li><li>• As part of at least one experiment</li></ul>	
Elements of the Competency		Performance Criteria	
<ol style="list-style-type: none"><li>1. Identify the cell as the basic unit of regulation and reproduction.</li><li>2. Explain how the nervous system ensures homeostasis.</li><li>3. Explain how the endocrine system ensures homeostasis.</li><li>4. Illustrate the mechanisms of human reproduction.</li><li>5. Explain the mechanisms of heredity.</li></ol>		<ul style="list-style-type: none"><li>• Satisfactory description of cellular structures in relation to their functions in the regulatory and reproductive systems</li><li>• Consistent explanation of the relationship between the activity of the nervous system and the regulation of the human organism</li><li>• Consistent explanation of the relationship between the activity of the endocrine system and the regulation of the human organism</li><li>• Clear demonstration of how the nervous and endocrine systems influence human behaviour</li><li>• Appropriate illustration of the mechanisms of human reproduction</li><li>• Satisfactory illustration of the transmission of inherited characteristics</li><li>• Relevant illustration of at least one example of genetic engineering</li><li>• Appropriate use of concepts and terminology</li></ul>	
Learning Activities			
Discipline:		Biology	
Number of credits:		2	

**Objective**

**Standard**

Statement of the Competency	Achievement Context
Apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science.	<ul style="list-style-type: none"> <li>Using primary or secondary data employed in the field of Social Science</li> <li>Using an appropriate data processing software or a calculator that permits statistical interpretation</li> </ul>
Elements of the Competency	Performance Criteria
<ol style="list-style-type: none"> <li>Correctly incorporate the concepts of probability in the decision-making process.</li> <li>Correctly use the various probability distributions in the decision-making process.</li> <li>Standardize data.</li> <li>Estimate an average in a given population using confidence intervals, small samples and taking confidence levels into account.</li> <li>Perform the most appropriate test of hypothesis.</li> </ol>	<ul style="list-style-type: none"> <li>Accurate use of appropriate concepts and vocabulary</li> <li>Accurate evaluation of the probability of events using combinatory analysis, binomial distribution or normal distribution</li> <li>Appropriate calculation of the probability distribution of a discrete random variable and of its expectation and standard deviation</li> <li>Correct use of probability distributions in a decision-making process</li> <li>Satisfactory transformation of data into standardized data based on a rating scale commonly used in psychology and education</li> <li>Interval estimation of an average in a given population, using small samples and taking confidence levels into account</li> <li>Rigorous performance of hypotheses testing on an average, a proportion and a population, and test for the goodness of fit on a distribution, taking into account the significance level</li> <li>Formal verification of the effect of the treatment on a group by comparing two averages using paired samples or independent samples</li> </ul>
Learning Activities	
Discipline:	In the field of study or Mathematics
Credits:	2
Periods of instruction:	45
If learning activities contribute to the achievement of objectives 022P and 022W:	
Discipline:	Mathematics
Credits:	2 $\frac{2}{3}$
Periods of instruction:	75

## Objective

## Standard

### Statement of the Competency

Apply methods of differential calculus to the study of functional models in the field of Social Science.

### Achievement Context

- Using contexts related to the field of Social Science such as population growth, the spread of disease or rumour, financial mathematics, cost-benefit analysis: cost, revenue, profit
- Using appropriate information technologies

### Elements of the Competency

1. Situate the historical context of the development of differential calculus.
2. Recognize and describe the characteristics of algebraic, exponential, logarithmic and trigonometric functions expressed in symbolic or graphic form.
3. Analyze the behaviour of a function represented in symbolic or graphic form using an intuitive approach to the concept of limits.
4. Define the derivative of a function, to interpret it and apply derivative techniques.
5. Analyze the variations of a function using differential calculus.
6. Solve optimization and rate of change problems.

### Performance Criteria

- Basic knowledge of the historical context of the development of differential calculus
- Appropriate use of concepts
- Adequate functional representation of a given situation
- Adequate graph of functions
- Performing algebraic operations in conformity with rules
- Correct selection and application of rules and techniques
- Accuracy of calculations
- Explanation of steps in the procedure for solving optimization and rate of change problems
- Correct interpretation of results
- Use of appropriate terminology

### Learning Activities

Discipline: Mathematics  
Credits: 2  $\frac{2}{3}$   
Periods of instruction: 75  
Note: Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

## Objective

## Standard

Statement of the Competency	Achievement Context
Apply methods of integral calculus to the study of functional models in the field of Social Science.	<ul style="list-style-type: none"> <li>Using contexts related to the field of Social Science such as population growth, the spread of disease or rumour, financial mathematics, cost-benefit analysis: cost, revenue, profit</li> <li>Using appropriate information technologies</li> </ul>
Elements of the Competency	Performance Criteria
<ol style="list-style-type: none"> <li>Situate the historical context of the development of integral calculus.</li> <li>Find the indefinite integral of a function using integration techniques.</li> <li>Calculate the definite integral of a function on an interval and provide its interpretation.</li> <li>Calculate the limits of a function with indeterminate forms using l'Hospital's rule.</li> <li>Calculate the improper integral of a function on an interval and provide its interpretation.</li> <li>Analyze a phenomenon using differential equations with separable variables.</li> <li>Analyze a phenomenon by checking for convergence of a series.</li> </ol>	<ul style="list-style-type: none"> <li>Basic knowledge of the historical context of the development of integral calculus</li> <li>Appropriate use of concepts</li> <li>Adequate representation of situations in the form of equations, series and graphs</li> <li>Performing algebraic operations in conformity with rules</li> <li>Correct selection and application of rules and techniques</li> <li>Accuracy of calculations</li> <li>Explanation of the steps involved in calculation and analysis</li> <li>Correct interpretation of results</li> <li>Use of appropriate terminology</li> </ul>
Learning Activities	
Discipline:	Mathematics
Credits:	2 ½
Periods of instruction:	75
Note:	Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

## Objective

## Standard

Statement of the Competency	Achievement Context
Apply methods of linear algebra and vector geometry to the study of various phenomena of human activity.	<ul style="list-style-type: none"> <li>Using contexts related to the field of Social Science such as transportation, resource distribution, optimization of economic functions, Markov chains, etc.</li> <li>Using appropriate information technologies</li> </ul>
Elements of the Competency	Performance Criteria
<ol style="list-style-type: none"> <li>Situate the historical context of the development of linear algebra and vector geometry.</li> <li>Use matrices to solve concrete problems.</li> <li>Apply different methods of solving systems of linear equations.</li> <li>Use vector operations to solve concrete problems.</li> <li>Establish connections between vector geometry and linear algebra.</li> <li>Apply the methods of linear algebra and vector geometry to the study of line and plane geometry.</li> <li>Solve optimization problems using methods of solving systems of linear inequations with two or more variables.</li> </ol>	<ul style="list-style-type: none"> <li>Basic knowledge of the historical context of the development of linear algebra and vector geometry</li> <li>Appropriate use of concepts</li> <li>Accurate representation of situations using matrices, vectors, and systems of equations and inequations</li> <li>Satisfactory graphic representation of loci</li> <li>Algebraic operations in conformity with rules</li> <li>Correct selection and application of methods of solving systems of linear equations</li> <li>Correct application of algorithms</li> <li>Accuracy of calculations</li> <li>Explanation of steps in the problem solving procedure</li> <li>Correct interpretation of results</li> <li>Use of appropriate terminology</li> </ul>
Learning Activities	
Discipline:	Mathematics
Credits:	2 ½
Periods of instruction:	75
Note:	Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

## General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

### *Objective*

### *Standard*

#### **Statement of the Competency**

Analyze and produce various forms of discourse.

#### **Elements of the Competency**

#### **Performance Criteria**

- |  |  |
|--|--|
| 1. Identify the characteristics and functions of the components of literary texts. | <ul style="list-style-type: none"> <li>• Accurate explanation of the denotation of words</li> <li>• Adequate recognition of the appropriate connotation of words</li> <li>• Accurate definition of the characteristics and function of each component</li> </ul> |
| 2. Determine the organization of facts and arguments of a given literary text.     | <ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main idea and structure</li> <li>• Clear presentation of the strategies employed to develop an argument or thesis</li> </ul>  |
| 3. Prepare ideas and strategies for a projected discourse.                         | <ul style="list-style-type: none"> <li>• Appropriate identification of topics and ideas</li> <li>• Adequate gathering of pertinent information</li> <li>• Clear formulation of a thesis</li> <li>• Coherent ordering of supporting material</li> </ul>           |
| 4. Formulate a discourse.  | <ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correct development of sentences</li> <li>• Clear and coherent development of paragraphs</li> <li>• Formulation of a 750-word discourse</li> </ul>                    |
| 5. Revise the work.  | <ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>   |

#### **Learning Activities**

Discipline: English, Language of Instruction and Literature  
 Weighting: 2-2-4 or 1-3-4  
 Credits: 2½

General Education Component Common to All Programs  
and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA1

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to literary genres.

**Elements of the Competency**

**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> <li>• Accurate recognition of the figurative communication of meaning</li> <li>• Adequate explanation of the effects of significant literary and rhetorical devices</li> </ul>
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> <li>• Appropriate recognition of the relationship of a text to its period</li> </ul>
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Weighting: 2-2-3  
Credits: 2½

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to a literary theme.

**Elements of the Competency**

**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.

- Clear recognition of elements within the text, which define and reinforce a theme and its development
- Adequate demonstration of the effects of significant literary and rhetorical devices

2. Situate a literary text within its cultural context.

- Appropriate recognition of a text as an expression of cultural context
- Adequate demonstration of the effects of significant literary and rhetorical devices

3. Detect the value system inherent in a literary text.

- Appropriate identification of expression (explicit / implicit) of a value system in a text

4. Write an analysis on a literary theme.

- Selective use of appropriate terminology
- Effective presentation of a 1000-word coherent response to a literary text

5. Revise the work.

- Appropriate use of revision strategies
- Appropriate revision of form and content

**Learning Activities**

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-3

Credits: 2½

General Education Component Common to All Programs  
and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EAP

**Objective**

**Standard**

**Statement of the Competency**

Communicate in the forms of discourse appropriate to one or more fields of study.

**Elements of the Competency**

**Performance Criteria**

1. Identify the forms of discourse appropriate to given fields of study.

- Accurate recognition of specialized vocabulary and conventions
- Accurate recognition of the characteristics of the form of discourse
- Exploration of a variety of topics

2. Recognize the forms of discourse appropriate to given fields of study.

- Clear and accurate recognition of the main ideas and structure
- Appropriate distinction between fact and argument

3. Formulate an oral and a written discourse.

- Examine ways to address and structure a given topic
- Appropriate choice of tone and diction
- Correctly developed sentences
- Clearly and coherently developed paragraphs
- Appropriate use of program-related communication strategies including media and technology
- Formulation of a 1000-word discourse

4. Revise the work.

- Appropriate use of revision strategies
- Appropriate revision of form and content

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Periods of instruction: 60  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency	Performance Criteria
1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to a field of knowledge</li> </ul>
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> <li>• Adequate definition of the dimensions, limits, and uses of a field of knowledge</li> </ul>
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> <li>• Accurate identification of the main components in the historical development of a field of knowledge</li> <li>• Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge</li> </ul>
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> <li>• Appropriate analysis of the components</li> <li>• Coherent synthesis of the main components</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: Humanities  
Weighting: 3-1-3  
Credits: 2½

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Humanities

Code: 4HU1

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to world views.

**Elements of the Competency**

**Performance Criteria**

- |  |   |
|--|---|
| 1. Describe world views.   | <ul style="list-style-type: none"> <li>• Accurate description of a society or group with a distinctive world view</li> <li>• Appropriate use of terminology relevant to these societies or groups</li> </ul>  |
| 2. Explain the major ideas, values, and implications associated with a given world view. | <ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world view</li> </ul>  |
| 3. Organize the ideas, values and experiences of a world view into coherent patterns.    | <ul style="list-style-type: none"> <li>• Coherent organization of ideas about a world view</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views</li> </ul> |
| 4. Compare world views.  | <ul style="list-style-type: none"> <li>• Comparative analysis of these world views</li> <li>• Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis</li> </ul>                               |
| 5. Convey the ideas, attitudes, and experiences of the societies or groups studied.      | <ul style="list-style-type: none"> <li>• Coherent integration of the importance and implications of the world views for the given societies or groups</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>    |

**Learning Activities**

Discipline: Humanities  
Weighting: 3-0-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to ethical issues relevant to the field of study.

**Elements of the Competency**

**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.

- Accurate recognition of the basic elements of ethical issues
- Appropriate use of relevant terminology
- Adequate identification of the main linkages with world views and fields of knowledge

2. Explain the major ideas, values, and social implication of ethical issues.

- Adequate description of the salient components of the issues

3. Organize the ethical questions and their implications into coherent patterns.

- Coherent organization of the ethical questions and their implications
- Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues

4. Debate the ethical issues.

- Adequate development of substantiated argumentation including context and diverse points of view
- Clear articulation of an individual point of view
- Appropriate use of revision strategies
- Appropriate revision of form and content

**Learning Activities**

Discipline: Humanities  
Periods of instruction: 45  
Credits: 2

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Second Language

Code: 4AS0

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language (breakthrough level for basic users).	<ul style="list-style-type: none"> <li>• Reliance on a basic repertoire of words and expressions related to ongoing concrete situations</li> <li>• Limited use of simple sentence patterns and grammatical structures in a memorized repertoire</li> <li>• Establishment of basic social contact by using the simplest polite forms</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Understanding of speech that is slow, carefully articulated and has long pauses</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Understanding of very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases</li> </ul>
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Use of simple expressions relating to people and things</li> <li>• Simple interaction; communication dependent on slow rate of speech, repetition, rephrasing and correction</li> <li>• Questions, answers, simple statements and responses regarding areas of immediate need or familiar subjects</li> <li>• Understandable pronunciation of a limited repertoire of memorized expressions and words</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Production of expressions and simple isolated phrases and sentences</li> <li>• Ability to write short phrases and familiar words, such as instructions, names of everyday objects or set phrases used regularly</li> <li>• Ability to write personal information, such as their address and nationality</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language (waystage level for basic users).	<ul style="list-style-type: none"> <li>• Sufficient vocabulary to conduct routine everyday transactions involving familiar situations and subjects or to satisfy basic communicative needs or cope with simple survival needs</li> <li>• Correct use of simple structures; systematic occurrence of basic mistakes (e.g. mixing up tenses and forgetting to mark agreement), but these generally don't affect the meaning</li> <li>• Ability to respond to basic language functions such as information exchange and requests and to express ideas and opinions in a simple way</li> <li>• Ability to socialize simply but effectively, using the simplest common expressions and following basic routines</li> <li>• Ability to handle very short social exchanges, using everyday polite forms of greeting and address (e.g. can make and respond to invitations, suggestions or apologies)</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Sufficient understanding to meet needs of a concrete type provided speech is clearly and slowly articulated</li> <li>• Understanding of words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment)</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Understanding of short, simple texts on familiar matters of a concrete type that contain high-frequency everyday or job-related language</li> <li>• Understanding of short, simple texts containing familiar vocabulary and international vocabulary</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Simple presentation or description of people, living conditions, daily routines, likes and dislikes as a short series of phrases or sentences linked into a list</li> <li>• Interaction with reasonable ease in structured situations and short conversations, provided the conversation partner helps</li> <li>• Participation in simple routine exchanges without undue effort: asking and answering questions, exchanging ideas and information on familiar topics in predictable everyday situations, etc.</li> <li>• Ability to communicate when performing simple, routine tasks requiring a simple, direct exchange of information on familiar subjects</li> <li>• Ability to handle very short social exchanges but is rarely able to understand enough to keep conversation going on their own</li> <li>• Generally clear enough pronunciation to be understood despite a noticeably foreign accent; conversation partner will sometimes need to ask for repetitions</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Appropriate use of a series of simple phrases and expressions linked by simple connectors</li> <li>• Ability to write short phrases on everyday subjects, such as directions for going somewhere</li> <li>• Ability to write, with reasonable phonetic accuracy (but not necessarily fully standard spelling), short words that are part of their vocabulary</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language (threshold level for independent users).	<ul style="list-style-type: none"> <li>• Sufficient vocabulary to express themselves with some circumlocutions on most subjects relevant to everyday life</li> <li>• Good command of elementary vocabulary; major errors still occur when expressing more complex thoughts</li> <li>• Use of routine expressions and patterns associated with more predictable situations</li> <li>• Reasonably accurate communication in familiar contexts; good grammatical control despite noticeable mother tongue interference</li> <li>• Ability to respond to a wide range of language functions using routine expressions in a neutral register; mistakes do not affect the clarity of the general meaning</li> <li>• Appropriate behaviour and observance of the most important rules of etiquette</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Understanding of factual information about everyday or school-related subjects, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent</li> <li>• Understanding of the main points of clear standard speech on familiar, everyday matters, including short narratives</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Satisfactory understanding of factual texts on subjects of personal interest or related to arts, literature and communication</li> </ul>
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Reasonably confident description of various arts, literature and communication subjects, presented as a linear sequence of points</li> <li>• Ability to communicate with some confidence about familiar matters</li> <li>• Ability to express thoughts on an abstract or cultural subject such as a film, a book or a piece of music</li> <li>• Use of a wide range of simple language to deal with most situations likely to arise while travelling</li> <li>• Ability to enter unprepared into conversation on familiar subjects, express personal opinions and exchange information</li> <li>• Clearly intelligible pronunciation; foreign accent sometimes evident and occasional mispronunciations occur</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
4. Write a text.	<ul style="list-style-type: none"> <li>• Straightforward connected texts on various arts, literature and communication subjects, linking a series of shorter discrete elements into a linear sequence</li> <li>• Generally comprehensible continuous texts</li> <li>• Spelling, punctuation and layout are accurate enough to be easily followed most of the time</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language (vantage level for independent users).	<ul style="list-style-type: none"> <li>• Good range of vocabulary with respect to general subjects or to arts, literature and communication</li> <li>• High level of precision in use of vocabulary; confusion and incorrect word choices do not hinder communication</li> <li>• Varied formulations; lexical gaps may cause hesitation and the use of circumlocutions</li> <li>• Good grammatical control; non-systematic errors and syntactical mistakes are infrequent, do not lead to misunderstanding and can be corrected in retrospect</li> <li>• Ability to express themselves confidently, clearly and politely in a register appropriate to the situation</li> <li>• Ability to sustain relationships with native speakers without requiring them to behave other than they would with a native speaker</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Ability to understand standard spoken language (e.g. on the radio), on everyday subjects encountered in personal or school life</li> <li>• Ability to understand the main ideas of propositionally and linguistically complex speech, delivered in standard language</li> <li>• Ability to follow extended speech and complex lines of argument on a familiar topic with explicit markers</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• High level of reading independence</li> <li>• Adaptation of style and speed of reading and selection of appropriate reference sources</li> <li>• Extensive, active reading vocabulary; difficulty with low-frequency idioms</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Presentation or detailed description of a wide range of arts, literature and communication subjects, expanding and supporting ideas with subsidiary points and relevant examples</li> <li>• Ability to use the language fluently, accurately and effectively on a wide range of subjects, marking clearly the connections between ideas</li> <li>• Spontaneous communication with good grammatical control and without much sign of having to restrict what they want to say, and with a level of formality appropriate to the circumstances</li> <li>• Ability to communicate fluently and spontaneously, allowing sustained interaction with native speakers without causing strain</li> <li>• Highlighting of personal significance of events and experiences, expression of opinions and defence of these opinions with relevant explanations and arguments</li> <li>• Clear, natural pronunciation and intonation</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Clear, detailed texts on a wide range of subjects, showing ability to synthesize and evaluate information and arguments from a variety of sources</li> <li>• Clearly intelligible continuous writing that follows standard layout and paragraphing conventions</li> <li>• Reasonably accurate spelling and punctuation, with some signs of mother tongue interference</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in standard French (Level I).

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in standard French with some ease  
(Level II).

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in standard French (Level III).

**Elements of the Competency**

**Performance Criteria**

1. Write a text of moderate complexity.

- Writing of a text of about 450 words
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear and coherent formulation of sentences, including at least three that are complex
- Coherent organization of paragraphs

2. Revise and correct a text of moderate complexity.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Comment on a written text of moderate complexity.

- Accurate identification of the main elements of a text of between 2 500 and 3 000 words
- Accurate explanation of the meaning of the words of the text
- Accurate identification of the main and secondary ideas, of facts and opinions
- Accurate identification of what is implicit and what is explicit

4. Produce a planned oral text of moderate complexity.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation
- Adaptation to the intended audience
- Appropriate sequencing of ideas

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Second Language

Code: 4SF3

**Objective**

**Standard**

**Statement of the Competency**

Explore a cultural and literary topic (Level IV).

**Elements of the Competency**

**Performance Criteria**

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its sociocultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

**Learning Activities**

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language in relation to the student's field of study (breakthrough level for basic users).	<ul style="list-style-type: none"> <li>• Reliance on a basic repertoire of words and expressions related to ongoing concrete situations</li> <li>• Limited use of simple sentence patterns and grammatical structures in a memorized repertoire</li> <li>• Establishment of basic social contact by using the simplest polite forms</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Understanding of speech that is slow, carefully articulated and has long pauses</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Understanding of very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases</li> </ul>
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Use of simple expressions relating to people and things</li> <li>• Simple interaction; communication dependent on slow rate of speech, repetition, rephrasing and correction</li> <li>• Questions, answers, simple statements and responses regarding areas of immediate need or familiar subjects</li> <li>• Understandable pronunciation of a limited repertoire of memorized expressions and words</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Production of expressions and simple isolated phrases and sentences</li> <li>• Ability to write short phrases and familiar words, such as instructions, names of everyday objects or set phrases used regularly</li> <li>• Ability to write personal information, such as their address and nationality</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language in relation to the student's field of study (waystage level for basic users).	<ul style="list-style-type: none"> <li>• Sufficient vocabulary to conduct routine everyday transactions involving familiar situations and subjects or to satisfy basic communicative needs or cope with simple survival needs</li> <li>• Correct use of simple structures; systematic occurrence of basic mistakes (e.g. mixing up tenses and forgetting to mark agreement), but these generally don't affect the meaning</li> <li>• Ability to respond to basic language functions such as information exchange and requests and to express ideas and opinions in a simple way</li> <li>• Ability to socialize simply but effectively, using the simplest common expressions and following basic routines</li> <li>• Ability to handle very short social exchanges, using everyday polite forms of greeting and address (e.g. can make and respond to invitations, suggestions or apologies)</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Sufficient understanding to meet needs of a concrete type provided speech is clearly and slowly articulated</li> <li>• Understanding of words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment)</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Understanding of short, simple texts on familiar matters of a concrete type that contain high-frequency everyday or job-related language</li> <li>• Understanding of short, simple texts containing familiar vocabulary and international vocabulary</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Simple presentation or description of people, living conditions, daily routines, likes and dislikes as a short series of phrases or sentences linked into a list</li> <li>• Interaction with reasonable ease in structured situations and short conversations, provided the conversation partner helps</li> <li>• Participation in simple routine exchanges without undue effort: asking and answering questions, exchanging ideas and information on familiar topics in predictable everyday situations, etc.</li> <li>• Ability to communicate when performing simple, routine tasks requiring a simple, direct exchange of information on familiar subjects</li> <li>• Ability to handle very short social exchanges but is rarely able to understand enough to keep conversation going on their own</li> <li>• Generally clear enough pronunciation to be understood despite a noticeably foreign accent; conversation partner will sometimes need to ask for repetitions</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Appropriate use of a series of simple phrases and expressions linked by simple connectors</li> <li>• Ability to write short phrases on everyday subjects, such as directions for going somewhere</li> <li>• Ability to write, with reasonable phonetic accuracy (but not necessarily fully standard spelling), short words that are part of their vocabulary</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language in relation to the student's field of study (threshold level for independent users).	<ul style="list-style-type: none"> <li>• Sufficient vocabulary to express themselves with some circumlocutions on most subjects relevant to everyday life</li> <li>• Good command of elementary vocabulary; major errors still occur when expressing more complex thoughts</li> <li>• Use of routine expressions and patterns associated with more predictable situations</li> <li>• Reasonably accurate communication in familiar contexts; good grammatical control despite noticeable mother tongue interference</li> <li>• Ability to respond to a wide range of language functions using routine expressions in a neutral register; mistakes do not affect the clarity of the general meaning</li> <li>• Appropriate behaviour and observance of the most important rules of etiquette</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Understanding of factual information about everyday or school-related subjects, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent</li> <li>• Understanding of the main points of clear standard speech on familiar, everyday matters, including short narratives</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Satisfactory understanding of factual texts on subjects of personal interest or related to arts, literature and communication</li> </ul>
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Reasonably confident description of various arts, literature and communication subjects, presented as a linear sequence of points</li> <li>• Ability to communicate with some confidence about familiar matters</li> <li>• Ability to express thoughts on an abstract or cultural subject such as a film, a book or a piece of music</li> <li>• Use of a wide range of simple language to deal with most situations likely to arise while travelling</li> <li>• Ability to enter unprepared into conversation on familiar subjects, express personal opinions and exchange information</li> <li>• Clearly intelligible pronunciation; foreign accent sometimes evident and occasional mispronunciations occur</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
4. Write a text.	<ul style="list-style-type: none"> <li>• Straightforward connected texts on various arts, literature and communication subjects, linking a series of shorter discrete elements into a linear sequence</li> <li>• Generally comprehensible continuous texts</li> <li>• Spelling, punctuation and layout are accurate enough to be easily followed most of the time</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

Statement of the Competency	Performance Criteria (for the competency as a whole)
Communicate in an indigenous language in relation to the student's field of study (vantage level for independent users).	<ul style="list-style-type: none"> <li>• Good range of vocabulary with respect to general subjects or to arts, literature and communication</li> <li>• High level of precision in use of vocabulary; confusion and incorrect word choices do not hinder communication</li> <li>• Varied formulations; lexical gaps may cause hesitation and the use of circumlocutions</li> <li>• Good grammatical control; non-systematic errors and syntactical mistakes are infrequent, do not lead to misunderstanding and can be corrected in retrospect</li> <li>• Ability to express themselves confidently, clearly and politely in a register appropriate to the situation</li> <li>• Ability to sustain relationships with native speakers without requiring them to behave other than they would with a native speaker</li> </ul>
Elements of the Competency	Performance Criteria
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Ability to understand standard spoken language (e.g. on the radio), on everyday subjects encountered in personal or school life</li> <li>• Ability to understand the main ideas of propositionally and linguistically complex speech, delivered in standard language</li> <li>• Ability to follow extended speech and complex lines of argument on a familiar topic with explicit markers</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• High level of reading independence</li> <li>• Adaptation of style and speed of reading and selection of appropriate reference sources</li> <li>• Extensive, active reading vocabulary; difficulty with low-frequency idioms</li> </ul>

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Presentation or detailed description of a wide range of arts, literature and communication subjects, expanding and supporting ideas with subsidiary points and relevant examples</li> <li>• Ability to use the language fluently, accurately and effectively on a wide range of subjects, marking clearly the connections between ideas</li> <li>• Spontaneous communication with good grammatical control and without much sign of having to restrict what they want to say, and with a level of formality appropriate to the circumstances</li> <li>• Ability to communicate fluently and spontaneously, allowing sustained interaction with native speakers without causing strain</li> <li>• Highlighting of personal significance of events and experiences, expression of opinions and defence of these opinions with relevant explanations and arguments</li> <li>• Clear, natural pronunciation and intonation</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Clear, detailed texts on a wide range of subjects, showing ability to synthesize and evaluate information and arguments from a variety of sources</li> <li>• Clearly intelligible continuous writing that follows standard layout and paragraphing conventions</li> <li>• Reasonably accurate spelling and punctuation, with some signs of mother tongue interference</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study (Level I).

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a short text related to the student's field of study.

- Accurate identification of difficulties in writing
- Appropriate use of writing techniques
- Appropriate use of standard and specialized vocabulary
- Clear and coherent formulation of the text
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Understand the meaning and characteristics of a text related to the student's field of study.

- Accurate identification of difficulties in understanding the text
- Accurate identification of the characteristics of the text
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the text
- Accurate description of the general meaning and essential ideas of the text

3. Convey a simple oral message related to the student's field of study.

- Accurate identification of the difficulties in oral expression
- Appropriate use of techniques of oral expression
- Appropriate use of standard and specialized vocabulary
- Intelligible expression of the message

4. Understand the meaning of a simple oral message related to the student's field of study.

- Accurate identification of difficulties in understanding the message
- Accurate identification of the characteristics of the message
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the message
- Accurate description of the general meaning and essential ideas of the message

**Learning Activities**

Discipline: French as a Second Language  
Periods of instruction: 45  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in French on topics related to the student's field of study (Level II).

**Elements of the Competency**

**Performance Criteria**

- |  |   |
|--|---|
| 1. Write a text related to the student's field of study.                         | <ul style="list-style-type: none"> <li>• Appropriate use of specialized vocabulary and of conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of writing techniques</li> </ul> |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>  |
| 3. Differentiate the types of texts specific to the student's field of study.    | <ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of each of the main types of texts and the conventions used</li> </ul>   |
| 4. Analyze texts representative of the student's field of study.                 | <ul style="list-style-type: none"> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate interpretation of specialized vocabulary</li> <li>• Accurate identification of the ideas and subjects dealt with</li> <li>• Appropriate use of reading and listening techniques</li> </ul>                            |

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study (Level III).

**Elements of the Competency**

**Performance Criteria**

- |  |  |
|--|--|
| 1. Produce a text on a topic related to the student's field of study.            | <ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate sequencing of ideas</li> <li>• Appropriate form for the content</li> </ul>                                  |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>   |
| 3. Comment on texts specific to the student's field of study.                    | <ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of the main types of texts and the conventions used</li> <li>• Accurate explanation of the meaning of the words in the text</li> <li>• Accurate identification of the structure of the text</li> <li>• Accurate reformulation of the main and secondary ideas, of the facts and opinions</li> <li>• Accurate use of specialized vocabulary</li> </ul> |

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Produce a text in French on a topic related to the student's field of study (Level IV).

**Elements of the Competency**

**Performance Criteria**

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

**Learning Activities**

Discipline: French as a Second Language  
Periods of instruction: 45  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Analyze one's physical activity from the standpoint of a healthy lifestyle.

**Elements of the Competency**

**Performance Criteria**

- |  |   |
|--|---|
| 1. Establish the relationship between one's lifestyle habits and health.   | <ul style="list-style-type: none"> <li>• Proper use of documentation from scientific research or the media</li> <li>• Recognition of the influence of social and cultural factors on the practice of physical activity</li> <li>• Pertinent links made between one's lifestyle habits and the impact they have on health</li> </ul>   |
| 2. Be physically active in a manner that promotes one's health.  | <ul style="list-style-type: none"> <li>• Respect for the rules specific to the physical activity practised</li> <li>• Respect for codes of ethics, safety rules and regulations when being physically active</li> <li>• Respect for one's abilities when practising physical activities</li> </ul>  |
| 3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity. | <ul style="list-style-type: none"> <li>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition</li> <li>• Overall assessment of one's needs and abilities in terms of physical activity</li> <li>• Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis</li> </ul> |
| 4. Propose physical activities that promote one's health.  | <ul style="list-style-type: none"> <li>• Appropriate choice of physical activities according to one's needs, abilities and motivational factors</li> <li>• Use of clear reasoning to explain the choice of physical activity</li> </ul>   |

**Learning Activities**

Discipline: Physical Education  
Weighting: 1-1-1  
Credits: 1

**Objective**

**Standard**

**Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

**Elements of the Competency**

**Performance Criteria**

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

**Learning Activities**

Discipline: Physical Education  
Weighting: 0-2-1  
Credits: 1

**Objective**

**Standard**

**Statement of the Competency**

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

**Elements of the Competency**

**Performance Criteria**

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

**Learning Activities**

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

## Complementary General Education Component

Social Sciences		Code: 000V
Objective		Standard
Statement of the Competency		Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.		<ul style="list-style-type: none"><li>Working alone</li><li>In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues</li><li>Using documents and data from the field of social sciences</li></ul>
Elements of the Competency		Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.		<ul style="list-style-type: none"><li>Formulation of the focus specific to one or more of the social sciences</li><li>Description of the main approaches used in the social sciences</li></ul>
2. Identify some of the issues currently under study in the social sciences.		<ul style="list-style-type: none"><li>Association of issues with the pertinent areas of research in the social sciences</li></ul>
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.		<ul style="list-style-type: none"><li>Presentation of contemporary issues by highlighting the interpretation of the social sciences</li><li>Illustration of the interaction between certain social changes and the contribution of the social sciences</li></ul>
Learning Activities		
Periods of instruction:	45	
Credits:	2	
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

**Objective****Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• In an essay of approximately 750 words on a topic related to human existence</li> <li>• Using reference materials from the field of social sciences</li> </ul>
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Presentation of the background to the problem</li> <li>• Use of appropriate concepts and language</li> <li>• Brief description of individual, collective, spatio-temporal and cultural aspects of the problem</li> </ul>
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Clear formulation of an issue</li> <li>• Selection of pertinent reference materials</li> <li>• Brief description of historical, experimental and survey methods</li> </ul>
3. Draw conclusions.	<ul style="list-style-type: none"> <li>• Appropriate use of the selected method</li> <li>• Determination of appropriate evaluation criteria</li> <li>• Identification of strengths and weaknesses of the conclusions</li> <li>• Broadening of the issue analyzed</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

## Science and Technology

Code: 000X

**Objective****Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Using a written commentary on a scientific discovery or technological development</li> <li>• In an essay of approximately 750 words</li> </ul>
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> <li>• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration</li> <li>• Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method</li> </ul>
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> <li>• Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions</li> </ul>
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> <li>• Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries</li> <li>• Listing of the main stages of scientific and technological discoveries</li> </ul>
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> <li>• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries</li> <li>• Formulation of relevant questions and credibility of responses to the questions formulated</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000X.</p> <p>Use code 105 for a multidisciplinary course.</p> <p>Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> <li>Working alone or in groups</li> <li>Applying the standard scientific method to a given, simple scientific and technological problem</li> <li>Using common scientific instruments and reference materials (written or other)</li> </ul>
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> <li>Ordered list and brief description of the characteristics of the steps of the standard scientific method</li> </ul>
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> <li>Clear, precise description of the problem</li> <li>Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)</li> </ul>
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> <li>Pertinence, reliability and validity of the experimental method used</li> <li>Observance of established experimental method</li> <li>Appropriate choice and use of instruments</li> <li>Clear, satisfactory presentation of results</li> <li>Validity of the connections established between the hypothesis, the verification and the conclusion</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Modern Language

Code: 000Z

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> <li>• For modern Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least eight lines of dialogue</li> <li>○ in a written text consisting of at least eight sentences</li> </ul> </li> <li>• For modern non–Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least six lines of dialogue</li> <li>○ in a written text consisting of at least six sentences</li> </ul> </li> <li>• Based on learning situations on familiar themes</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of simple sentences</li> <li>• Spontaneous and coherent sequencing of sentences in a conversation</li> </ul>
4. Write a text on a given subject.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of basic grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of simple sentences</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.  
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> <li>• During a conversation that includes at least 15 lines of dialogue</li> <li>• In a written text consisting of at least 20 sentences for Latin-alphabet languages</li> <li>• In a written text consisting of at least 10 sentences for non–Latin-alphabet languages</li> <li>• Based on: <ul style="list-style-type: none"> <li>○ common situations in everyday life</li> <li>○ simple topics from everyday life</li> </ul> </li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of sentences</li> <li>• Dialogue</li> </ul>
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present and past indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of sentences of average complexity</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Modern Language

Code: 0067

**Objective****Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a conversation consisting of at least 20 lines of dialogue</li> <li>• In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)</li> <li>• Given documents of a sociocultural nature</li> <li>• Using reference materials for the written text</li> </ul>
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the message</li> <li>• Clear identification of structural elements of the language</li> </ul>
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the text</li> <li>• Clear identification of structural elements of the language</li> </ul>
3. Have a conversation on a subject.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the message to be expressed</li> <li>• Appropriate use of everyday vocabulary</li> <li>• Accurate pronunciation and intonation</li> <li>• Normal flow in a conversation in everyday language</li> <li>• Coherence of the message expressed</li> <li>• Pertinent responses to questions</li> </ul>
4. Write a text of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the text to be written</li> <li>• Accurate vocabulary</li> <li>• Coherence of the text as a whole</li> <li>• Observance of presentation and writing rules applicable to the text</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> <li>Working alone</li> <li>In an essay of approximately 750 words</li> <li>Using different personally selected concrete examples</li> </ul>
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> <li>Identification of basic notions and concepts</li> <li>Identification of the main branches of mathematics or computer science</li> <li>Appropriate use of terminology</li> </ul>
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> <li>Descriptive summary of several major phases</li> </ul>
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> <li>Demonstration of the existence of important contributions, using concrete examples</li> </ul>
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> <li>Presentation of a range of applications in various areas of human activity, using concrete examples</li> </ul>
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> <li>Identification of several major influences</li> <li>Explanation of the way in which mathematics or computer science have changed certain human and organizational realities</li> <li>Recognition of the advantages and disadvantages of these influences</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• While carrying out a task or solving a problem based on everyday needs</li> <li>• Using familiar tools and reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> <li>• Brief definition of concepts</li> <li>• Correct execution of basic operations</li> <li>• Appropriate use of terminology</li> </ul>
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> <li>• Listing of numerous possibilities available through the use of mathematical and computing tools and procedures</li> <li>• Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures</li> <li>• Appropriate choice according to needs</li> </ul>
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> <li>• Use of a planned and methodical process</li> <li>• Correct use of tools and procedures</li> <li>• Satisfactory results, given the context</li> <li>• Appropriate use of terminology specific to a tool or procedure</li> </ul>
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> <li>• Accurate interpretation, given the context</li> <li>• Clear, precise formulation of the interpretation</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Given a specified work of art</li> <li>• In a written commentary of approximately 750 words</li> </ul>
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> </ul>
2. Describe art movements.	<ul style="list-style-type: none"> <li>• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement</li> </ul>
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> <li>• Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes (except 502) to link a course to objective 0013.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Art and Aesthetics

Code: 0014

**Objective****Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a practical exercise</li> <li>• In the context of creating or interpreting a work of art</li> <li>• Using the basic elements of the language and techniques specific to the medium selected</li> </ul>
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> <li>• Identification of specific features: originality, essential qualities, means of communication, styles, genres</li> </ul>
2. Use the medium.	<ul style="list-style-type: none"> <li>• Personal, coherent use of elements of language</li> <li>• Satisfactory application of artistic techniques</li> <li>• Compliance with the requirements of the method of production</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> <li>• Exploration of various contemporary issues</li> <li>• Description of the main perspectives concerning these issues</li> <li>• Clear formulation of objects to study related to these issues</li> </ul>
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> <li>• Identification of some of the theories used in analyzing the issue</li> <li>• Clear description of the concepts and methods used</li> </ul>
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> <li>• Clear formulation of the perspectives of the issue</li> <li>• Precise description of the main contributions of the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Appropriate use of language and concepts from the disciplines</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>This objective lends itself to teaching by one or more teachers.</p> <p>Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Present a research problem.	<ul style="list-style-type: none"> <li>• Justification of the choice of research problem</li> <li>• Brief description of the main issues involved in the problem</li> <li>• Clear formulation of the main dimensions of the problem</li> <li>• Appropriate use of language and concepts from the disciplines</li> <li>• Clear formulation of the research question</li> </ul>
2. Analyze the research problem.	<ul style="list-style-type: none"> <li>• Relevant description of a research approach or method</li> <li>• Appropriate selection of research data</li> <li>• Proper application of the approach or method used</li> <li>• Appropriate use of an analytical framework</li> </ul>
3. Propose solutions.	<ul style="list-style-type: none"> <li>• Clear description of the main contributions from the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Justification of solutions proposed</li> <li>• Assessment of the strengths and weaknesses of the proposed solutions</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>This objective lends itself to teaching by one or more teachers.</p> <p>Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.</p>

## Additional Information

### Key Terms Used in Pre-University Programs

#### Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards.

#### Aim

The aim encompasses all of the academic fields identified in a pre-university program in order to prepare students for university. As a whole, the elements of a program—i.e. the aims of college education, common competencies, goals, objectives and standards—help students meet the educational requirements of these academic fields.

#### Goals

The goals of a pre-university program highlight what the students should learn. Program goals contribute to program coherence, which in turn promotes the integration and transfer of learning. They are in keeping with the program-based approach in that they serve to harmonize the program-specific and the general education components, and give concrete expression to the aim of the program.

#### Competency

A competency is the ability to act. It includes knowledge, skills and attitudes and refers to the student's demonstrated ability to use his or her knowledge and skills in a given situation.

#### Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and meeting set standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each objective is formulated in terms of a statement of the competency and its elements.

#### Standard

A standard is the level of performance at which an objective is considered to be achieved. It is by attaining objectives and meeting the required standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each standard is formulated in terms of performance criteria.

#### Statement of the competency

The statement of the competency specifies the overall training objective associated with a competency; it is based on expectations identified in an analysis of university education and general education needs.

#### Elements of the competency

The elements specify the essential components of a competency. They include only what is necessary in order to understand and develop the competency.

## Performance criteria

The performance criteria define the requirements for recognition of attainment of a standard. They are not an evaluation framework *per se*, but may serve to develop one. Performance criteria must be taken into account in the evaluation of competency development.

## Learning activities

The aspects of learning activities that the Minister can determine, in whole or in part, in a pre-university program include: the field of studies, the discipline(s), the course weighting, the number of periods of instruction, the number of credits, and such specific indications as are deemed essential.

## Common objectives and standards

Common objectives and standards determine the core learning content for pursuing university studies in a given field, no matter what specialization a student may have taken.

## Objectives and standards of an option

The objectives and standards of an option expose students to an academic field in order to guide them in their university course selection.

## Optional objectives and standards

Optional objectives and standards may or may not be implemented by a college. They serve to develop learning activities based on local orientations.

## Harmonization of Pre-University Programs and General Education

The harmonization of pre-university programs and general education is part of a lifelong learning approach that makes it easier for college-level students to switch from one pre-university program to another without having to repeat activities for which they have already obtained credit. Additional information on the harmonization of pre-university programs and general education is available on the Ministère's Web site at:

[www.education.gouv.qc.ca/en/colleges/etudiants-au-collegial/pre-university-programs](http://www.education.gouv.qc.ca/en/colleges/etudiants-au-collegial/pre-university-programs).

**Éducation  
et Enseignement  
supérieur**

**Québec**

