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ARTS

PROFESSIONAL MUSIC AND SONG TECHNIQUES

PROGRAM OF STUDY
551.A0

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AND SONG TECHNIQUES

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Professional Music and Song Techniques

2001

Type of certification: Diploma of college studies

Number of credits : 90 credits

Total duration: 2010 hours of instruction

General education component: 660 hours of instruction
Program-specific component:
- Common core and specialization stream A, Composition and Arrangement: 1350 hours of instruction
- Common core and specialization stream B, Performance: 1350 hours of instruction

Specific admission requirements:

Music 534

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INTRODUCTION TO THE PROGRAM

The *Professional Music and Song Techniques* program shares the aims and goals for technical education that serve as guidelines for the Direction générale de la formation professionnelle et technique. It was designed in accordance with the framework for developing technical programs, which emphasizes partnership and cooperation between the business and education communities.

This program is defined in terms of competencies, which are broken down into objectives and standards. The program should provide a basis for the development of learning activities and their evaluation, since it is based on training needs, the employment situation and the general goals of technical education. Furthermore, it supports the application of a program approach.

The *Professional Music and Song Techniques* program includes a general component that is common to all programs of study (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other components (4 credits) and a program-specific component which allows a choice between two specialization streams: one in Composition and Arrangement (63 1/3 credits), the other in Performance (63 1/3 credits).

Part One of this document presents an overview of the program. Part Two describes the objectives and standards of the general education component and the program-specific component.

VOCABULARY USED

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement context

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance criteria

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

PART ONE

GOALS OF THE PROGRAM

The *Professional Music and Song Techniques* program aims to train musicians and vocalists capable of developing in various styles of popular music. These styles include mainly twentieth century music and song produced as entertainment for a mass market: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Graduates of the *Professional Music and Song Techniques* program are able to adapt to various working conditions and respond to the demands of the profession. They are comfortable in different environments and with various media.

Music and song artists must demonstrate a high level of commitment and determination to achieve a successful career. They practise their art intensely in order to maintain and improve their musical knowledge. Artists must be open-minded, communicate easily, respect others, and conform to the ethics of the profession. While keeping up with market requirements and changing trends and technologies, musicians and vocalists should be in touch with other art forms and musical styles. In addition, they must know how to refresh their creative ideas, an ability that is crucial to their artistic development and personal well-being. Moreover, their rejuvenation of ideas is an indispensable trait for their artistic and personal balance.

Music and song artists are sought for their skills and distinct contributions. Therefore, it is important that they respond suitably to the needs and expectations of the labour market. Beginners work independently and are often isolated and must adapt to an environment with a number of specific and often constraining rules. By being well prepared, they are in a position to make enlightened decisions concerning their career advancement. Those who have acquired management skills can decide on the best strategies for managing their careers well and choosing work partners prudently.

The *Professional Music and Song Techniques* program includes two distinct specialization streams. The first prepares the student as an arranger and composer for music and songs. The second aims to prepare the student as a music or popular song performer.

Specialization stream A: Composition and Arrangement

This specialization stream allows the students to acquire skills in arranging as well as composing music and songs. Arrangement is distinguished from composition because the starting point for the activity is an already existing work. The arranger modifies or elaborates on a work to improve it or adapt it to a particular context.

The arranger generally works alone, although he or she may sometimes be asked to collaborate with the creator of the original song or piece of music.

In addition to working with instrumental music and songs, students who arrange and compose may be asked to produce music for a specific context, such as cinema, advertising or multimedia.

Specialization stream B: Performance

This specialization stream aims to train instrumentalists and popular music singers. As performers, instrumentalists and singers may work as soloists, members of an ensemble or accompanists. They must have a high level of skills in performance and sometimes in improvisation and theatrical expression. Generally, musicians work on stage or in a recording studio. Occasionally, they fulfill a particular function, such as providing music for a special event or participating in a television program, with or without a fixed repertoire. On other occasions, they have to produce their own show and take care of the programming. Conducting an ensemble could also be part of working in popular music as well as producing audio material.

In accordance with the general goals of technical education, the aims of the program-specific component of the *Professional Music and Song Techniques* program are:

- to enable students to acquire competence in the exercise of the profession, to perform the roles and carry out the functions, tasks and activities of the profession at a level acceptable for entry into the job market;
- to help students integrate into professional life through practical experiences that make the same demands on them as those of the real working environments in the field of music and popular song, and teach them the importance of fulfilling their responsibilities;
- to foster students' personal growth and continuing professional development by helping them attain greater self-understanding and awareness of their musical potential, with emphasis on attention to detail, autonomy, critical thinking, the desire to excel, openness to trends in the arts in general and popular music in particular;
- to facilitate the future job mobility of students by enabling them to adapt to different situations and working conditions and to manage their career with discernment.

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness of the need to develop habits conducive to good health.

Generic skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis;
- coherent reasoning;
- critical judgment;
- articulate expression;
- the ability to apply what they have learned in analyzing situations;

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education common to all programs, which is allotted 16 $\frac{2}{3}$ credits distributed as follows:
 - language of instruction and literature: 7 $\frac{1}{3}$ credits;
 - humanities or *philosophie*: 4 $\frac{1}{3}$ credits;
 - physical education: 3 credits;
 - second language: 2 credits.
- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits;
 - humanities or *philosophie*: 2 credits;
 - second language: 2 credits.
- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences;
 - science and technology;
 - modern languages;
 - mathematics literacy and computer science;
 - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.
or
000A Communiquer en français avec une certaine aisance.
or
000B Communiquer avec aisance en français.
or
000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
or
- 000Q Communiquer en français dans un champ d'études particulier.
or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
or
- 000S Dissserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT

(63 1/3 credits)

COMMON CORE

- 01FA TO USE ELEMENTS OF MUSICAL LANGUAGE
- 01FB TO TRANSCRIBE MUSICAL MATERIALS
- 01FC TO MASTER THE POPULAR MUSIC IDIOM
- 01FD TO TRANSCRIBE A PIECE OF POPULAR MUSIC
- 01FE TO PERFORM MUSICAL WORKS
- 01FF TO APPRECIATE CHARACTERISTICS OF MUSICAL WORKS
- 01FG TO DEVELOP INSTRUMENTAL VERSATILITY
- 01FH TO DEVELOP ARTISTIC SENSIBILITY
- 01FJ TO ADAPT TO NEW TECHNOLOGIES IN MUSIC
- 01FK TO ESTABLISH PROFESSIONAL COMMUNICATIONS
- 01FL TO MANAGE A CAREER

SPECIALIZATION STREAM A, COMPOSITION AND ARRANGEMENT

- 01FM TO ARRANGE A PIECE OF POPULAR MUSIC
- 01FN TO COMPOSE A PIECE OF POPULAR MUSIC
- 01FP TO RECORD POPULAR MUSIC
- 01FQ TO COMPOSE A SONG

SPECIALIZATION STREAM B, PERFORMANCE

- 01FR TO PERFECT INSTRUMENTAL OR VOCAL TECHNIQUE
- 01FS TO FUNCTION AS A PROFESSIONAL POPULAR MUSIC SOLOIST
- 01FT TO FUNCTION AS A PROFESSIONAL PERFORMER IN A SMALL POPULAR MUSIC ENSEMBLE
- 01FU TO FUNCTION AS A POPULAR MUSIC STUDIO MUSICIAN
- 01FV TO FUNCTION AS A POPULAR MUSIC ACCOMPANIST
- 01FW TO PRODUCE A POPULAR MUSIC SHOW

PLUS ONE ELECTIVE FOR SPECIALIZATION STREAM B

- 01FX TO IMPROVISE IN A POPULAR MUSIC CONTEXT
- 01FY TO MAKE EXPRESSIVE USE OF STAGE TECHNICS

HARMONIZATION

The *Professional Music and Song Techniques* program (551.A0) is part of the *Performing Arts* division of the *Arts* sector. This technical program has been revised for the purpose of harmonization with the pre-university program, *Music* (501.A0).

These two programs have been harmonized in the interest of providing educational continuity between the pre-university and technical paths, while preserving the goals specific to each one: joining the work force in the case of *Professional Music and Song Techniques* (551.A0) and pursuing university studies in the case of *Music* (501.A0).

The primary objective of this harmonization is to encourage the continuation of studies by making optimal use of students' efforts and accomplishments during their time in school, whether they are resuming studies or reorienting their educational goals. The harmonization facilitates the transfer from one program to another by eliminating the need to repeat learning associated with objectives and standards that have already been attained.

Tables of the sets of objectives and standards that have been declared equivalent for the two programs are given below.

Equivalent sets of objectives and standards

Transfer from the pre-university program *Music* (501.A0) to the technical program *Professional Music and Song Techniques* (551.A0): Students who have attained objectives and standards 01DG, 01DH, 01DJ and 01DK in *Music* (501.A0) will receive recognition for the corresponding objectives and standards in *Professional Music and Song Techniques* (551.A0).

Transfer from the technical program *Professional Music and Song Techniques* (551.A0) to the pre-university program *Music* (501.A0): Students who have attained objectives and standards 01FB, 01FE and 01FF in *Professional Music and Song Techniques* (551.A0) will receive recognition for the corresponding objectives and standards in *Music* (501.A0), according to the conditions stated on the following page.

Transfer from the pre -university program <i>Music (501.A0)</i> to the technical program <i>Professional Music and Song Techniques (551.A0)</i>	
<i>Music (501.A0)</i>	<i>Professional Music and Song Techniques (551.A0)</i>
#01DG To interpret musical works.	#01FE To perform musical works.
#01DH To demonstrate auditory acuity in the transcription and vocal performance of musical scores.	#01FB To transcribe musical materials.
#01DJ To explore elements of musical language.	#01FA To use elements of musical language.
#01DK To appreciate various characteristics of musical works.	#01FF To appreciate characteristics of musical works.

Transfer from the technical program <i>Professional Music and Song Techniques (551.A0)</i> to the pre-university program <i>Music (501.A0)</i>		
<i>Professional Music and Song Techniques (551.A0)</i>	Conditions for equivalence	<i>Music (501.A0)</i>
#01FB To transcribe musical materials.	180 hours of instruction	#01DH To demonstrate auditory acuity in the transcription and vocal performance of musical scores.
#01FE To perform musical works.	120 hours of instruction Classical or jazz and popular	#01DG To interpret musical works.
#01FF To appreciate characteristics of musical works.	180 hours of instruction	#01DK To appreciate various characteristics of musical works.

PART TWO

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION COMMON TO ALL
PROGRAMS**

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To analyze and produce various forms of discourse.</p> <p>Elements</p> <p>1 To identify the characteristics and functions of the components of discourse.</p> <p>2 To determine the organization of facts and arguments of a given discourse.</p> <p>3 To prepare ideas and strategies for a projected discourse.</p> <p>4 To formulate a discourse.</p> <p>5 To edit the discourse.</p>	<p>Performance criteria</p> <p>1.1 Accurate explanation of the denotation of words.</p> <p>1.2 Adequate recognition of the appropriate connotation of words.</p> <p>1.3 Accurate definition of the characteristics and function of each component.</p> <p>2.1 Clear and accurate recognition of the main idea and structure.</p> <p>2.2 Clear presentation of the strategies employed to develop an argument or thesis.</p> <p>3.1 Appropriate identification of topics and ideas.</p> <p>3.2 Adequate gathering of pertinent information.</p> <p>3.3 Clear formulation of a thesis.</p> <p>3.4 Coherent ordering of supporting material.</p> <p>4.1 Appropriate choice of tone and diction.</p> <p>4.2 Correct development of sentences.</p> <p>4.3 Clear and coherent development of paragraphs.</p> <p>4.4 Formulation of a 750-word discourse.</p> <p>5.1 Thorough revision of form and content.</p>
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Weighting : 2-2-4, 1-3-4</p> <p>Credits : 2 2/3</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical approach to literary genres.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : English Weighting : 2-2-3 Credits : 2 1/3</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical approach to a literary theme.</p> <p>Elements</p> <p>1 To recognize the treatment of a theme within a literary text.</p> <p>2 To situate a literary text within its cultural context.</p> <p>3 To detect the value system inherent in a literary text.</p> <p>4 To explicate a text from a thematic perspective.</p>	<p>Performance criteria</p> <p>1.1 Clear recognition of elements within the text which define and reinforce a theme and its development.</p> <p>1.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>2.1 Appropriate recognition of a text as an expression of cultural context.</p> <p>2.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text.</p> <p>4.1 Selective use of an appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p>
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : English</p> <p>Weighting : 2-2-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : Humanities</p> <p>Weighting : 3-1-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>

LEARNING ACTIVITIES

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

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer en français avec une certaine aisance.</p> <p>Éléments</p> <p>1 Interpréter un texte oral simple de trois minutes en français courant.</p> <p>2 Produire un texte oral planifié de cinq minutes en français courant.</p> <p>3 Interpréter un texte écrit en français courant.</p> <p>4 Rédiger un texte simple en français courant.</p>	<p>Critères de performance</p> <p>1.1 Distinction claire des principaux éléments du texte oral.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis des idées et des sujets traités dans le texte.</p> <p>2.1 Emploi pertinent du vocabulaire courant.</p> <p>2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>2.3 Formulation claire et cohérente du propos.</p> <p>3.1 Distinction claire des principaux éléments du texte.</p> <p>3.2 Explication précise du sens des mots dans le texte.</p> <p>3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</p> <p>4.1 Respect du code grammatical et orthographique.</p> <p>4.2 Utilisation judicieuse des principaux éléments du corpus.</p> <p>4.3 Formulation claire et cohérente des phrases.</p> <p>4.4 Articulation cohérente des paragraphes.</p> <p>4.5 Rédaction d'un texte de 200 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer avec aisance en français.</p> <p>Éléments</p> <p>1 Produire un texte oral planifié de cinq minutes de complexité moyenne.</p> <p>2 Commenter un texte écrit de complexité moyenne.</p> <p>3 Rédiger un texte de complexité moyenne.</p>	<p>Critères de performance</p> <p>1.1 Emploi pertinent du vocabulaire courant.</p> <p>1.2 Adaptation à l'interlocuteur ou à l'interlocutrice.</p> <p>1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>1.4 Formulation claire et cohérente du propos.</p> <p>1.5 Agencement pertinent des idées.</p> <p>2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.</p> <p>2.2 Explication précise du sens des mots dans le texte.</p> <p>2.3 Distinction précise des idées principales et secondaires, des faits et des opinions.</p> <p>2.4 Formulation d'éléments implicites.</p> <p>3.1 Respect du code grammatical et orthographique.</p> <p>3.2 Adaptation au lecteur ou à la lectrice.</p> <p>3.3 Utilisation judicieuse des principaux éléments du corpus.</p> <p>3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes.</p> <p>3.5 Articulation cohérente des paragraphes.</p> <p>3.6 Rédaction d'un texte de 350 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Traiter d'un sujet culturel et littéraire.</p> <p>Éléments</p> <p>1 Analyser un texte culturel ou littéraire.</p> <p>2 Rédiger un texte sur un sujet culturel ou littéraire.</p>	<p>Critères de performance</p> <p>1.1 Formulation personnelle des éléments principaux du texte.</p> <p>1.2 Inventaire des thèmes principaux.</p> <p>1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</p> <p>1.4 Repérage des valeurs véhiculées.</p> <p>1.5 Repérage juste de la structure du texte.</p> <p>1.6 Articulation claire d'un point de vue personnel.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Respect du code grammatical et orthographique.</p> <p>2.3 Adaptation au lecteur ou à la lectrice.</p> <p>2.4 Utilisation judicieuse des principaux éléments du corpus.</p> <p>2.5 Formulation claire et cohérente d'un texte de 500 mots.</p> <p>2.6 Articulation claire d'un point de vue personnel.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 3-0-3</p> <p>Unités : 2</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : Physical Education Weighting : 1-1-1 Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION
CODE : 0065

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : Physical Education Weighting : 0-2-1 Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION

CODE : 0066

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To demonstrate one's responsibility for being physically active in a manner which promotes health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : Physical Education Weighting : 1-1-1 Credits : 1</p>	

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION ADAPTED TO PROGRAMS**

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p>Elements</p> <p>1 To identify the forms of discourse appropriate to given fields of study.</p> <p>2 To recognize the discursive frameworks appropriate to given fields of study.</p> <p>3 To formulate a discourse.</p>	<p>Performance criteria</p> <p>1.1 Accurate recognition of specialized vocabulary and conventions.</p> <p>1.2 Accurate recognition of the characteristics of the form of discourse.</p> <p>2.1 Clear and accurate recognition of the main ideas and structure.</p> <p>2.2 Appropriate distinction between fact and argument</p> <p>3.1 Appropriate choice of tone and diction.</p> <p>3.2 Correctly developed sentences.</p> <p>3.3 Clearly and coherently developed paragraphs.</p> <p>3.4 Appropriate use of program-related communication strategies.</p> <p>3.5 Formulation of a 1000-word discourse.</p> <p>3.6 Thorough revision of form and content.</p>
<p>LEARNING ACTIVITIES</p>	
<p>Discipline : English</p> <p>Total Contact Hours : 60</p> <p>Credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to ethical issues relevant to the field of study.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Total Contact Hours : 45</p> <p>Credits : 2</p>	

OBJECTIVE	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.</p> <p>Elements</p> <p>1 Dégager le sens d'un message oral simple lié à un champ d'études.</p> <p>2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> <p>3 Émettre un message oral simple lié à un champ d'études.</p> <p>4 Rédiger un court texte lié à un champ d'études.</p>	<p>Performance criteria</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Distinction juste des caractéristiques du message.</p> <p>1.3 Repérage juste du vocabulaire spécialisé.</p> <p>1.4 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.5 Distinction claire des principaux éléments du message.</p> <p>1.6 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés de compréhension du texte.</p> <p>2.2 Distinction juste des caractéristiques du texte.</p> <p>2.3 Repérage précis du vocabulaire spécialisé.</p> <p>2.4 Utilisation pertinente des techniques de lectures choisies.</p> <p>2.5 Distinction claire des principaux éléments du texte.</p> <p>2.6 Description précise du sens général et des idées essentielles du texte.</p> <p>3.1 Repérage précis des difficultés d'expression orale.</p> <p>3.2 Utilisation pertinente des techniques d'expression orale choisies.</p> <p>3.3 Utilisation pertinente du vocabulaire courant et spécialisé.</p> <p>3.4 Expression intelligible du propos.</p> <p>4.1 Repérage précis des difficultés d'écrire.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Utilisation pertinente du vocabulaire courant et spécialisé.</p> <p>4.4 Formulation claire et cohérente du texte.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

OBJECTIVE	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer en français dans un champ d'études particulier.</p> <p>Elements</p> <p>1 Distinguer les types de textes propres au champ d'études.</p> <p>2 Interpréter des textes représentatifs du champ d'études.</p> <p>3 Utiliser des techniques de production de textes appropriées au champ d'études.</p>	<p>Performance criteria</p> <p>1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.</p> <p>2.1 Distinction claire des principaux éléments du texte.</p> <p>2.2 Interprétation claire du vocabulaire spécialisé.</p> <p>2.3 Repérage précis des idées et des sujets traités.</p> <p>2.4 Utilisation pertinente des techniques de lecture et d'écoute.</p> <p>3.1 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>3.2 Respect du niveau de langue et du code grammatical.</p> <p>3.3 Formulation claire et cohérente du propos.</p> <p>3.4 Utilisation pertinente des techniques d'expression.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

OBJECTIVE	STANDARD
<p>Énoncé de la compétence</p> <p>Communiquer avec aisance en français dans un champ d'études particulier.</p> <p>Elements</p> <p>1 Commenter des textes propres au champ d'études.</p> <p>2 Produire un texte sur un sujet lié au champ d'études.</p>	<p>Performance criteria</p> <p>1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis de la structure du texte.</p> <p>1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.</p> <p>1.5 Emploi juste du vocabulaire spécialisé.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Respect du niveau de langue et du code grammatical.</p> <p>2.4 Formulation claire et cohérente du propos.</p> <p>2.5 Agencement pertinent des idées.</p> <p>2.6 Adéquation entre forme et fond.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Dissserter en français sur un sujet lié au champ d'études.</p> <p>Éléments</p> <p>1 Analyser un texte lié au champ d'études.</p> <p>2 Rédiger un texte sur un sujet lié au champ d'études.</p>	<p>Critères de performance</p> <p>1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.</p> <p>1.2 Formulation personnelle des éléments principaux.</p> <p>1.3 Inventaire des thèmes principaux.</p> <p>1.4 Repérage juste de la structure du texte.</p> <p>1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.</p> <p>1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> <p>1.7 Association juste des éléments du texte au sujet traité.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.</p> <p>2.4 Formulation claire et cohérente du texte.</p> <p>2.5 Respect du code grammatical et orthographique.</p> <p>2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p>
ACTIVITÉS D'APPRENTISSAGE	
<p>Discipline : Français, langue seconde</p> <p>Nombre d'heures-contact : 45</p> <p>Nombre d'unités : 2</p>	

**OBJECTIVES AND STANDARDS -
COMPLEMENTARY GENERAL EDUCATION**

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To estimate the contribution of the social sciences to an understanding of contemporary issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. • Documents and data from the field of social sciences may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To analyze one of the major problems of our time using one or more social scientific approaches.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on a topic related to human existence. • Reference materials from the field of social sciences may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
<p>LEARNING ACTIVITIES</p>	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To resolve a simple problem by applying the basic scientific method.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate with limited skill* in a modern language.</p> <p>(*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.)</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message.</p> <p>2 Understand the meaning of a written message.</p> <p>3 Express a simple message verbally.</p> <p>4 Write a text on a given subject.</p>	<p>Achievement context</p> <p>For modern languages that use the Latin alphabet, students will:</p> <ul style="list-style-type: none"> • have a conversation that includes at least 8 lines of dialogue • write a text consisting of at least 8 sentences <p>For modern languages that use a writing system other than the Latin alphabet, students will:</p> <ul style="list-style-type: none"> • have a conversation that includes at least 6 lines of dialogue • write a text consisting of at least 6 sentences <p>Students will be exposed to learning situations on familiar themes. Reference materials may be used.</p> <p>Performance criteria</p> <p>1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.2 Accurate identification of words and idiomatic expressions.</p> <p>1.3 Clear recognition of the general meaning of simple messages.</p> <p>1.4 Logical connection between the various elements of the message.</p> <p>2.1 Accurate identification of words and idiomatic expressions.</p> <p>2.2 Clear recognition of the general meaning of simple messages.</p> <p>2.3 Logical connection between the various elements of the message.</p> <p>3.1 Appropriate use of language structures in main and coordinate clauses.</p> <p>3.2 Appropriate application of grammar rules.</p> <p>3.3 Use of verbs in the present indicative.</p> <p>3.4 Appropriate use of basic vocabulary and idiomatic expressions.</p> <p>3.5 Understandable pronunciation.</p> <p>3.6 Coherent sequence of simple sentences.</p> <p>3.7 Spontaneous and coherent sequence of sentences during a conversation.</p> <p>4.1 Appropriate use of language structures in main and coordinate clauses.</p> <p>4.2 Appropriate application of basic grammar rules.</p> <p>4.3 Use of verbs in the present indicative.</p> <p>4.4 Appropriate use of basic vocabulary and idiomatic expressions.</p> <p>4.5 Coherent sequence of simple sentences.</p> <p>4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.</p>
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate on familiar topics in a modern language.</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message.</p> <p>2 Understand the meaning of a written message.</p> <p>3 Express a simple message verbally, using sentences of average complexity.</p> <p>4 Write a text on a given subject, using sentences of average complexity.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will have a conversation that includes at least 15 lines of dialogue. • They will write a text consisting of at least 20 sentences for Latin-alphabet languages. • They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet. • Students will be exposed to: <ul style="list-style-type: none"> - common situations in everyday life - simple topics from everyday life • Reference materials may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate identification of words and idiomatic expressions.</p> <p>1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>1.3 Logical connection between the various elements of the message.</p> <p>2.1 Accurate identification of words and idiomatic expressions.</p> <p>2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>2.3 Logical connection between the various elements of the message.</p> <p>3.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>3.2 Appropriate application of grammar rules.</p> <p>3.3 Use of verbs in the present indicative.</p> <p>3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>3.5 Understandable pronunciation.</p> <p>3.6 Coherent sequence of sentences of average complexity.</p> <p>3.7 Conversation</p> <p>4.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>4.2 Appropriate application of grammar rules.</p> <p>4.3 Use of verbs in the present and past indicative.</p> <p>4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>4.5 Coherent sequence of sentences of average complexity.</p> <p>4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.</p>
LEARNING ACTIVITIES	
<p>Number of student-contact hours : : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message in everyday language.</p> <p>2 Understand the meaning of a text of average complexity.</p> <p>3 Have a conversation on a subject.</p> <p>4 Write a text of average complexity.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will have a conversation that includes at least 20 lines of dialogue. • They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). • They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p> <p>1.2 Clear identification of structural elements of the language.</p> <p>2.1 Accurate explanation of the general meaning and essential ideas of the text.</p> <p>2.2 Clear identification of structural elements of the language.</p> <p>3.1 Appropriate use of the structural elements of the language according to the message to be expressed.</p> <p>3.2 Appropriate use of everyday vocabulary.</p> <p>3.3 Accurate pronunciation and intonation.</p> <p>3.4 Normal flow in a conversation in everyday language.</p> <p>3.5 Coherence of the message expressed.</p> <p>3.6 Pertinent responses to questions.</p> <p>4.1 Appropriate use of the structural elements of the language according to the text to be written.</p> <p>4.2 Accurate vocabulary.</p> <p>4.3 Coherence of the text as a whole.</p> <p>4.4 Observance of presentation and writing rules applicable to the text.</p>
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To use various mathematical or computer concepts, procedures and tools for common tasks.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To consider various forms of art produced by aesthetic practices.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a specified work of art and write a commentary of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To produce a work of art.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • of the language and techniques specific to the medium selected. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.
<p>LEARNING ACTIVITIES</p>	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

**OBJECTIVES AND STANDARDS -
SPECIFIC PROGRAM COMPONENT**

CODE : 01FA

OBJECTIF	STANDARD
<p>Statement of the competency To use elements of musical language.</p> <p>Elements</p> <p>1 To use elements of musical form.</p> <p>2 To use elements of melody.</p> <p>3 To use elements of rhythm.</p> <p>4 To use elements of harmony.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on musical texts representative of popular, jazz and classical styles of music.• Based on simple works or excerpts from works. <p>Performance criteria</p> <p>1.1 Proper use of notation signs associated with musical forms.</p> <p>1.2 Skillful use of different musical forms associated with classical music.</p> <p>1.3 Skillful use of different musical forms associated with jazz and popular music.</p> <p>2.1 Proper use of melodic notation.</p> <p>2.2 Effective use of motifs.</p> <p>2.3 Skillful use of musical phrases containing cadences.</p> <p>2.4 Accurate transcription of a melody.</p> <p>2.5 Correctly written melodic fragments.</p> <p>2.6 Effective use of ornaments and dissonance.</p> <p>3.1 Proper use of rhythmic notation.</p> <p>3.2 Skillful use of rhythmic motifs in classical, jazz, and popular music.</p> <p>4.1 Proper use of chord symbols.</p> <p>4.2 Accurate writing of Roman numerals.</p> <p>4.3 Observance of the principles of chord progressions.</p> <p>4.4 Relevant choice of chords for a melody.</p> <p>4.5 Correct writing of harmonic fragments.</p> <p>4.6 Skillful use of harmonic, diatonic and modulating progressions.</p>

CODE : 01FB	
OBJECTIVE	STANDARD
<p>Statement of the competency To transcribe musical materials.</p> <p>Elements</p> <p>1 To sight-read a musical score.</p> <p>2 To transcribe musical materials upon hearing them.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • Based on jazz, classical and popular music. • Based on simple works or excerpts from works. <p>Performance criteria</p> <p>1.1 Easy and accurate vocal reproduction of a tonal melody, including chromatic elements.</p> <p>1.2 Precise and dynamic vocal reproduction of rhythms appropriate to the musical language.</p> <p>2.1 Transcription of a tonal melody including chromatic elements.</p> <p>2.2 Transcription of segments of a two-part melody.</p> <p>2.3 Transcription of three- and four-note chords.</p> <p>2.4 Roman numeral analysis.</p> <p>2.5 Transcription of the bass line and the harmonic progression.</p> <p>2.6 Transcription of rhythms appropriate to different musical languages.</p>

CODE : 01FC	
OBJECTIF	STANDARD
<p>Statement of the competency To master the popular music idiom.*</p> <p>Elements</p> <p>1 To master melodic characteristics.</p> <p>2 To master rhythmic characteristics.</p> <p>3 To master harmonic characteristics.</p> <p>4 To master details of performance practice.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • In performance and musical writing activities. • With the support of traditional and technological tools. <p>Performance criteria</p> <p>1.1 Accurate and creative use of scales and modes associated with popular music.</p> <p>1.2 Accurate application of the relationship between chords, functions and modes.</p> <p>1.3 Use of melodic construction.</p> <p>1.4 Exact reading of bass and melody lines.</p> <p>2.1 Exact transcription of rhythms.</p> <p>2.2 Accurate construction of binary, ternary and compound rhythmic units.</p> <p>2.3 Coherence between rhythmic and other components.</p> <p>3.1 Accurate transcription of chord symbols in popular music.</p> <p>3.2 Coherent harmonic progressions.</p> <p>3.3 Good voice leading.</p> <p>4.1 Accurate and creative use of inflexions and intonations.</p> <p>4.2 Accurate use of rhythmical inflections.</p> <p>4.3 Accurate use of accents.</p> <p>4.4 Observance of phrasing associated with genre and style.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FD	
OBJECTIF	STANDARD
<p>Statement of the competency To transcribe a piece of popular music.*</p> <p>Elements</p> <p>1 To determine the form.</p> <p>2 To transcribe harmonic components.</p> <p>3 To transcribe melodic components.</p> <p>4 To transcribe rhythmic components.</p> <p>5 To specify instrumentation.**</p> <p>6 To proofread the transcription.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • A piece of medium difficulty. • Based on a request. • Using a musical instrument. • Using traditional and technological tools. <p>Performance criteria</p> <p>1.1 Accurate identification of different sections. 1.2 Correct placement of repeat signs. 1.3 Exact writing of the metre. 1.4 Exact writing of the form.</p> <p>2.1 Exact indication of the key and the modality. 2.2 Identification of modulations. 2.3 Accurate writing of chord symbols and harmonic rhythm. 2.4 Accurate writing of harmonic detail.</p> <p>3.1 Accurate pitch notation. 3.2 Accurate notation of articulation and phrasing.</p> <p>4.1 Exact rhythmic notation. 4.2 Exact indication of genre and style. 4.3 Proper use of rhythmic accents.</p> <p>5.1 Proper identification of instrumental or vocal timbre. 5.2 Correct instrumental writing. 5.3 Exact indication of the fusion between instruments and voice.</p> <p>6.1 Complete revision of a transcription. 6.2 Precise corrections. 6.3 Production of a finished score.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

** In these objectives and standards, the term “instrumentation” refers to all instruments, including the voice.

CODE : 01FE

OBJECTIF	STANDARD
<p>Statement of the competency To perform musical works.</p> <p>Elements</p> <p>1 To apply sight-reading techniques.</p> <p>2 To apply instrumental or vocal technique</p> <p>3 To express oneself in various musical styles.</p> <p>4 To display a sense of artistry when performing.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• According to the particular musical language: classical, jazz, or popular.• As a soloist accompanied or unaccompanied.• Based on pieces of different styles representative of various periods or artistic currents.• Using a musical instrument or the voice.• During public functions, master classes, concerts or performances. <p>Performance criteria</p> <p>1.1 Effective method of sight-reading. 1.2 Development of sightreading reflexes. 1.3 Fluency of sight-reading.</p> <p>2.1 Prevention of injuries related to singing or playing of an instrument. 2.2 Precision of tone. 2.3 Expressive sound production. 2.4 Sound projection. 2.5 Demonstration of velocity. 2.6 Accuracy. 2.7 Physical relaxation in performance.</p> <p>3.1 Repertoire and stylistic components suited to the instrument or the voice. 3.2 Adaptation of sound quality to the style. 3.3 Observance of score and style.</p> <p>4.1 Attention to aesthetics. 4.2 Demonstration of sensitivity and expressiveness. 4.3 Dynamic expression and rhythmic sense. 4.4 Communication, interaction and timing when performing with accompaniment. 4.5 Improvisation appropriate to the style. 4.6 Use of technologies that respect: - the style - consistency on an artistic level 4.7 Quality of stage presence.</p>

CODE : 01FE

5 To demonstrate critical self-evaluation.

4.8 Integration of artistic sense and technical elements.

5.1 Constant attention to the quality of sound.

5.2 Critical approach to the instrument or voice.

5.3 Constant correction and improvement of their playing.

5.4 Demonstration of listening ability.

CODE : 01FF

OBJECTIF	STANDARD
<p>Statement of the competency To appreciate characteristics of musical works.</p> <p>Elements</p> <p>1 To place the work in its context.</p> <p>2 To distinguish the main components of a work.</p> <p>3 To appreciate the aesthetic qualities of the work.</p> <p>4 To compare works of different periods and styles.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on works or excerpts from different periods of jazz, classical and popular music.• Using reference material. <p>Performance criteria</p> <p>1.1 Determination of the significant characteristics of the period or style.</p> <p>1.2 Identification of the composers and musicians* representative of the period or style.</p> <p>1.3 Knowledge of relationships with other art forms.</p> <p>2.1 Recognition of forms and stylistic elements.</p> <p>2.2 Recognition of details of instrumentation.**</p> <p>2.3 Identification of elements of musical language.</p> <p>3.1 Careful choice of criteria for musical appreciation.</p> <p>3.2 Use of appropriate terminology.</p> <p>3.3 Use of coherent arguments.</p> <p>3.4 Demonstration of a critical sense.</p> <p>3.5 Demonstration of open-mindedness.</p> <p>4.1 Careful choice of comparison criteria: - forms and stylistic elements - details of instrumentation - elements of language</p> <p>4.2 Recognition of the main distinctions and similarities between the works.</p> <p>4.3 Establishment of relevant links between the works.</p>

* In these objectives and standards, the term “musician” refers to instrumentalists and singers.

** In these objectives and standards, the term “instrumentation” refers to all instruments, including the voice.

CODE : 01FG

OBJECTIF	STANDARD
<p>Statement of the competency To develop instrumental versatility.*</p> <p>Elements</p> <p>1 To assume responsibility for developing their instrumental versatility.</p> <p>2 To determine methods for increasing their instrumental versatility.</p> <p>3 To develop competency on a second instrument.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on their needs and fields of interest.• Taking into account the demands of the profession.• Using one or more musical instruments or the voice. <p>Performance criteria</p> <p>1.1 Exact determination of the labour market requirements for their instrumental or vocal competency.</p> <p>1.2 Recognition of the importance of ongoing training.</p> <p>1.3 Demonstration of open-mindedness.</p> <p>2.1 Identification of their needs concerning acquisition of related or complementary instrumental skills.</p> <p>2.2 Determination of methods appropriate to their profile as a musician.**</p> <p>3.1 Reproduction of instrumental or vocal notation.</p> <p>3.2 Proficiency in instrumental or vocal technique.</p> <p>3.3 Production of an adequate sound.</p> <p>3.4 Application of measures aiming to prevent problems associated with health and safety.</p>

* In these objectives and standards, the term “instrumental” refers to all instruments, including the voice.

** In these objectives and standards, the term “musician” refers to instrumentalists and singers.

CODE : 01FH

OBJECTIF	STANDARD
<p>Statement of the competency To develop artistic sensibility.</p> <p>Elements</p> <ol style="list-style-type: none">1 To study their aptitude for reacting to internal and external stimuli and for demonstrating an artistic sensibility in musical expression.2 To determine stimuli that can affect their artistic sensibility.3 To develop their artistic sensibility.	<p>Achievement context</p> <ul style="list-style-type: none">• According to their needs as an instrumentalist or singer.• Based on personal awareness.• Using resource people. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Awareness of their artistic sensibility.1.2 Self-criticism of expression and of their artistic sensibility.2.1 Determination of types of stimuli.2.2 Determination of connections between stimuli and their reaction to them.2.3 Selection of stimuli favourable for their development.3.1 Awareness of the importance of developing an artistic sensibility.3.2 Research of sources of inspiration.3.3 Creation of conditions conducive to the development of their artistic sensibility.3.4 Self-criticism of personal growth.

CODE : 01FJ	
OBJECTIF	STANDARD
<p>Statement of the competency To adapt to new technologies in music.</p> <p>Elements</p> <p>1 To analyze the function of technology in music.</p> <p>2 To use technology in music.</p> <p>3 To operate new technology in music.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • According to their needs and personal fields of interest. • Taking into consideration the changes in the music market. • As applied in popular music.* <p>Performance criteria</p> <p>1.1 Careful exploration of the technological field in question.</p> <p>1.2 Careful exploration of the general processes associated with this field.</p> <p>1.3 Accurate determination of specific workings of the technologies studied.</p> <p>2.1 Correct start-up.</p> <p>2.2 Correct use of technology.</p> <p>2.3 Achievement of effective results.</p> <p>3.1 Determination of relevant connections between new and old technologies.</p> <p>3.2 Transfer of operational skills and adaptability.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FK

OBJECTIF	STANDARD
<p>Statement of the competency To establish professional communications.</p> <p>Elements</p> <ol style="list-style-type: none">1 To communicate with the audience.2 To communicate with the technical team.3 To communicate with the other artists.4 To direct performers.	<p>Achievement context</p> <ul style="list-style-type: none">• In situations particular to the careers of musical artists.• In interaction with others. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Sensitive perception of the audience.1.2 Good communication.1.3 Stress control.2.1 Good communication.2.2 Correct use of technical terms.2.3 Effective exchange of ideas with the team.3.1 Clear and respectful verbal communication.3.2 Judicious nonverbal communication.3.3 Good participation.4.1 Accurate explanations of instructions.4.2 Clear use of body language.4.3 Accurate musical coordination with technical support.4.4 Demonstration of leadership.

CODE : 01FL

OBJECTIF	STANDARD
<p>Statement of the competency To manage a career.</p> <p>Elements</p> <p>1 To analyze the profession.</p> <p>2 To plan their professional career.</p> <p>3 To produce promotional materials.</p> <p>4 To establish and maintain a professional network.</p> <p>5 To apply management strategies for work.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Taking into consideration the needs of a changing labour market.• As part of career planning and development.• Based on personal reflection and exchanging ideas with colleagues and resource people.• Using current information about organizations and businesses in the music and song sector. <p>Performance criteria</p> <p>1.1 Examination of the general characteristics of the profession and the conditions of its practice.</p> <p>1.2 Exploration of professional opportunities.</p> <p>1.3 Recognition of the demands and requirements of the profession.</p> <p>2.1 Realistic self-criticism of their professional work.</p> <p>2.2 Demonstration of a clear understanding of a professional career.</p> <p>3.1 Production of a demo recording representative of their musical capacity.</p> <p>3.2 Preparation of a press kit.</p> <p>3.3 Design of promotional visual materials.</p> <p>4.1 Preparation and frequent updating of a list of resource persons.</p> <p>4.2 Judicious application of methods for establishing and maintaining relationships with resource people and the music industry.</p> <p>5.1 Realistic planning and efficient schedule management.</p> <p>5.2 Careful use of negotiation strategies for work agreements.</p> <p>5.3 Consideration of regulations governing the status of the artist.</p>

CODE : 01FL

6 To take into consideration health and safety at work.

- 6.1 Accurate estimation of risk in the work environment.
- 6.2 Establishment of links between bad habits and their impact on productivity and health.
- 6.3 Proper application of stress management.
- 6.4 Proper application of preventive measures with risks associated with the work environment.

CODE : 01FM	
OBJECTIF	STANDARD
<p>Statement of the competency To arrange a piece of popular music.*</p> <p>Elements</p> <p>1 To clarify the request.</p> <p>2 To structure the arrangement.</p> <p>3 To arrange the harmonic components.</p> <p>4 To arrange the melodic components.</p> <p>5 To arrange the rhythmic components.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • Based on a commission. • For different kinds of ensembles. • Using traditional and technological tools. <p>Performance criteria</p> <p>1.1 Estimate of the length of the arrangement to be carried out.</p> <p>1.2 Precise determination of the instrumentation.**</p> <p>1.3 Appropriate determination of the arrangement's genre and style.</p> <p>1.4 Estimate of the time necessary to carry out the arrangement.</p> <p>2.1 Accurate organization of the arrangement's form.</p> <p>2.2 Attention to the quality and balance of the arrangement.</p> <p>3.1 Identification of key centres.</p> <p>3.2 Accurate application of the relationship between the chords, functions and the modes.</p> <p>3.3 Careful choice of chords according to the melody.</p> <p>4.1 Careful treatment of the melody according to the arrangement's style and genre.</p> <p>4.2 Rhythmic variations of the melody adapted to the arrangement's genre and style.</p> <p>5.1 Judicious choice of rhythm according to genre and style.</p> <p>5.2 Coherence of the rhythmic, melodic and harmonic components.</p>

* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

** In these objectives and standards, the term "instrumentation" refers to all instruments, including the voice.

CODE : 01FM

6 To complete the arrangement.

- 6.1 Consideration of the technical details of the instruments or voice.
- 6.2 Application of arranging techniques suited to genre and style.
- 6.3 Relevant use of stylistic components.
- 6.4 Precise indication of interpretive signs of genre and style.
- 6.5 Attention to aesthetic detail.
- 6.6 Originality of the arrangement.
- 6.7 Proofreading.

CODE : 01FN

OBJECTIF	STANDARD
<p>Statement of the competency To compose a piece of popular music.*</p> <p>Elements</p> <p>1 To create harmonic, melodic or rhythmic motifs.</p> <p>2 To compose musical phrases on the basis of these motifs.</p> <p>3 To establish the form of the piece.</p> <p>4 To compose a score.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on a commission or a personal project.• For different kinds of ensembles.• Using traditional or technological tools. <p>Performance criteria</p> <p>1.1 Development of their creative possibilities.</p> <p>1.2 Creation of original musical ideas.</p> <p>1.3 Structured layout of motifs.</p> <p>2.1 Clear conception of musical phrases.</p> <p>2.2 Coherent layout of compositional elements.</p> <p>2.3 Overall integration of stylistic components.</p> <p>2.4 Pursuit of aesthetic qualities and expression.</p> <p>3.1 Appropriate connection between the phrases.</p> <p>3.2 Accurate organization of the compositional form.</p> <p>3.3 Attention to symmetry and balance.</p> <p>3.4 Critical vision of the formal organization.</p> <p>4.1 Precise musical notation.</p> <p>4.2 Accurate use of articulation and phrase markings.</p>

* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FP	
OBJECTIF	STANDARD
<p>Statement of the competency To record popular music.*</p> <p>Elements</p> <p>1 To plan the recording.</p> <p>2 To proceed with the recording.</p> <p>3 To produce a demo.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • In a context requiring the participation of instrumentalists, singers and a sequencer. • Based on a commission or a personal project. • Using both analog and digital technology employed in a small studio. <p>Performance criteria</p> <p>1.1 Determination of human resources, techniques and materials.</p> <p>1.2 Establishment of a realistic production schedule.</p> <p>1.3 Proper estimation of production costs.</p> <p>1.4 Recruiting instrumentalists or singers.</p> <p>2.1 Good use of available technology.</p> <p>2.2 Excellent sound check.</p> <p>2.3 Effective and efficient direction of instrumentalists and singers.</p> <p>2.4 Structured recording of musical components.</p> <p>2.5 Proper use of audio processing tools.</p> <p>2.6 Judicious editing of musical components.</p> <p>2.7 Mixing of musical components.</p> <p>3.1 Efficient application of a process to create a professional demo recording.</p> <p>3.2 Proper use of analog and digital audio technology.</p> <p>3.3 Good quality end product.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FQ

OBJECTIF	STANDARD
<p>Statement of the competency To compose a song.</p> <p>Elements</p> <p>1 To write the text.</p> <p>2 To compose a melody adapted to the text.</p> <p>3 To harmonize the melody.</p> <p>4 To establish the song form.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on a commission or a personal project.• Using traditional or technological tools. <p>Performance criteria</p> <p>1.1 Choice of a meaningful theme. 1.2 Observing the theme. 1.3 Visually inspired creation. 1.4 Observance of prosody.</p> <p>2.1 Judicious choice of genre and style. 2.2 Observance of phrasing, genre and style. 2.3 Harmonious fusion of melody and text. 2.4 Catchy melody. 2.5 Observance of the rules of musical prosody. 2.6 Precise musical notation.</p> <p>3.1 Accurate identification of key centres. 3.2 Proper use of the relationship between chords, functions and modes. 3.3 Careful choice of chords according to the melodic characteristics. 3.4 Accurate notation of chord symbols.</p> <p>4.1 Flow between the phrases. 4.2 Detailed organization of the song form. 4.3 Attention to song quality. 4.4 Production of a complete score.</p>

CODE : 01FR

OBJECTIF	STANDARD
<p>Statement of the competency To perfect instrumental or vocal technique.</p> <p>Elements</p> <p>1 To have a plan of action.</p> <p>2 To practise playing or singing.</p> <p>3 To measure their progress.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• Based on methods, exercises, or popular music * repertoire.• Using a musical instrument or the voice.• Using resource people.• Using traditional or technological tools. <p>Performance criteria</p> <p>1.1 Exact determination of which technical skills to improve upon.</p> <p>1.2 Accurate identification of developmental needs.</p> <p>1.3 A plan adapted to their needs.</p> <p>2.1 Good posture.</p> <p>2.2 Demonstration of a good instrumental or vocal technique.</p> <p>2.3 Continuous improvement of technical skills.</p> <p>2.4 Balanced management of exercises.</p> <p>2.5 Measures to prevent health and safety problems.</p> <p>3.1 Critical listening to their own recorded performances.</p> <p>3.2 Self-evaluations.</p>

* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FS	
OBJECTIF	STANDARD
<p>Statement of the competency To function as a professional popular music* soloist.</p> <p>Elements</p> <p>1 To play an instrument or sing.</p> <p>2 To demonstrate an artistic sensibility.</p> <p>3 To evaluate their instrumental or vocal performance.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • In public performances and recording sessions. • Using a musical instrument or the voice. <p>Performance criteria</p> <p>1.1 Observance of stylistic components of the pieces.</p> <p>1.2 Accuracy and discipline in interpretation.</p> <p>1.3 Attention to a good sound.</p> <p>1.4 Demonstration of initiative.</p> <p>1.5 Control of performance anxiety.</p> <p>1.6 Measures to prevent safety problems.</p> <p>1.7 Professionalism in performance.</p> <p>2.1 Demonstration of artistic sensibility in performance.</p> <p>2.2 Demonstration of ability to express their musical creativity.</p> <p>3.1 Self-evaluation of their instrumental or vocal performance.</p> <p>3.2 Acceptance of constructive criticism.</p> <p>3.3 Identification of ways to improve.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FT

OBJECTIF	STANDARD
<p>Statement of the competency To function as a professional performer in a small popular music * ensemble.</p> <p>Elements</p> <p>1 To play an instrument or sing.</p> <p>2 To interact with the members of an ensemble.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• In public performance or recording sessions.• Using a musical instrument or the voice. <p>Performance criteria</p> <p>1.1 Exact rendering of the score or piece.</p> <p>1.2 Observance of the stylistic components of the pieces.</p> <p>1.3 Accuracy and discipline evident in the performance.</p> <p>1.4 Attention to the sound quality.</p> <p>1.5 Demonstration of initiative.</p> <p>1.6 Customized measures to prevent health or safety problems.</p> <p>1.7 Sense of professionalism in the performance.</p> <p>2.1 Demonstration of listening to others.</p> <p>2.2 Adaptation of instrumental or vocal performance to that of other musicians and singers.</p> <p>2.3 Good rhythmic, melodic and harmonic coordination.</p> <p>2.4 Uniform phrasing.</p> <p>2.5 Maintenance of a balanced sound.</p> <p>2.6 Demonstration of teamwork.</p>

* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FU

OBJECTIF	STANDARD
<p>Statement of the competency To function as a popular music * studio musician.**</p> <p>Elements</p> <p>1 To communicate with the studio's technical team.</p> <p>2 To demonstrate instrumental or vocal proficiency in studio work.</p> <p>3 To adapt their playing to studio work.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• During studio or recording sessions.• Based on the producer's instructions.• Using a musical instrument or the voice.• In a limited amount of time. <p>Performance criteria</p> <p>1.1 Good communication.</p> <p>1.2 Use of appropriate technical terms.</p> <p>2.1 Good sight-reading.</p> <p>2.2 Accurate sight-reading of the score.</p> <p>2.3 Observance of stylistic components.</p> <p>2.4 Accurate rhythm.</p> <p>2.5 Pursuit of perfection when playing.</p> <p>2.6 Musical expression.</p> <p>2.7 Control of performance anxiety.</p> <p>3.1 Perceptive understanding of the producer's requests.</p> <p>3.2 Adaptation of playing and sound quality to the producer's requests.</p> <p>3.3 Creative playing.</p> <p>3.4 Efficient use of retakes.</p> <p>3.5 Speed of production.</p>

* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

** In these objectives and standards, the expression "studio musician" refers to instrumentalists and singers.

CODE : 01FV

OBJECTIF	STANDARD
<p>Statement of the competency To function as a popular music* accompanist.</p> <p>Elements</p> <p>1 To support the performer.</p> <p>2 To observe stylistic components.</p> <p>3 To adapt their playing to the performer.</p> <p>4 To interact with the performer.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• In the context of public performances and recording sessions.• By sight-reading or by ear.• Using a musical instrument or the voice.• For a piece of medium difficulty. <p>Performance criteria</p> <p>1.1 Consideration the performer’s needs. 1.2 Supportive presence. 1.3 Open-mindedness.</p> <p>2.1 Precise recognition of genre and style. 2.2 Correct identification of form. 2.3 Harmonious integration of stylistic components. 2.4 Exact transcription of stylistic components.</p> <p>3.1 Demonstration of attentive listening. 3.2 Balanced and nuanced playing. 3.3 Uniform phrasing. 3.4 Good rhythmic coordination. 3.5 Appropriate reaction to unexpected situations.</p> <p>4.1 Good rapport. 4.2 Effective verbal and nonverbal communication.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FW	
OBJECTIF	STANDARD
<p>Statement of the competency To produce a popular music show.*</p> <p>Elements</p> <p>1 To define the artistic concept.</p> <p>2 To prepare the repertoire.</p> <p>3 To prepare the show.</p> <p>4 To promote the show.</p> <p>5 To perform in the show.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • Based on a request or a personal project. • Using a musical instrument or the voice. • For a stage show. <p>Performance criteria</p> <p>1.1 Careful choice of a theme.</p> <p>1.2 Relevant choice of music based on an established theme.</p> <p>1.3 Relevant selection of a number of pieces adapted to the genre.</p> <p>2.1 Selection of the repertoire pieces according to the theme.</p> <p>2.2 Structured programming.</p> <p>2.3 Proper choice of instrumentation.**</p> <p>2.4 Preparation of musical scores and recordings of the program.</p> <p>2.5 Effective rehearsal of the program.</p> <p>3.1 Set-up and organization of the necessary material.</p> <p>3.2 Proper cooperation for setting the stage.</p> <p>3.3 Programming of the performance.</p> <p>4.1 Set-up of promotional tools suited to their needs.</p> <p>4.2 Perceptive use of networking.</p> <p>4.3 Effective use of publicity.</p> <p>5.1 Management of stress and emotional control.</p> <p>5.2 Sensitive demonstration of performance skills.</p> <p>5.3 Good stage presence.</p> <p>5.4 Productive exchange of ideas with the technical team.</p> <p>5.5 Measures to prevent health and safety problems.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

** In these objectives and standards, the term “instrumentation” refers to all instruments, including the voice.

CODE : 01FW

6 To evaluate their performance.

- 6.1 Self-criticism of their artistic performance, of their involvement in production teamwork, and of their participation in the physical organization of the show.
- 6.2 Constructive consideration of criticisms.
- 6.3 Identification of ways to improve.

CODE : 01FX (elective for specialization)	
OBJECTIF	STANDARD
<p>Statement of the competency To improvise in a popular music* context.</p> <p>Elements</p> <p>1 To spontaneously create a musical idiom.</p> <p>2 To spontaneously create a musical idiom.</p> <p>3 To display musicality.</p> <p>4 To interact with other group members.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> • In performance contexts. • Using a musical instrument or the voice. • Avoiding health and safety risks. <p>Performance criteria</p> <p>1.1 Listening to the performance environment.</p> <p>1.2 Analysis of genre and style</p> <p>2.1 Interesting use of ideas and phrases.</p> <p>2.2 Coherent organization of idiom based on motifs and variations.</p> <p>2.3 Overall integration of stylistic components.</p> <p>2.4 Good coordination.</p> <p>2.5 Attention to originality of personal idiom.</p> <p>2.6 Stress control.</p> <p>3.1 Demonstration of musicality.</p> <p>3.2 Creative expression in musical technique.</p> <p>3.3 Attention to aesthetic qualities.</p> <p>4.1 Effective communication among the group members.</p> <p>4.2 Appropriate adaptation of instrumental or vocal playing to that of the other instrumentalists or singers.</p> <p>4.3 Sustained production of a balanced sound.</p> <p>4.4 Creative musical exchanges.</p>

* In these objectives and standards, the expression “popular music” refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

CODE : 01FY (elective for specialization)

OBJECTIF	STANDARD
<p>Statement of the competency To make expressive use of stage technics.</p> <p>Elements</p> <p>1 To command the stage area.</p> <p>2 To have stage presence.</p> <p>3 To use different modes of expression.</p>	<p>Achievement context</p> <ul style="list-style-type: none">• In the context of public musical performances.• Avoiding health and safety risks. <p>Performance criteria</p> <p>1.1 Good poise.</p> <p>1.2 Awareness of their own body in motion.</p> <p>1.3 Ease of movement in a defined space.</p> <p>1.4 Good coordination.</p> <p>1.5 Ability to improvise.</p> <p>2.1 To project their feelings and creativity into the performance of a musical number.</p> <p>2.2 Ability to convey the ideas or emotions of a text.</p> <p>2.3 Capacity to move the public.</p> <p>2.4 Harmonious integration of different musical or theatrical elements.</p> <p>3.1 Creation of impressions through movement.</p> <p>3.2 Use of varied techniques of dramatic expression.</p>

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Outcome Objectives

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to :

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens, and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to :

- Describe, explain and organize 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.
- 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.

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

The first set, the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
 - 1) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
 - 2) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :
 - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
 - The scientific principles for improving or maintaining one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability to :
 - Choose physical activities on the basis of their motivation, abilities and needs.
 - Establish relationships between lifestyle and health.

- Apply the rules, techniques and conditions involved in different types of physical activity.
 - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
 - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
 - Use their creative and communication skills, particularly in group activities.
 - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
- Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.

Éducation

Québec 

17-0464-01A