

Reference Document

The Basics of the Basic Regulation

**Information Document on the Provisions
of the Basic Adult General Education Regulation**

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Reference Document

The title "The Basics of the Basic Regulation" is centered in a large, bold, black font. It is overlaid on a background of a desert landscape with sand dunes. Three large, thin white circles are drawn over the landscape, overlapping each other and the text.

The Basics of the Basic Regulation

Information Document on the Provisions of the Basic Adult General Education Regulation

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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THE BASICS OF THE BASIC REGULATION

**INFORMATION DOCUMENT
ON THE PROVISIONS OF THE
*BASIC ADULT GENERAL EDUCATION REGULATION***

Update based on the new
Basic Adult General Education Regulation,
in force since July 1, 2000
April 2006

Direction de la formation
générale des adultes
Ministère de l'Éducation, du
Loisir et du Sport

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Translation

Direction de la production en langue anglaise

Services à la communauté anglophone

Foreword

This document is an update of the previous version of *The Basics of the Basic Regulation, Information Document on the Provisions of the Basic Adult General Education Regulation*. This updated document is based on the *Basic Adult General Education Regulation*, which has been in force since July 1, 2000. The corrections also take into account the amendments made to the Basic Regulation in June 2005. As with the previous version, this document is intended to provide information on the application of the different sections of the *Basic Adult General Education Regulation* so as to demonstrate the various options available. From literacy to Secondary Cycle Two, not to mention the various other educational services offered under the Basic Regulation, numerous options are available to help adults fulfill their various roles in society.

This document addresses the concerns of all those involved in adult education, in particular, those working in the school boards and in the regional offices of the Ministère de l'Éducation, du Loisir et du Sport (MELS). It is hoped this information will serve to provide readers with a better understanding of the *Basic Adult General Education Regulation* and be useful in its administration and implementation.

Lili Paillé

Director

Formation générale des adultes

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Glossary

This glossary includes the vocabulary most frequently used in adult education, as well as key terms from the Basic Regulation and consequently, this information document. It is not, however, an exhaustive list of terms used in education. The glossary is presented in table form: the first column indicates the term; the second column provides the definition taken from various sources or determined by the Direction de la formation générale des adultes (DFGA); the third column includes comments that, where applicable, further illustrate the implementation of the Basic Regulation in adult education centres. The following sources have been used:

Legendre, Ronald. *Dictionnaire actuel de l'éducation*. 2nd edition. Montréal: Guérin, 1993.

Québec. *Education Act* (R.S.Q., c. I-13.3), as amended on October 27, 1999. Québec: Éditeur officiel du Québec, 1999.

Québec. *Basic Adult General Education Regulation*. Excerpt from the *Gazette officielle du Québec*, Order in Council 652-2000, 14 June 2000.

Québec. Ministère de l'Éducation. *Vocabulaire de l'éducation*. 2nd revised and corrected edition. Québec: Les Publications du Québec, 1990.

Québec. Ministère de l'Éducation, Direction de la formation générale des adultes, Service de l'évaluation. *Vocabulaire relatif à l'évaluation des apprentissages*. October 20, 1993 (unpublished document).

Various administrative documents produced by the MELS have also been used, such as *General Education for Adults, 2000-2001 Directives*, the *Règles budgétaires pour l'année scolaire 2000-2001*, and so forth. Full references are included in the bibliography.

GLOSSARY		
Term	Definition	Comments
Admission (admission)	An administrative procedure according to which an educational institution authorizes a person who satisfies certain conditions to enroll in a program or course. (<i>Vocabulaire de l'éducation</i> , p. 31, no. 6. This is a free translation.)	
Adult education centre (centre d'éducation des adultes)	An educational institution whose mission is to provide educational services to students enrolled in adult education. A further objective of the centre is to contribute to the social and cultural development of the community. The centre shall carry out its mission in accordance with the provisions applicable to the centre. (<i>Education Act</i> , section 97.)	
Adult education guide (guide andragogique)	A document for teachers designed to complement a program of study in order to facilitate comprehension of the program, to promote its implementation, and to give rise to innovations in adult education. (DFGA)	
Adult sector (secteur des adultes)	Educational facilities and activities for adults. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Andragogy (andragogie)	The science and practice dealing with educational activities for adults whose general education has been of short duration. (<i>Vocabulaire de l'éducation</i> , p. 36, no. 15. This is a free translation.)	The science and practice dealing with educational activities for adults, both in school and related environments (e.g. community, workplace). The learning processes and the content of the training are a function of the adult's development, the elements that characterize him or her, as well as his or her social, family, economic, occupational and personal situation.
Attitude (attitude)	A state of mind (e.g. feeling, perception, idea, conviction, emotion) or internal disposition acquired by an individual with respect to himself or herself or to any external element of his or her environment (e.g. person, thing, situation, event, ideology, means of expression) that encourages a favourable or unfavourable way of being or behaving. (<i>Dictionnaire actuel de l'éducation</i> , p. 112. This is a free translation.)	The way the adult conducts himself or herself in different social, family, political, occupational, economic and cultural roles.

GLOSSARY		
Term	Definition	Comments
Budgetary rules (règles budgétaires)	A document in which the Minister of Education establishes annually, after approval by the Conseil du trésor, the amount of operating expenses, capital expenditures and debt service expenses allowable for the purpose of subsidies to be allocated to school boards . . . In the budgetary rules, the Minister must also provide for the payment of an equalization grant to school boards. (<i>Règles budgétaires pour l'année 1997-1998</i> , p. 11. This is a free translation.)	
Continuing education (formation continue)	Educational plan aimed at acquiring, increasing or updating knowledge, and intended for individuals who have already left school. (<i>Vocabulaire de l'éducation</i> , p. 131, no. 156. This is a free translation.)	Any education aimed at acquiring, increasing or updating knowledge and intended for individuals who have already left school. Continuing education makes it possible for adults to reach a higher level of formal education, or to improve the different types of knowledge and competencies already acquired.

GLOSSARY		
Term	Definition	Comments
Credit (unité)	A unit used to express the value of each component (e.g. course, practicum, research project) of a program of study; by virtue of an agreement, these components are allotted a certain number of points that may be accumulated until the points total the number required for the awarding of a diploma. (<i>Vocabulaire de l'éducation</i> , p. 201, no. 273. This is a free translation.)	A unit used to express the value of a course in a program of study by allotting a certain amount of time to the course. Credits may be accumulated until they total the number required for the awarding of a diploma.
Directives (instruction annuelle)	Annual document which is intended: <ul style="list-style-type: none"> • to inform school boards and private schools,¹ of the decisions taken by the Ministère de l'Éducation for the 2000-2001 school year in accordance with the provisions of the <i>Education Act</i>; • to provide information on the <i>Basic Adult General Education Regulation</i>.² 	
Discipline (discipline)	A branch of knowledge that may be the object of teaching. (<i>Vocabulaire de l'éducation</i> , p. 90, no. 95. This is a free translation.)	A branch of knowledge that may be the object of teaching and learning. The discipline is related to the subject area.

1. All additional provisions or information pertaining to school boards also concern authorized private schools.

2. Québec, Ministère de l'Éducation, *General Education for Adults, 2000-2001 Directives* (Québec: 2000), 1, section 1.

GLOSSARY		
Term	Definition	Comments
Evaluation (évaluation)	An activity that involves giving a value to the results of a measurement by relating these results to a criterion or a standard. (<i>Vocabulaire de l'éducation</i> , p. 124, no. 143. This is a free translation.)	
Evaluation of learning (évaluation des apprentissages)	Assessment of a student's knowledge, skills or attitudes in order to determine to what extent educational objectives have been attained. (<i>Vocabulaire de l'éducation</i> , p. 125, no. 146. This is a free translation.)	Assessment of an adult's knowledge, competencies, skills or attitudes in order to determine to what extent educational objectives have been attained.
Exception (dérogation)	Permission for a rule to be applied in part, differently or not at all. (DFGA)	
Formative evaluation (évaluation formative)	Evaluation that takes place during the learning process in order to inform the student and the teacher of the degree to which the student masters the content so that measures may be taken, if applicable, to ensure continued progress. (<i>Vocabulaire de l'éducation</i> , p. 126, no. 148. This is a free translation.)	Evaluation that takes place during the learning process in order to inform the adult and the teacher of the degree to which the adult masters the content so that measures may be taken, if applicable, to ensure continued progress.

GLOSSARY		
Term	Definition	Comments
Independent learning (autodidaxie)	Being one's own educator and planning one's own learning. (<i>Dictionnaire actuel de l'éducation</i> , p. 117. This is a free translation.)	A training process in which the adult is the primary agent, while benefiting from outside support, such as a tutor or instructional material.
Knowledge (connaissance)	The facts, information, concepts and principles that one acquires through study, observation and experience . . . (<i>Dictionnaire actuel de l'éducation</i> , p. 240. This is a free translation.)	
Learning (apprentissage)	An activity or set of activities that make it possible for a person to acquire or increase knowledge or develop aptitudes. (<i>Vocabulaire de l'éducation</i> , p. 41, no. 22. This is a free translation.)	
Learning guide (guide d'apprentissage)	A document for adult students that comprises activities and exercises related to a program of study. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Learning phase (étape de formation)	The sequential grouping of certain services provided for in the Basic Regulation and that lead to a Secondary School Diploma (SSD). These services consist of literacy services, preparatory services for secondary education, Secondary Cycle One education services and Secondary Cycle Two education services. (DFGA)	
Learning plan (projet de formation)	The intentions specific to each adult that result from the adult's personal, family, social, economic, occupational and cultural situation as well as from the adult's aptitudes and interests. These intentions are related to the different life cycles that individuals go through and to the intrinsic and extrinsic factors associated with these cycles. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education. (DFGA)	
Learning profile (profil de formation)	The "technical" components of a training process. (DFGA)	



GLOSSARY		
Term	Definition	Comments
Optional subject (matière à option)	A subject that can be chosen from a number of different subjects offered, in accordance with the individual's interests and prior learning. (<i>Dictionnaire actuel de l'éducation</i> , p. 820. This is a free translation.)	
Program of study (programme d'études)	A structured set of objectives, learning components or instructional activities that constitute teaching. (<i>Vocabulaire de l'éducation</i> , p. 173, no. 227. This is a free translation.)	The orientations, aims and goals as well as course objectives for a given instructional service or subject.
Skill (habilité)	Mastery of a physical or intellectual activity. (<i>Vocabulaire de l'éducation</i> , p. 137, no. 168. This is a free translation.)	
Subject area (champ de formation)	A branch of knowledge that may be the object of teaching and learning. The subject area is related to the concept of discipline. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Summative evaluation (évaluation sommative)	Evaluation that takes place at the end of a cycle or program of study, or following experiential learning in order to determine the degree to which the student has acquired knowledge or skills so that a decision may be made regarding various matters, including promotion to another grade level, certification of studies and recognition of experiential learning. (<i>Vocabulaire de l'éducation</i> , p. 127, no. 149. This is a free translation.)	Evaluation that takes place at the end of a course or program of study, or following experiential learning in order to determine the degree to which the adult has acquired knowledge, competencies, skills or aptitudes so that a decision may be made regarding various matters such as promotion to another grade level.
Teaching (enseignement)	An activity aimed at transmitting theoretical or practical knowledge, developing or acquiring abilities or skills, or developing aptitudes. (<i>Vocabulaire de l'éducation</i> , p. 113, no. 129. This is a free translation.)	An activity aimed at transmitting theoretical or practical knowledge, developing or acquiring competencies or abilities, or developing aptitudes within the context of adult education.
Teaching/learning (enseignement-apprentissage)	The dialectic between teaching and learning, and therefore, between the teacher and the adult. (DFGA)	
Training process (démarche de formation)	The progress of an adult within the teaching/learning framework and designed to help carry out a personal learning plan. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Trial basis (mise à l'essai)	The period preceding the optional implementation of a program of study in a limited number of school boards. (DFGJ)	
Youth sector (secteur des jeunes)	All of the educational facilities and activities provided for young people	

Introduction

The following details will help the reader use this document effectively:

- The document is paginated using the number of each section and a decimal for each of the subsequent pages related to a given section (e.g. 1.1, 1.2, etc.). This type of pagination will facilitate the insertion of updates to the document, which will be published periodically.
- Depending on the content of the section, four types of information may be included:
 - changes made as a result of the new Basic Regulation, identified by:
 - themes pertaining to the section in question, identified by
 - additional information, identified by 
 - important organizational elements, identified by 
- A glossary at the beginning of the document provides definitions of the main terms used in this document and in adult education in general.
- A bibliography lists the reference works mentioned in this document as well as publications that provide more information on the topics covered. This bibliography is found at the end of the document.

- Appendix A presents a schedule for the implementation of new programs of study for certain subjects and one instructional service.
- Appendix B consists of the document *Information Sheets on Instructional Services and Subjects*, which provides an overview of the programs of study for instructional services and subjects. Some of the content in the Information Sheets is similar to that of this document, but since Information Sheets is intended to stand alone, this repetition was unavoidable.
- Appendix C comprises the alphanumerical SAGE codes, the list of documents published by the DFGA or other administrative units, as well as definitions of the domain for each subject and information sheets on instructional services.
- Appendix D contains a partial list of administrative documents published by the MELS pertaining to the *Basic Adult General Education Regulation*.
- Appendix E consists of a list of adult education resource persons at the regional offices of the MELS.
- This information document will be updated regularly and the modified elements will be shaded.

Lastly, it is important to make a distinction between the prescriptive nature of the Basic Regulation and the informative nature of this document. This document is not prescriptive, except for the extracts from the Basic Regulation, as stipulated in the *Education Act*.³ The leeway given to school boards so that they can carry out their educational mission has been taken into consideration in the implementation procedures in this document.

3. Québec, *Education Act* (R.S.Q., chapter I-13.3), as amended on October 27, 1999 (Québec: Éditeur officiel du Québec, 1999).

FOR ANY ADDITIONAL INFORMATION CONCERNING THE APPLICATION OF THE *BASIC ADULT GENERAL EDUCATION REGULATION*, PLEASE CONTACT THE ADULT EDUCATION RESOURCE PERSON AT YOUR MELS REGIONAL OFFICE. RELEVANT ADDRESSES AND TELEPHONE NUMBERS ARE LISTED IN APPENDIX E OF THIS DOCUMENT.

Table 1 provides an overview of the main components of the *Basic Adult General Education Regulation*. Table 2 illustrates the various options available to adults by making it possible for readers to see where each educational service fits into the overall system. Each component is then dealt with section by section.

Table 1

**Main Components of the
*Basic Adult General Education Regulation***

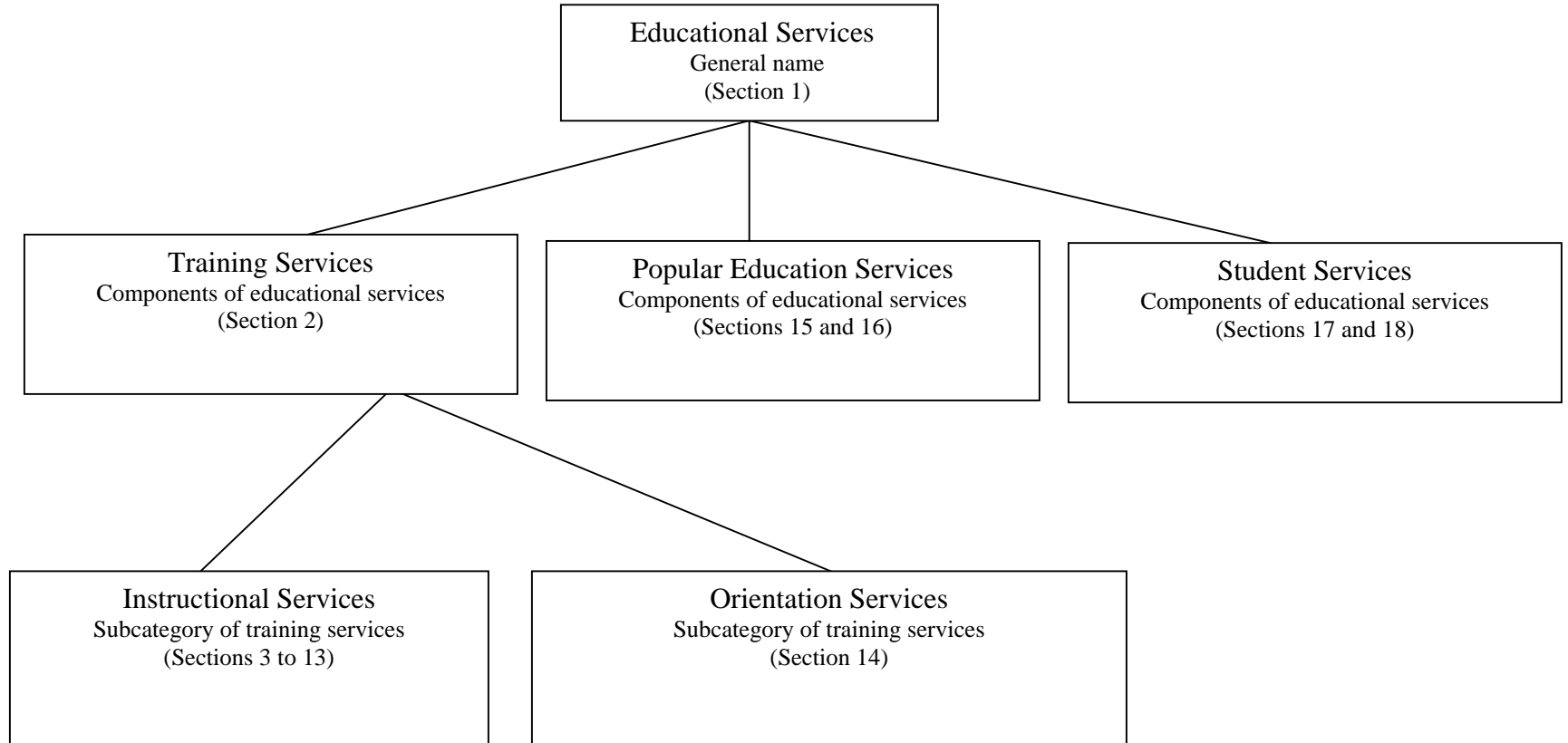
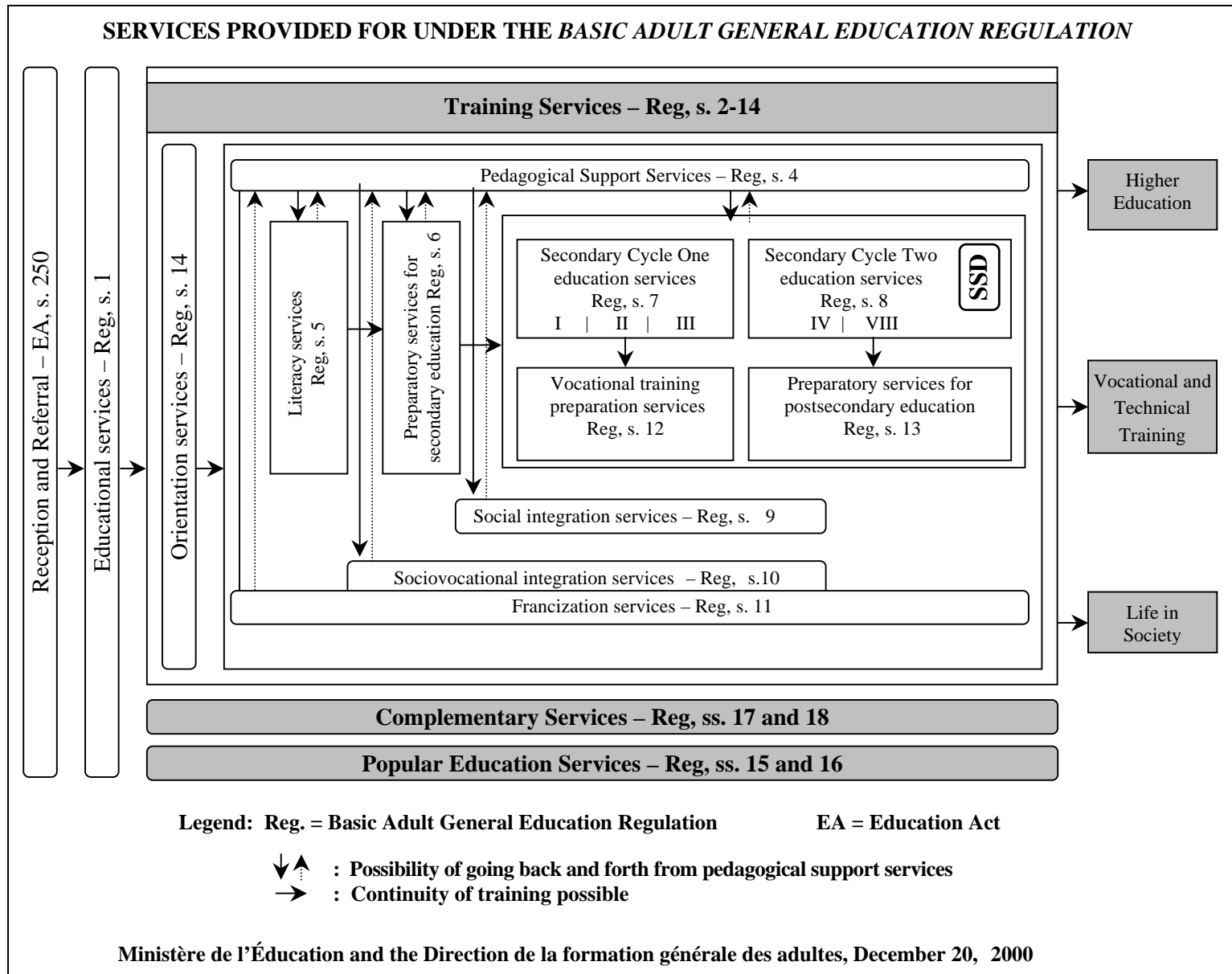


TABLE 2



Section 1

The **educational services** offered to adults in general education include training services, popular education services and student services.

The purpose of these services is:

- (1) to enable adults to become increasingly autonomous;
- (2) to facilitate the social and vocational integration of adults;
- (3) to help adults enter and remain in the job market;
- (4) to enable adults to contribute to the economic, social and cultural development of their community; and
- (5) to enable adults to acquire learning that is certified by the Minister.

Breakdown of Educational Services

Table 1, “Main Components of the *Basic Adult General Education Regulation*,” presents the services covered under section 1.



Distinctive features of adult education

Andragogy

As can be observed in section 1, educational services include objectives that are directly drawn from the andragogical principles that characterize adult education. Thus, the explanations that follow refer to the main definitions related to andragogy, the science of adult education, and its components.

Andragogy may be defined as:

The science and practice dealing with educational activities for adults, both in school and related environments (e.g. community, workplace). The learning processes and the content of the training are a function of the adult’s development, the elements that characterize him or her, as well as his or her social, family, economic, occupational and personal situation.

Andragogy, the basic concept in adult education, implies andragogical characteristics as well as the andragogical approach itself.

Andragogical characteristics

The four main andragogical characteristics listed below make it possible for adults' training processes to be determined in terms of their learning plan, which is covered under section 14.

- **Sense of self:** Adults see themselves positively or negatively, realistically or unrealistically. They meet their needs and make their own decisions; they want to be respected for who they are.
- **Notion of time:** Adults perceive time in the here and now. They want to apply their knowledge now to problems that they must resolve and to projects that they wish to undertake.
- **Motivation:** Adults have roles, responsibilities and tasks resulting from different needs. They also experience daily situations that may be unsatisfactory and that they wish to change—situations contributing to their motivation to learn. However, people who are obliged for various reasons to enroll in training activities are not always motivated.
- **Experience:** Adults have acquired a wealth of varied experiences, positive and negative. The type of experiences affects the adults' motivation, their attitude toward learning and their learning plan.

The preceding characteristics will be developed to varying degrees in each adult throughout the training process.

The increasing number of young adults in adult education over the past years has meant that the characteristics described above must be qualified when they relate to this group because young people are sometimes still developing an understanding of the responsibilities, rights and obligations of citizens, the notion of time and a sense of motivation.

Andragogical approach

The andragogical approach easily demonstrates the options available to adults, depending of course on their specific situations. The approach may be defined as follows:

An approach now largely recognized from a scientific standpoint, involving support to an adult throughout his or her training. This approach takes into account the needs, interests, aptitudes, experience, objectives, motivation and autonomy of the adult.

The andragogical approach, centred on adults, and therefore on their needs, expectations and objectives, will help them to:

- set their priorities
- develop occupational objectives based on their limitations, abilities and the socioeconomic context, and to make the required compromises and choices
- become aware of their personal, educational and occupational achievements
- gain a better understanding of themselves in terms of their current and future employment opportunities and of their social and cultural roles⁴
- assume responsibility for their training process

Parameters for defining and implementing educational services

In accordance with the *Education Act*, the MELS is responsible for defining the nature and objectives of educational services.⁵ In adult education, the definition of educational services is directly related to the andragogical approach, which is increasingly better described by researchers and experts in this field, such as Kidd, Knowles, Bernard and Dufresne-Tassé. In fact, these specialists agree on the elements and main themes that play a role in the development and implementation of adult education services, and they have outlined a model that is related to andragogy as a science and as a field of practice and that is part of education as a whole. This model is used by the MELS in its effort to develop adult education and foster related initiatives. These elements and themes go beyond the formulation of program objectives and are based on the following principles:

- **Elements**

- **The adult**

- The growth and development of the adult is the cornerstone of the andragogical approach. The adult is the first and main resource in the learning situation. This person has the basic right to participate in all phases of learning so that he or she becomes the key resource.

4. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes and Ministère de la Main-d'œuvre, de la Sécurité du revenu et de la Formation professionnelle, *Qui, Quoi, Où, Quand, Comment ? Rattrapage scolaire, alphabétisation et formation générale* (Québec: 1993, unpublished document), 11-12.

5. *Education Act*, section 448.

- **The teacher**

Teachers in adult education must play a variety of roles (e.g. specialist, guide, facilitator, evaluator, agent of change), in addition to organizing educational activities focused on the adult. This situation therefore requires that teachers adopt specific attitudes.

- **The group**

Adult education is organized in such a way that the group has its share of the responsibility, meaning that members may become resources for each other. Teaching is thus not considered the exclusive domain of the teacher, but rather a sharing of experiences and knowledge among members of the group of adults as well as a dialectic between the teacher and the adult.

- **The environment**

The environment must encourage educational activities by means of a good social and emotional atmosphere, content that is in keeping with the real world, suitable materials, and facilities that take into account all age groups in adult education.

- **Themes**

The services offered to adults must be developed and implemented in relation to certain themes:

- taking into account the adult's ability to grow
- respecting the adult's rhythm, style, learning method, interests and needs
- recognizing the group and the environment as important factors in teaching and learning
- the adult's participation in all learning phases and decision making
- the need to modify the teacher's roles in a situation of change in order to adapt to the current realities

These elements and themes are integrated into each educational service provided for in the Basic Regulation, and this is reflected in the different models and approaches as well as in the variety of formulas and teaching and learning methods proposed.

Teaching/learning approach

With the andragogical approach, the educational activity focuses on learning, while at the same time creating a dialectic between learning and teaching, and consequently, between the adult and the teacher. All systematic learning situations are organized by taking into account the drive and internal resources of the adult, as well as his or her initiative and sense of responsibility. The adult's interests and needs are first determined, and then respected in the implementation of the educational activity. This is why in adult education, reference is often made to teaching/learning.

Continuous intake and variable school leaving

Access to adult education has been organized such that the needs of those wishing to enroll may be taken into account. Thus, continuous intake allows adults to enroll at different times of the year (which vary according to school board); variable school leaving makes it possible for adults to complete, interrupt or even leave their studies at any time in order to meet other obligations.

Section 2

Training services include instructional services and orientation services.

**Breakdown of Services
Named in Section 2**

Table 1, “Main Components of the *Basic Adult General Education Regulation*,” presents the services covered under section 2.

Training Services

Training services fall under educational services and comprise instructional services and orientation services.

Instructional Services

Part of training services, which in turn fall under the broader category of educational services, instructional services include different services and learning phases. They are offered to adults, according to their needs, and allow them to obtain a Secondary School Diploma (SSD) or acquire the competencies necessary to carry out any type of learning plan.

Orientation Services

Orientation services fall under the same range of services as instructional services. Their aim is to offer adults different options so that they can begin or adapt their training.

Section 3

The purpose of **instructional services** is to help adults acquire the theoretical or practical knowledge that will enable them to achieve their learning objectives. These services may be offered through various learning methods and include:

- (1) pedagogical support services;
- (2) literacy services;
- (3) preparatory services for secondary education;
- (4) Secondary Cycle One education services;
- (5) Secondary Cycle Two education services;
- (6) social integration services;
- (7) sociovocational integration services;
- (8) francization services;
- (9) vocational training preparation services;
- (10) preparatory services for postsecondary education.

Breakdown of Instructional Services

Table 2, “Services Provided for under the *Basic Adult General Education Regulation*,” presents the services covered under section 3.

Options

Even though many adults work toward a Secondary School Diploma (SSD), the SSD is not the only outcome of a learning plan. Table 2 illustrates the three options available to adults, depending on the path they choose: postsecondary education, vocational and technical education, and life in society.

The choice of path will depend on the adult’s needs, situation and opportunities. For example, allophone adults wishing to learn French will enroll in a francization program. This will enable them to undertake or to continue studies in one of the instructional services provided for in the Basic Regulation and to work toward one of the options or to pursue activities outside the adult education system, still in accordance with the option most suited to them.

***Information Sheets on
Instructional Services and
Subjects***

Appendixes B and C of this document consist of two sets of information sheets on each instructional service and each compulsory and optional subject and, consequently, on the programs of study and related courses and documents. These documents are entitled *Information Sheets on Instructional Services and Subjects*⁶ and *List of Courses and Documents Published for Instructional Services and Subjects*.⁷

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6. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *Information Sheets on Instructional Services and Subjects* (Québec: 1996, unpublished as yet). The French version *Recueil de fiches informatives sur les services d'enseignement et les matières* was updated in November 2000.
 7. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *List of Courses and Documents Published for Instructional Services and Subjects* (Québec: 1996, unpublished as yet). The French version *Liste de cours et des documents publiés pour les services d'enseignement et les matières* was updated in November 2000.

Section 4

Pedagogical support services are designed to enable adults:

- (1) to receive pedagogical support to facilitate remedial work and the transition from one course to another and to help them overcome their learning difficulties during their studies;
- (2) to obtain linguistic support, for those whose mother tongue is not French, in order to improve their mastery of French as the language of instruction, except when they are receiving francization services.

Guiding Principles for Pedagogical Support Services

The orientations of the *Pedagogical Support Services* program of study are aimed at meeting the adult's needs in terms of:

- updating the learning process and needs related to pedagogical and linguistic support
- acquiring adequate learning strategies
- preparing for the transfer of learning

so as to facilitate their orientation, their integration into an adult education centre, and their transfer from one course or training service to another in order to improve dropout prevention and promote success for the greatest number of students.

The guiding principles underlying the Pedagogical Support Services program are drawn from those of the Orientation Services program and should enable adults:

- to identify their motivations, interests, abilities and skills and put them to good use in carrying out their learning plan
- to embark on a process of assuming responsibility for their own learning so that they can act independently, with interest and pleasure in learning
- to be receptive to the ideas and values of others by being open to differences and diversity
- to have a positive attitude about going back to school in order to persevere in carrying out their learning plan
- to apply their learning in a variety of situations and roles
- to express their creative potential in a climate of trust and respect

The concept of motivation is present in all of the learning activities of the Pedagogical Support Services program. Elements of intrinsic and extrinsic motivation are emphasized so that the adult can act with interest and pleasure in the pursuit of educational success.

The concept of preparation for the transfer of learning is present in all course content of the Pedagogical Support Services program. This concept is associated with the concept of educational success.

This preparation puts adults in the situation of taking what they have learned in pedagogical support services and applying it in other training services due to start on January 24, 2003, for the duration of their learning plan. In this sense, adults should be able:

- to make full use of their prior achievements and learning in carrying out their learning plan, in the instructional services provided for in the Basic School Regulation or in the option they have selected

The andragogical aims of the Pedagogical Support Services program are:

- to consider adult students as whole persons
- to ensure that learning results from an awareness of prior experience and learning
- to help adults approach learning in a positive, meaningful manner in order to foster knowledge construction
- to help adults learn to deal with mistakes, obstacles and challenges and make the most of them
- to use metacognition to help adults integrate knowledge by transferring it to various life situations

The Pedagogical Support Services program promotes the development of the following abilities and skills:

- information processing
- problem solving
- the application of work methods
- communication
- the application of their learning plan and continuing education and training

Abilities and skills that foster self-esteem, the development of creative potential, and the development of a sense of ethics and critical thinking are also integrated into the Pedagogical Support Services program.

**Target Group for
Pedagogical Support
Services**

The Pedagogical Support Services program is designed for all persons enrolled in adult education, as well as for any person requiring pedagogical and linguistic support in order to update a learning plan.

**Personnel Required for
Pedagogical Support
Services**

As for all instructional services, teachers are needed to offer the Pedagogical Support Services program to adults. As much as possible, a permanent, multidisciplinary team should be set up. Ideally, this team should include a specialist in adult education and linguistic support, as well as a set group of teachers.

The structure of the program of study enables teaching to be adapted to such alternative strategies as creative teaching, interdisciplinary teaching and project-based learning.



The Pedagogical Support Services program has replaced the Orientation Services program since July 1, 2000. However, the Orientation Services program will continue to be used until the Pedagogical Support Services program is applied on a compulsory basis in the school boards.

The alphanumerical codes for the Orientation Services program were updated in January 2001. It is important to note that alphanumerical codes now make it possible to grant credits for presecondary education services as well as for Secondary Cycle One and Secondary Cycle Two education services. Credits for Secondary Cycle Two may be counted in the adult's file as optional credits toward a Secondary School Diploma (SSD). Alphanumerical codes for local courses are also available.

The new alphanumerical codes for Orientation Services courses will remain active until the new courses for the Pedagogical Support Services program are applied on a compulsory basis.

With regard to the organization of the Pedagogical Support Services program, a guide describing the results of the field test conducted in 2002 will be distributed before the new program is distributed and implemented.

The program of study is designed to meet the needs of various organizational modes, such as:

- orientation sessions to facilitate adults' entry and integration into an adult education centre
- workshops to facilitate integration into a course, or the transition into another course or instructional service
- project-based learning at the beginning of or during training to facilitate the integration and transfer of learning strategies

Appendix B provides the following information with respect to pedagogical support services:

- target group
- guiding principles
- general information on the services

Section 5

Literacy services are designed to enable adults:

- (1) to access other learning services, if necessary;
- (2) to improve their capacities in different areas of learning;
- (3) to carry out their family and social roles.

Target Group for Literacy Services

Literacy services are designed for individuals who wish to increase their abilities in different areas of learning in order to better function in society or to continue their studies.

Guiding Principles for Literacy Services

The goal of literacy services is to enable adults to guide their own development in an independent manner by using everyday situations as opportunities for learning. Literacy services are aimed at getting adults to function effectively and satisfactorily in a variety of everyday situations. In order to do this, they must develop the ability to listen, speak, read, write and count. A customized training process is used in literacy services.

Components of Literacy Services

The *Guide de formation sur mesure en alphabétisation*⁸ is the program of study for French literacy services and includes the following components:

- Cahier 1 : Les aspects fondamentaux du guide
- Cahier 2 : Français
- Cahier 3 : Arithmétique
- Annexe I : Journal d'apprentissage
- Annexe II : Situations fonctionnelles
- Annexe III : Situations fonctionnelles pour personnes immigrantes analphabètes
- Annexe IV : Les codes alphanumériques en alphabétisation

The *Guide to Customized Literacy Training*⁹ is the program of study for English literacy services and includes the following components:

- Third Edition: Book 1 – Basic Aspects of the Guide
- Book 2 – English Literacy Objectives
- Book 3 – Arithmetic
- Appendix 1 – Learner's Journal
- Appendix 2 – Functional Learning Situations
- Appendix 3 – Functional Learning Situations for Immigrant Literacy Students
- Appendix 4 – Alphanumerical Codes for English Literacy Training

8. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *Guide de formation sur mesure en alphabétisation*, 3rd edition (Québec: 1996), Code 38-2943.

9. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *A Guide to Customized Literacy Training*, 3rd edition (Québec: 1997), Code 38-2943A.

Compulsory Subjects for Literacy Services

The compulsory subjects for literacy are as follows:

- language of instruction
- mathematics



Literacy services:

- require measures to reach the target group in their environment; these measures call for different methods of heightening public awareness, group facilitation and recruitment. Examples of such methods include solicitation or advertising in public places or in the home.
- may be offered in a variety of training places. Given the diversity of the target group and the contexts of the training, the training may be given in schools, at the workplace, through a union, and so forth.
- allow the inclusion, depending on the learning plan, of some of the content of preparatory services for secondary education in a manner consistent with the functional approach
- have a program that contains objectives for French or English and arithmetic that are associated with themes related to everyday life and with knowledge related to the customized training process and learning process selected

The model for the distribution of alphanumeric codes for literacy services in the school boards takes into account the specific characteristics of illiterate persons and the orientations defined in the Guide. The codes are related only to content objectives and, in both the English and French version of the program, are distributed among the four steps of the training as follows:

- Step 1—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 200 hours and 8 credits
- Step 2—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 250 hours and 10 credits
- Step 3—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 150 hours and 6 credits
- Step 4—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 100 hours and 4 credits

The creation of credits should be geared only to a strictly concept-based training. Although the training represents an important aspect of learning, it must always be part of functional learning situations that are closely tied to the adults' concrete needs and that cannot be dissociated from the transfer of learning. The content objectives are intended to meet the adults' needs and therefore must be integrated as teaching/learning content in functional learning situations.

Appendix B provides the following information with respect to literacy services:

- target group
- guiding principles
- general information on the services

Section 6

Preparatory services for secondary education, in order to offer access to secondary education or to other training services, are designed to enable adults:

- (1) to increase their knowledge and abilities in written comprehension and expression in the language of instruction and in mathematics;
- (2) to acquire a basic knowledge of the second language and of other areas of learning that may be chosen from among the elective subjects.

Compulsory Subjects for Preparatory Services for Secondary Education

Preparatory services for secondary education provide for optional subjects as well as the following compulsory subjects:

- language of instruction
- mathematics



Subject Area

The subject area is the general subject of learning. For example, in general education, it could be the disciplines of social studies or languages, whereas in vocational education, it would include all the areas making up the discipline. The subject area therefore covers the concept of discipline, and takes into account both compulsory and optional subjects.

Subject

A subject comprises a set of courses in a given subject area and takes the concrete form of what is referred to as a “program of study.” A subject may consist of as many courses as there are alphanumerical codes available. The Basic Regulation provides for compulsory subjects and optional subjects; the number of compulsory and optional courses depends on the certification criteria.

Program of study

A program of study comprises orientations, aims and goals as well as course objectives for a given subject or instructional service. The MELS develops programs, and school boards and private educational institutions may also develop local programs.

Course

A course is a set of learning activities with a specific number of credits assigned to it.

Local program

In an issue of *Info/sanction adultes*¹⁰ dealing with the courses for programs developed by educational institutions, the Direction de la sanction des études explained how codes for these courses may be used. An example of this use is illustrated in the following paragraph.

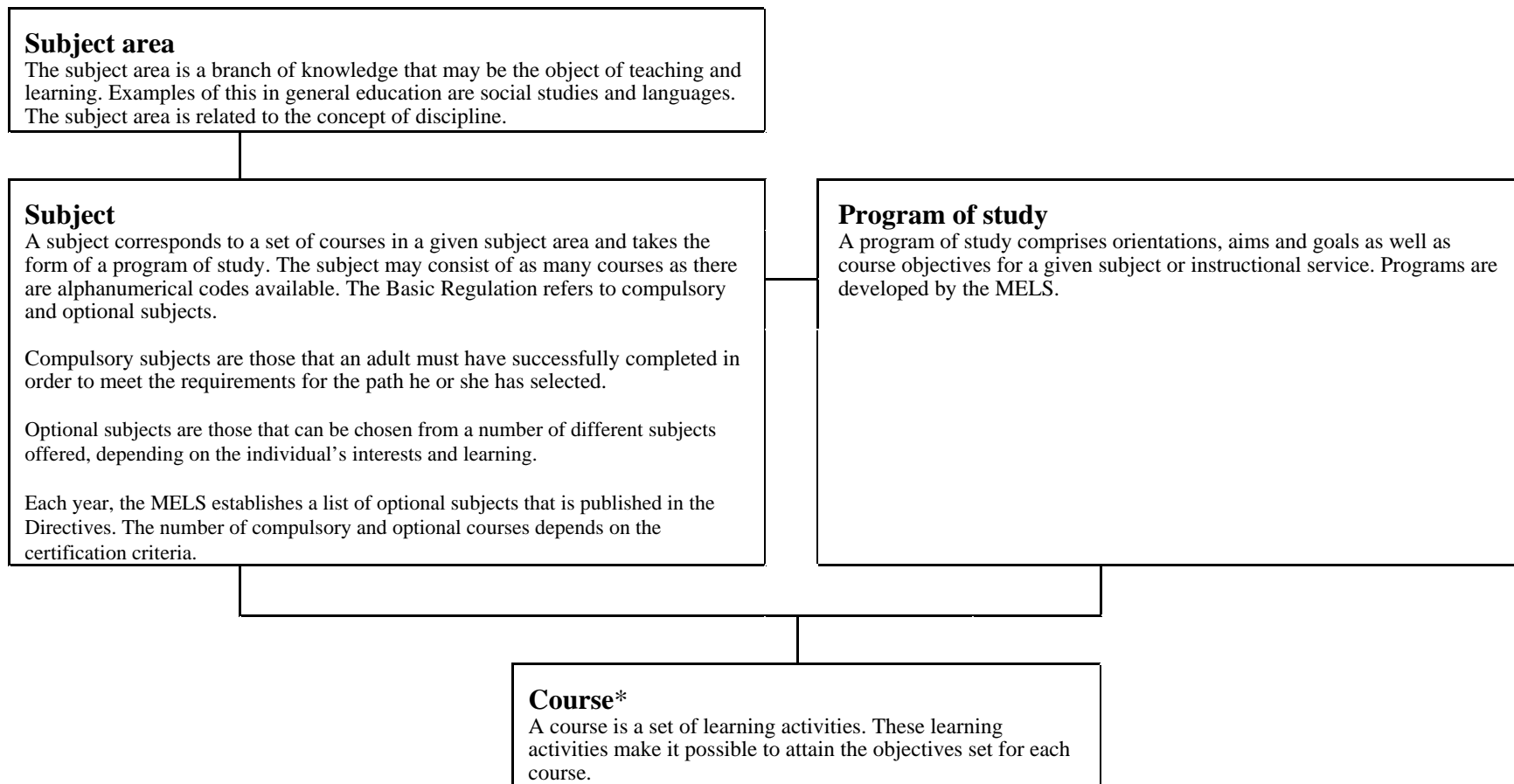
10. Québec, Ministère de l'Éducation, Direction de la sanction des études, *Info/sanction adultes* (Québec: sporadic publication).

In the 2000-2001 Directives, English as a second language (*Anglais, langue seconde*) is designated as an optional course in preparatory services for secondary education. Instead of offering a course developed by the Direction de la formation générale des adultes, school boards may offer a local course, that is, ANG-P001-1, ANG-P002-2, ANG-P003-3 or ANG-P004-4. For the purposes of certification of studies, the school boards transmit a result to the MELS using these codes.

It should be noted that credits earned for local courses during Secondary Cycle Two may count toward the total number of credits required for a Secondary School Diploma (SSD).

Table 3 presents a summary of the definitions of the terms related to programs of study for instructional services and subjects.

Table 3
**Summary of Definitions of Terms Related to
Programs of Study for Instructional Services and Subjects**



* The concept of “local program” is related to the concept of “course.”

Table 4 presents a summary of the different terms used in programs of study for instructional services and subjects.

Table 4

Summary of General Terms Used in Programs of Study for Instructional Services and Subjects		
Subject Area	Social Studies	Sociovocational Integration
Subject or service	History	Sociovocational integration
Program of study	Document containing courses and their objectives for history	Document containing courses and their objectives for sociovocational integration
Course	From the First Nations to the Union of Upper and Lower Canada	Self-Evaluation and Choice of Occupation

Section 7

Secondary Cycle One education services are designed to allow adults to extend the scope of their knowledge in basic and elective subjects so that they may go on to Secondary Cycle Two or to vocational training, as the case may be.

**Compulsory Subjects for
Secondary Cycle One
Education Services**

Secondary Cycle One education services provide for optional subjects as well as the following compulsory subjects:

- language of instruction
- second language
- mathematics

Section 8

Secondary Cycle Two education services are designed to allow adults to complete their secondary education by mastering basic and elective subjects so that they may obtain a Secondary School Diploma or go on to vocational training or postsecondary education, as the case may be.

**Compulsory Subjects for
Secondary Cycle Two Education
Services With a View to Earning
an SSD**

With a view to earning a Secondary School Diploma (SSD), students in Secondary Cycle Two education services take optional subjects as well as the following compulsory subjects:

- language of instruction
- second language

Section 9

Social integration services are designed to provide adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature with access to individualized learning that will enable them to acquire basic social skills and will prepare them for further studies, if they wish to do so.

Guiding Principles for Social Integration Services

Social integration services are designed to:

- make it possible for adults who are experiencing serious behavioural or learning difficulties or who have one or more impairments to acquire the necessary tools to maximize the use of their abilities
- make it possible for adults to acquire the learning and skills that will facilitate their ability to function in their home environment and their immediate social circles

**Target Group for Social
Integration Services**

Social integration services are intended for adults who have:

- limitations of a social nature or related to learning
- intellectual, sensory, psychological or emotional impairments



Social integration services:

- may be offered by any school board wishing to do so
- accommodate both homogeneous and heterogeneous groups; however, particular attention should be paid to affinities among the adults in the same group
- require that procedures be developed and maintained in cooperation with the living environments of the adults enrolled in these services; program objectives cannot all be attained without the involvement of the environment in the application and integration of learning
- may necessitate access to specific facilities (premises, materials, etc.) in order that learning related to certain areas of life covered in a program may be more easily transferred to other areas of learning; depending on the needs, the training may be provided outside the adult education centre
- require means that are adapted to individuals and specific teaching/learning conditions and that reflect the adults' life situations as much as possible
- as they pertain to teaching/learning, are in part based on principles and practices related to group facilitation; room is made for written language, communication and the different resources of the adults in the group
- include an organization guide and a program of study whose contents are related to the different areas of life

Social integration courses do not involve attending a class and no credits are assigned to them.

The following information concerns the field of skills related to preparation for the transfer of learning:

- The curriculum of the Social Integration Services program focuses on skills of a specific and general nature.
- Depending on how the program is organized, the field related to preparation for the transfer of learning focuses on skills of a general nature.
- This field is used at various times in the program and overlaps with other fields.
- As with other aspects of the program, all activities related to this field must be specified in the adult's learning profile in terms of objectives, activities and sequences.
- This field is used to help adults prepare to transfer what they have learned in the classroom to the environment in which they live.
- A distinction is made between preparing for the transfer, which is the aim of this field, and the transfer itself, which is not part of this field.
- Preparation for transfer is the joint responsibility of the adult and the school board and involves exercises done under the teacher's supervision, whereas the transfer itself is the responsibility of the adult, supported by his or her living environment.
- The program is organized such that preparation for transfer consists of formal learning activities, even though some of these activities may take place in the adult's living environment.
- These learning activities are considered to be practical training periods.
- Given that the transfer of learning to the adult's living environment is not done in the presence of the teacher, the school board is responsible for obtaining the cooperation of the external party, in particular to collect information on the results of the transfer. This information will make it possible to ensure that the learning process is duly completed.

In summary, preparation for transfer is part of the learning process, has the same characteristics as any other andragogical activity and must be considered with the same rigour and, consequently, must take place in conditions that are both appropriate and necessary for the adult's learning process to be successful. All school boards may offer social integration services.

Appendix B provides the following information with respect to social integration services:

- target group
- guiding principles
- general information on the services

Section 10

Sociovocational integration services are designed to allow adults to acquire the competencies required to enter or remain in the labour market or, to pursue their studies, if they wish to do so.

Guiding Principles for Sociovocational Integration Services

The Sociovocational Integration Services program is based on the guiding principles of a process that:

- involves all aspects of a person
- aims to teach the adult to learn how to learn
- makes it easier to become familiar with and use resources in the social, political and economic environments
- is ongoing and permanent
- fosters successful entry into a school or work environment

**Target Group for
Sociovocational Integration
Services**

Sociovocational integration services are intended for persons who are no longer required to attend school and who wish to acquire the competencies needed to enter a school or work environment. A learning plan determines the specific occupational objectives and training needs of each adult.

**Personnel Required for
Sociovocational Integration
Services**

As is the case for all instructional services, teachers are essential for providing adults with sociovocational integration services. However, as much as possible, a permanent, multidisciplinary team should be set up. Ideally, this team should include an educational consultant, a set group of teachers as well as various other professionals, depending on the nature of the services offered.



- Cooperation and partnership with businesses as well as with government, regional and community organizations is required to facilitate the sociovocational integration of adults.
- The Sociovocational Integration Services program can be organized in a variety of ways. Day training may be useful given that some of the program's activities are carried out in the workplace.
- The pedagogical approaches are designed to promote many opportunities for interaction among the adults in these groups.
- Teachers must be trained in the program's guiding principles and content.
- Local courses are offered so that specific training needs can be met.

Appendix B provides the following information with respect to sociovocational integration services:

- target group
- guiding principles
- general information on the services

Section 11

Francization services are designed to develop the basic oral and written French skills of adults whose mother tongue is not French and, for some, to facilitate their integration into Québec society while allowing them to prepare their transition to further studies or the labour market.

Guiding Principles for Francization Services

Francization services focus on teaching French to individuals who wish to acquire and develop the language skills needed to enter the job market, continue their education and integrate into French-speaking social and cultural environments in Québec.

It should be noted that the guiding principles for francization services will be specified as the services are implemented, because they require a knowledge of the learning styles of different cultures that takes into account the diversity of the origins of the individuals enrolled.

**Target Group for
Francization Services**

Francization services are designed for adults whose mother tongue is not French and who fall into one of these three categories: Anglophone Quebeckers, immigrant allophones and native peoples.

Persons who are illiterate in their mother tongue must enroll in literacy services rather than francization services.

**Program of Study for
French, Second Language for
Francization Purposes**

The program of study for francization services is the same as the one used in French, Second Language, but the coding is different. Documents specifically pertaining to francization have also been produced for adults and educators involved in these services. Appendix C: *List of Courses and Documents Published for Instructional Services and Subjects* contains a list of these documents.



For the purposes of obtaining a Secondary School Diploma (SSD), the credits associated with French, Second Language in Secondary Cycle Two may be used as optional credits by adults who have chosen French, Language of Instruction courses in Secondary Cycle Two. However, the number of credits associated with French, Second Language and French, Language of Instruction cannot exceed 36.

Courses offered as part of francization services are currently those in the *LAN* series. Courses in the *FRE* series refer to French, Second Language, for persons who have chosen English as the language of instruction and who want to obtain an SSD.

Allophone immigrants who wish to do their training in English must enroll in the option leading to an SSD and offered in English, and progress phase by phase according to their learning plan and profile.

Appendix B provides the following information with respect to francization services:

- target group
- guiding principles
- general information on the services

Section 12

Vocational training preparation services are designed to enable adults to acquire the prerequisites necessary for admission to the selected program.

Prerequisites for Vocational Education

Information on the admission criteria and prerequisites for vocational education are outlined in the *Basic Vocational Training Regulation*¹¹ and is reproduced in the annual vocational education Directives.

11 . Québec, *Basic Vocational Training Regulation*. Excerpt from the *Gazette officielle du Québec*, Order in Council 653-2000, 14 June 2000.

Section 13

Preparatory services for postsecondary education are designed to enable adults to acquire the necessary prerequisites.



The nature of these services depends on the subjects or instructional services in which the adult is enrolled, which in turn depend on the type of postsecondary education he or she plans to pursue.

The *College Education Regulations*¹² applies to students who have obtained a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS). Courses that are college prerequisites appear in the *Liste des cours par service d'enseignement (SIFCA)*,¹³ which is updated annually, as well as in the SAGE course list (No. A12-23-01).

12. Québec, Ministère de l'Éducation, *College Education Regulations. General and Vocational Colleges Act* (R.S.Q., c. C-29), (Québec: Les Publications du Québec, revised edition, July 1999).

13. Québec, Ministère de l'Éducation, Direction de la gestion des systèmes de collecte, *Guide de la déclaration d'effectif scolaire des adultes en formation générale (SIFCA)* (Québec: 1999-2000), Code 46-3504.

Section 14

Orientation services are designed to enable adults:

- (1) to establish a learning plan following reception and referral services, taking into account their personal and work experience and their goals;
- (2) to explore the paths and resources available in order to carry out their learning plan in keeping with their learning profile.

**Personnel Required for
Orientation Services**

Depending on the type of follow-up involved, school boards may use teaching or nonteaching personnel.

Learning Plan

The learning plan corresponds to the experiences, scholastic and experiential learning, expectations, concerns, needs and objectives of an adult returning to school, and it must be drawn up before the learning profile. Thus, a learning plan may be defined as follows:

The intentions of each adult, which result from the adult’s personal, family, social, economic, occupational and cultural situation as well as from the adult’s aptitudes and interests. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education.

Learning Profile

The learning profile may be briefly defined as all of the “technical” components of a training process.



Distinction between a learning plan and a learning profile

Within the context of adult education, an adult's learning plan corresponds to all of the intentions that he or she has upon arrival in a service or at an adult education centre. The learning profile is clarified as part of the orientation services. The learning profile is therefore a fact sheet showing how the adult's short-, medium- and long-term intentions are matched with the options offered in adult education and are translated into training objectives that will be used to establish the adult's timetable.

The adult's learning plan is always based on personal and environmental considerations, sometimes in a very explicit manner, and sometimes more implicitly.

These considerations involve the adult's:

- general developmental goals
- family and community obligations
- economic and occupational situation
- view of the job market
- social and cultural involvement
- cognitive and intellectual capacities
- physical and psychological health

All these considerations play a role in the development of the learning plan and of the learning profile. In their own way, they affect the nature of the subsequent training. Depending on their respective importance, they will be used to continuously update the learning profile in terms of the choices that the adult will have made. The learning plan is the cornerstone of the adult's entire training process.

The adult's learning plan: tailor-made for each individual

Adults wishing to enroll in adult education have a general idea of the objectives they would like to attain. For some, these objectives are very specific and structured, while for others, extensive work may be needed to define these objectives. This work may be done with the help of resource persons in the appropriate services, in particular, orientation services. In the first case, the adult with well-defined objectives designs a learning plan in terms of the specific aspects of his or her life. The learning plan will then be based on the gap between an actual given situation and a desired situation, situations that will have previously been clearly determined. The adult's needs and objectives will be established. From the learning plan, the elements required to prepare the learning profile will be more easily identifiable.

There may be a variety of reasons why a learning plan is less specific. However, this may often be due to the fact that the adult is motivated to enroll in adult education for external reasons; the adult may then have taken stock of his or her training needs less effectively, and may not have assessed or accepted them. Examples include adults who are facing the threat of being laid off and decide to retrain without having had the time to identify the implications of such a process. For these adults, the reception and referral process, orientation services and pedagogical support services will have major repercussions because they involve developing and sustaining motivation.

Development of the adult's learning plan

The adult's learning plan may at times exceed his or her possibilities on all levels. Since the learning plan is the basis for the training process, it is very important that it be precise and that it meet the adult's needs. The adult defines it on the basis of his or her life situations, aptitudes and interests.

It is important to help the adult determine which life situations motivate him or her to return to school. In most cases, this clarification is quite easy. However, some individuals will require assistance in identifying their needs according to their situations. For example, someone enrolling in literacy services who would like to eventually go on to university should be made aware of what lies ahead and should evaluate the means at his or her disposal (e.g. finances, family support) that will determine the urgency of the situation and the various options at the intellectual level.

This example may appear exaggerated, but it effectively demonstrates the gap that some adults experience between the current reality of their situation and their aspirations. If the learning plan is not well defined and if the adult does not clearly understand the challenges he or she faces, the adult may become discouraged and the risk of dropping out will be all that much higher. Reception and referral services, as well as orientation services and pedagogical support services are the basis for a successful return to school.

Reception and referral services are not included as such in the Basic Regulation because they are already referred to in the *Education Act*.

In fact, legal procedure is such that a regulation must not reiterate what is already included in the sections of an act, but instead should provide details on the application of the provisions. Reception and referral services may appear identical to orientation services. They are different, however, in terms of their status and objective. In reception and referral services, the emphasis is on the adult’s first contact with adult education services in a school board and on referral to other internal school board services or external services. The more detailed process of reception will take place as part of orientation services. Table 6 outlines the differences and similarities among the various components of the reception process. School boards must offer reception and referral services as stipulated in section 250 of the *Education Act*:

Every school board shall arrange and offer reception and referral services relating to adult education. It shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in adult education.

The recognition of scholastic and experiential learning is therefore part of reception and referral services. For example, it may entail taking only regular examinations or specific examinations, such as the *Prior Learning Examination*; and, among other things, the Secondary School Equivalency Test (SSET) in order to obtain an Attestation of Equivalence for Secondary Studies (AESS); or the General Development Test (GDT) as part of the evaluation of functional prerequisites and specific prerequisites for enrollment in vocational education.

<p>Distinction Between Orientation Services and Student Services</p>

As previously mentioned, orientation services are a component of training services, which in turn fall under the category of educational services. Educational services also include student services¹⁴ (see sections 17 and 18). To better understand the distinction between orientation services and student services, see the respective definitions of these services in Table 7.

14. Also referred to as *complementary services*.

Table 5

Summary of Elements of the Reception Process

	AUTHORITY RESPONSIBLE	TARGET GROUP	PERIOD OF APPLICABILITY	ACTIVITIES
Reception and referral services (<i>Education Act</i> , section 250)	Adult education department, school board’s adult education centre, or external organization	New adult student or student who has already been through this process (as required)	During the first contact with adult education services and as required	<ul style="list-style-type: none"> • Direct the adult to the job market, school environment or other environments • Perform admission and enrollment procedures • Recognize scholastic and experiential learning: enrolling students in “examination only” type of activity in order that they may take the <i>Secondary School Equivalency Test (SSET)</i>, the <i>General Development Test (GDT)</i> or the <i>Prior Learning Examination</i> • Administer placement tests
Orientation services (Basic Regulation, section 14)	School board’s adult education centre	New adult student or student who has already been through this process (as required)	Upon admission and as required	<ul style="list-style-type: none"> • Define or clarify the learning plan • Establish a summary of personal and work-related experiences • Take placement tests • Explore options • Have their learning profile done • Explore available resources
Pedagogical support services (Basic Regulation, section 4)	School board’s adult education centre	New adult student or student who has already been through this process (as required)	As required, for each change in service	<ul style="list-style-type: none"> • Receive pedagogical and linguistic support • Update the learning process • Review work methods for schoolwork • Undergo remedial activities

Table 6

Comparison of Orientation Services and Student Services		
	ORIENTATION SERVICES	STUDENT SERVICES
OBJECTIVES	These services centre on the <u>learning plan</u> .	These services centre on the <u>living conditions</u> that affect the adults' ability to learn.
COMPONENTS	These services are outlined in the <i>Basic Adult General Education Regulation</i> and consist of <u>four components</u> .	These services depend on the situations and needs of adults and school boards, as well as on the board's resources or on external resources. That is why each school board <u>determines which services it will offer</u> .
FINANCING	These services are offered <u>free of charge</u> to adults in accordance with Chapter 4 of the Basic Regulation, which deals with free educational services.	These services <u>are not necessarily free of charge</u> . It is up to each school board to determine a funding scheme, depending on its resources.

Section 15

Popular education services are services that relate to the intellectual, social and cultural development of adults or of groups of adults and to the implementation of community projects.

Section 16

The purpose of popular education services is to promote the acquisition of knowledge and the development of skills, attitudes and behaviour required in the everyday lives of adults, groups and communities.

Objectives of Popular Education Services

Each school board defines the objectives of popular education services. School boards are in a good position to establish ties with the community and, in particular, carry out promotion and recruitment activities for general education in the adult sector.

Policy on Popular Education Services

Section 247 of the *Education Act* stipulates that school boards will establish a program for popular education services. School boards design their policy according to the conditions and context of their respective environments.



- Despite the fact that there is no specific funding for popular education services, school boards often set up such activities, which are either self-financed or offered by the resources of each school board.
- The popular education services provided for in sections 16 and 17 are different from the *Programme de soutien à l'éducation populaire autonome* (PSAPA).

Section 17

Student services are designed to provide adults in training programs with support regarding their personal and social conditions.

Section 18

Student services include services that provide information about community resources.

Policy on Student Services

Section 247 of the *Education Act* stipulates that school boards will establish a program for student services. School boards design their policy according to the conditions and context of their respective environments.

Personnel Required to Offer Student Services

Each school board defines the type and quantity of resources allocated to these services, within the various categories of personnel.



Each school board defines the type of student services that it will offer. Several factors may be involved, including:

- the needs of the population enrolled in the school board's adult education centres
- the current resources of the school board or of the community
- the financial resources available to offer these services

The school board offers these services at its adult education centres and allocates the necessary resources. It may also reach agreements with helping organizations, such as CLSCs, addiction treatment centres and so forth, in order to have access to the resources of these organizations, as required.

If, for specific reasons, school boards are not able to offer any student services, they may provide personnel and adults with descriptive directories containing descriptions of services offered by organizations in the neighbourhood, parish, city and region.

Table 6 distinguishes between student services and orientation services.

Section 19

In order for an adult to be admitted to the educational services offered by a school board, the adult must apply for admission to the school board offering the services.

The application for admission must include the following information:

- (1) the person's name;
- (2) the person's residential address;
- (3) if the person is a minor, the names and residential address of the person's parents.

Section 19.1 (cf. 2007-07-01)

In order for an adult to be admitted to training leading to a semi-skilled trade, the adult must meet the admission requirements established by the Minister.

O.C. 489-2005, s. 1.

Section 20

If the person has already attended an educational institution in Québec, the **application** must include an official document bearing the permanent code assigned to the person by the Ministère de l'Éducation, du Loisir et du Sport, such as a statement of learning achievement.

If the person applying for admission is unable to provide such a document because he or she will be attending an educational institution in Québec for the first time, the application for admission must include a birth certificate bearing the names of the person's parents, unless the person is of full age, or a copy of the person's act of birth issued by the registrar of civil status.

If, for one of the reasons set out in articles 130 and 139 of the Civil Code of Québec, the person is unable to provide a birth certificate or a copy of the act of birth, the application for admission must include a written affidavit attesting to the person's date and place of birth. That affidavit shall be made by the person, if of full age, or by the person and one of his or her parents if the person is a minor.

Status of Adult

In adult education, any person who is 16 years old on the 30th of June preceding his or her admission is considered an adult.

Accessibility

Any person 16 years of age or over and residing in Québec is eligible for educational services. Contrary to the youth sector, there are no exceptions regarding accessibility to the adult sector.

Section 21

The school board shall inform the person and, if the person is a minor, the person's parents whether the application for admission has been accepted or refused.

Section 22

If the adult is admitted, the school board shall enroll the adult in an adult education centre.

**Application and Registration
Forms**

Each school board decides on the format of the application and registration forms. In terms of content, the forms must meet the requirements of the MELS and the school boards. In certain regions, school boards have agreed to use the same type of form, thereby reducing printing costs.

**Acceptance or Refusal of an
Application for Admission**

The acceptance or refusal of an adult’s application for admission will be sent to the adult, or the parents in the case of a minor, by the school board using means left to its discretion (e.g. mail, telephone).



The Direction générale du financement et de l’équipement issues an administrative circular to school boards that contains a list of the documents required for the purposes of financing.

It should be noted that a minor’s application for admission may be completed without the consent or signature of his or her parents, even though it must include the parents’ names and address. Moreover, the decision to admit or refuse an applicant in this case must be transmitted by the school board to both the minor and the parents.

The names and address of a minor’s parents are required so that the school board can inform the parents of the acceptance or refusal of an application. These provisions appear comparable to those in the *Civil Code* that pertain to minors, more specifically, article 155 which states that “a minor exercises his civil rights only to the extent provided by law.”

It also seems comparable with the provisions of the *Civil Code* that pertain to parental authority, more specifically, articles 598 and 599. Article 598 states that “a child remains subject to the authority of his father and mother until his majority or emancipation,” and article 599 states that “the father and mother have the rights and duties of custody, supervision and education of their children.”

Section 23

The following days are holidays for persons enrolled in an adult education centre:

- (1) 1 July;
- (2) the first Monday in September;
- (3) the second Monday in October;
- (4) 24, 25 and 26 December;
- (5) 31 December, 1 and 2 January;
- (6) Good Friday and Easter Monday;
- (7) the Monday preceding 25 May;
- (8) 24 June.

However, adults may be called upon to take part in sociovocational integration training courses on these holidays.

Holidays

The holidays provided for in section 23 have been determined on the basis of a provincial agreement between the government and unions. Any changes (increase or decrease) are negotiated locally.

Section 24

Adults shall have access to the textbooks and instructional material selected in accordance with the Act for their programs of studies.

Cost of Materials

Each school board determines, if applicable, the cost of textbooks and instructional materials made available to adults.

Section 25

The evaluation of learning is a process that consists in gathering, analyzing and interpreting information related to the achievement of objectives of the programs of studies in order to make appropriate educational and administrative assessments and decisions.

Evaluation for Purposes of Placement

Evaluation for purposes of placement is intended to establish the course or courses in which an adult may enroll. In numerous programs of study, the courses are organized in a hierarchy according to their level of difficulty; traditional placement tests are very useful in this instance. Instruments similar to these tests, which assess the skills that are prerequisites for courses, also prove helpful for certain programs whose courses are not organized in a hierarchy.

Formative Evaluation

Evaluation that is done during a course and while the student is learning is **formative**. Formative evaluation is intended to be a pedagogical and andragogical tool in that it is individualized and provides immediate feedback for an adult in a learning situation. As it is of a diagnostic and corrective nature, this type of evaluation makes it possible to identify areas in which the adult is experiencing difficulties in order to suggest or have the adult discover means of progressing in his or her studies. The main purpose of formative evaluation is to improve learning in a given course. Decisions resulting from formative evaluation are entirely of an educational nature.

Summative Evaluation

Evaluation that takes place at the end of a course for the purpose of issuing a statement of learning achievement or certifying a course of study is **summative**. It invariably occurs at the end of a sufficiently long and important learning sequence, at the end of an entire course or at the end of a practicum or other important part of a course. The final result of the summative evaluation, once transmitted to the MELS, may lead to a Secondary School Diploma (SSD).

Summative evaluation of experiential learning has the same function. It is done as part of ongoing evaluation services, regardless of the learning procedures and facilities or the dates of the courses.

Three-Year Plan: Distribution of Instruments for the Evaluation of Learning

In the document entitled *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis*,¹⁴ the MELS specifies the prescribed instruments and the complementary instruments that it develops and publishes (e.g. version A of examinations and other French and English versions, tests, questionnaires, cassettes) for each program of study for the subjects and services offered in adult general education.

This document is available at the adult education department of each school board or the MELS's regional office, and an update is planned for 2000-2001.

The list of SAGE courses (No. A12-23-01) indicates the type of examination (column "Ca Év"): "M" for an examination prescribed by the MELS; "L" for an examination for which school boards are responsible.

14. Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis* (Québec: 1995).



Statistical analysis of examinations

The MELS uses conventional methods for developing instruments for the measurement and evaluation of learning, which are dealt with in research and publications by Québec universities. The MELS makes the appropriate adaptations and innovations, as required.



The MELS publishes methodological guides and information documents on the evaluation of learning. These documents are distributed to the school boards by the MELS regional offices.

All evaluation instruments are confidential. The MELS distributes them to school boards and other authorized organizations, who are responsible for ensuring their safekeeping and confidentiality.

According to the current agreement between the MELS and the school boards, evaluation instruments are forwarded only to the person in charge of administering the certification of studies at each school board.

Instructions contained in the MELS document *Info/sanction adultes*¹⁵ must be taken into account by the adult education department of each school board. Appendix C contains a list of the definitions of the domain available for each program.

The MELS also develops **definitions of the domain** for each course which are public documents used primarily for the standardization of examinations employed for summative evaluation and designed by the MELS and the school boards.

15. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études, *Info/sanction adultes* (Québec), [sporadic publication].

Section 26

Adults shall receive a statement of learning achievement at least twice a year.

**Statement of Learning
Achievement**

The MELS issues a statement of learning achievement on the basis of the results it receives from the school board. The frequency with which diplomas and statements of learning achievement are issued is indicated in the publication *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education*,¹⁶ which is updated regularly.

For certain services, the school board forwards an official document to the adult according to the procedures established in Chapter 10 of the Administrative Manual.

16. Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études, *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education* (Québec: 2000-2001), Code 18-7708A.

Certification of Studies

Certification activities pertain to:

- conditions for earning a Secondary School Diploma (SSD)
- the confidentiality and safekeeping of examinations
- the implementation of summative evaluation instruments
- the transmission of results
- the issue of official documents

/

In conjunction with the school boards, the MELS establishes and updates administrative rules for the certification of studies, as described in the Administrative Manual, which is updated regularly.

Section 27

Promotion shall be carried out separately for each program.

Adults may enroll in a program only after having obtained the prerequisites.

Prerequisites

A statement of learning achievement indicates the courses that an adult has taken and whether or not these courses are prerequisites for each program of study. Placement tests make it possible to verify that the adult wishing to enroll in a subsequent sequence has the required prerequisites.

Section 28

Adults may register for imposed examinations to earn the credits without having taken the corresponding course.

Examination Only

Adults who are not subject to compulsory school attendance may, as stipulated in section 250 of the *Education Act*, have their scholastic and experiential learning recognized. To do so, they may register for “examination only” type of activities. In this regard, school boards must carry out evaluation of learning.

By definition, these activities are designed for the recognition of experiential learning because they are primarily aimed at adults who have acquired, outside of school or an adult education centre, learning equivalent to that described in the programs of study.



Experiential learning

The recognition of experiential learning allows adults who have significant life and work experience that has provided them with the learning required to progress through a learning phase, to earn the credits for a course that is a prerequisite for another type of training or to earn a Secondary School Diploma (SSD). Naturally, this experience is rather rare in young adults who drop out of secondary school and who enroll in an adult education centre shortly thereafter.

The meaning of the term “recognition”

The MELS generally defines “experiential learning” as the knowledge and abilities acquired by an individual outside of the school system, most often in the workplace or through volunteer activities.¹⁷ The term “recognition” has different meanings:

- Experiential learning is **recognized** in the sense that credits are given for a course whose content corresponds to the learning acquired out of school.
- Experiential learning is also **recognized** when official documents are issued by the MELS (e.g. statement of learning achievement, SSD) or by school boards (e.g. certificates).
- Moreover, the MELS also recognizes certain types of experiential learning without granting credits or going through the certification process, because this learning allows the adult to meet the requirements for admission to vocational education. Secondary School Equivalency Tests are an example of this. If an adult does not have an SSD, employers will accept an Attestation of Equivalence for Secondary Studies.

17. Québec, Ministère de l'Éducation, *Vocabulaire de l'éducation*, 2nd revised edition (Québec: Les Publications du Québec, 1990), 29, no. 2. This is a free translation.



School boards use the various versions (e.g. version A, B, C, etc.) of the examinations normally associated with courses for which the adult wishes to earn credits.

The MELS makes specific examinations, such as the Prior Learning Examination, available to school boards for English as a second language. These are uniform examinations [épreuves édictées]. A version of the Prior Learning Examination has been available for French as a second language since 2004.

The *Spheres of Generic Competencies* allow adults to obtain recognition for prior learning acquired formally and informally in a wide variety of learning contexts and situations. Such recognition is granted following an evaluation of prior learning and takes the form of credits attributed to courses that constitute the optional course component of a Secondary School Diploma (SSD). There are currently six such spheres for the English and French sectors alike.

In the French sector:

- GEN-5001-4: compétences personnelles et familiales ;
- GEN-5002-4: compétences sociales, communautaires et politiques ;
- GEN-5004-4: compétences culturelles et de loisirs ;
- GEN-5010-4: compétences professionnelles ;
- GEN-5011-4: compétences économiques ;
- GEN-5012-4: compétences créatives ;
- GEN-5013-4 : pensée critique ;
- GEN-5014-4 : compétences fortes ;
- GEN-5015-4 : bénévolat.

In the English sector:

- GST-5001-4: Personal and Family Competencies;
- GST-5002-4: Social, Community and Political Competencies;
- GST-5004-4: Cultural and Recreational Competencies;
- GST-5010-4: Occupational Competencies;
- GST-5011-4: Economic Competencies;
- GST-5012-4: Creative Competencies;
- GST-5013-4 : Critical Thinking Competencies;
- GST-5014-4 : My Best Skills;
- GST-5015-4 : Sphere Volunteer Work.

The tests of the General Educational Development Testing Service (GED-TS) were created by the American Council on Education. Adults may obtain up to 36 credits for optional courses that can go toward a Secondary School Diploma (SSD). The subjects covered by these tests are, for the French and English sectors respectively:

In the French sector:

- GEN-5005-8: GED test d'écriture
- GEN-5006-7: GED test de lecture
- GEN-5007-7: GED test de mathématiques
- GEN-5008-7: GED test de sciences
- GEN-5009-7: GED test de sciences humaines

In the English sector:

- GST-5005-8: GED Language Arts, Writing Test
- GST-5006-7: GED Language Arts, Reading Test
- GST-5007-7: GED Mathematics Test
- GST-5008-7: GED Science Test
- GST-5009-7: GED Social Studies Test

Section 29

The pass mark for all courses is 60 percent for each course.

Pass Mark

The pass mark of 60 per cent applies to both the youth and adult sectors. This standard reflects the requirements of Québec society and the uniqueness of the Secondary School Diploma.

Section 30

The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV and V levels, and among those 54 credits, the following compulsory credits :

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 4 credits in Secondary IV mathematics;
- (4) 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
- (5) 4 credits in Secondary IV history and citizenship education.

Credits earned in Secondary Cycle Two are taken into account when awarding the diploma, that is, credits earned for elective subjects of general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with section 250 of the Education Act (R.S.Q., c. I-13.3).

Adults must have earned credits for at least one course at the Secondary V level given by an adult education centre.

From 1 July 2007 to **30** June 2010, section 30 is replaced by the following : 30. The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV or V level including at least 20 credits at the Secondary V level, and among those 54 credits, the following credits :

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 6 credits in Secondary IV mathematics;
- (4) 6 credits in Secondary IV physical science; and
- (5) 4 credits in Secondary IV History of Québec and Canada. Credits earned in Secondary Cycle Two are taken into account when awarding the diploma, that is, credits earned for elective subjects of

general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with section 250 of the Education Act (R.S.Q., c. 1-13.3). Adults must have earned credits for at least one course at the Secondary V level given by an adult one course at the Secondary V level given by an adult education centre. (O.C. 489-2005. s. 7)

O.C. 652-2000, s. 30; O.C. 489-2005, s. 3 and 7.

Number of Hours per Credit

Twenty-five hours of learning refers to the average time spent on attaining the objectives certified by a credit. In Secondary Cycle Two, the value of a credit applies to the certification of studies, the awarding of a Secondary School Diploma (SSD) and the duration of training associated with funding. Only credits in Cycle Two count toward an SSD.

Transitional Certification System

The rules for earning an SSD outlined in section 30 of the Basic Regulation will apply to all adults completing their secondary school studies in 2006-2007 or thereafter. Until then, the provisions in section 35 apply.

Section 31

Adult education centres shall offer 25 hours of instructional services for each credit in a program of studies, unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.



Credits are used in:

- determining the duration of the training. For all courses, one credit equals 25 hours of learning.
- the awarding of a Secondary School Diploma (SSD). In Cycle Two of secondary education, students must earn at least 54 credits to be awarded an SSD; these credits are divided among compulsory and optional subjects.

Section 32

The Minister shall award, jointly with the school board, a training certificate in sociovocational integration of adults to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and sociovocational attitudes;
- (2) 600 hours of practical training in sociovocational integration;
- (3) 100 hours divided according to the person's learning plan.

As of 1 July 2007, this section is amended by replacing « The Minister shall award, jointly with the school board, » by « On the recommendation of the school board, the Minister shall award ». (O.C. 489-2005, s. 4)

O.C. 652-2000, s. 32; O.C. 489-2005, s. 4.

32.1 (cf. 2007-07-01)

On the recommendation of the school board, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every adult who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours. That training includes

- (1) in general training :
 - (a) 200 hours in language of instruction (French or English);
 - (b) 100 hours in second language (French or English); and
 - (c) 150 hours in mathematics; and
- (2) in practical training :
 - (a) 75 hours in introduction to the world of work; and
 - (b) 375 hours in preparation for the semi-skilled trade.

O.C. 489-2005, s. 5.



The document entitled *Training Certificate in Sociovocational Integration (Adult Sector): Unskilled Occupations* contains information on admission criteria, program duration and other procedures and requirements. For example, the duration of the program must consist of at least 900 hours distributed as follows:

- 200 hours aimed at developing employability and sociovocational skills
- 350 hours of practicums leading to an unskilled occupation
- 250 hours of other types of practicums needed for sociovocational integration
- 100 hours of general education, depending on the requirements of the occupation targeted

Section 33

Adults who are residents of Québec, within the meaning of the Education Act, and are enrolled in training services are entitled to free access to all services, with the exception of, if they have already been awarded a Secondary School Diploma, preparatory services for secondary education, Secondary Cycle One education services and Secondary Cycle Two education services.



In accordance with section 3 of the *Education Act*, any person with proof of residency in Québec is entitled to free services.

Section 34

Adult education centres shall take the necessary measures to ensure that all teachers and all staff members pay special attention to the quality of written and spoken language in learning activities and in all the centre's activities.

Section 35

In respect of adults who begin secondary school before the 2006-2007 school year, the following shall be substituted for section 30 of this Regulation until 30 June 2007:

“30. The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV and V levels, divided as follows:

- (1) 12 credits in language of instruction, including at least 6 at the Secondary V level;
- (2) 6 credits in Secondary IV or Secondary V English, second language, for adults whose language of instruction is French;
- (3) 6 credits in Secondary V French, second language, for adults whose language of instruction is English;
- (4) 36 credits in elective subjects, including at least 18 at the Secondary V level.

The number of credits earned in language of instruction and in second language shall not exceed 36.

For the awarding of a Secondary School Diploma:

- (1) the credits earned in a vocational training program shall be considered as credits earned at the Secondary V level, with the exception of credits earned in a vocational training program leading to a semi-skilled trade;
- (2) adults must have obtained credits for at least one course at the Secondary V level given by an adult education centre.”

Appendix A

**Schedule for the Implementation of
New Programs of Study for Certain Subjects and
One Instructional Service**

Planning for 2005 ● 2008

Core education programs

Periods	2005-2006				2006-2007				2007-2008			
	1	2	3	4	1	2	3	4	1	2	3	4
Validation of the preliminary version of the programs and the prototype evaluation instruments			■									
Adjustments to the programs following validation				■								
Development of instruments for the evaluation of learning				■	■							
Preparation for field-testing the programs			■	■	■							
Field-testing						■	■					
Adjustments to the programs following field-testing								■				
Submission of programs for ministerial approval									■			
Provision of information to school personnel		■	■	■		■	■	■		■	■	
Optional implementation										■	■	■
Compulsory implementation	September 2008											

Diversified basic education programs¹

Periods	2006-2007				2007-2008				2008-2009			
	1	2	3	4	1	2	3	4	1	2	3	4
Validation of the preliminary version of the programs and the prototype evaluation instruments		■										
Adjustments to the programs following validation			■									
Adjustments to the prototype evaluation instruments for the purpose of field-testing				■								
Field-testing						■						
Adjustments to the programs and the prototype evaluation instruments							■					
Submission of programs for ministerial approval									■			
Provision of information and training to school personnel	■			■	■				■			■
Optional implementation										■	■	■
Compulsory implementation	September 2009											

1. Based on the approval of general education programs in the youth sector.

Appendix B

*Information Sheets on
Instructional Services and Subjects*

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ANGLAIS, LANGUE SECONDE**TARGET GROUP**

The Anglais, langue seconde, program is for any adult who needs instruction in this area. In addition, adults must earn 6 credits in English at the Secondary IV and V levels, in accordance with the requirements for earning a Secondary School Diploma (SSD), which are part of the transitional certification system described in section 35 of the Basic Regulation.

PRESECONDARY

The presecondary program consists of two 50-hour courses. The presecondary Anglais, langue seconde, program is optional.

SECONDARY CYCLES ONE AND TWO

The program consists of three courses in Secondary Cycle One and four courses in Secondary Cycle Two.

GUIDING PRINCIPLES

The program:

- considers English as a language of communication
- emphasizes content over form
- uses authentic, realistic discourse
- offers adults an opportunity to discover the Anglophone culture of Québec and North America and to recognize its similarities and differences with respect to their own culture

The communicative approach is used in the Anglais, langue seconde, program.

NOTE

The Anglais, langue seconde, program employs the model of individualized teaching and learning, workshops and lectures. Various means may be used, including learning guides designed by the DFGA and made available by the Société de formation à distance (SOFAD), authentic oral and written material, special support classes, language labs, and listening centres.

BIOLOGY**TARGET GROUP**

This program is for adults who wish to take optional Biology courses.

SECONDARY CYCLES ONE AND TWO

The program is offered in Secondary V.

GUIDING PRINCIPLES

The Biology program published in 2004 is a reorganization of the French version of the adult education program published in 1987 (document 38-0721).

It is composed of nine courses that are similar in structure and philosophy. While they are complementary, they are also completely independent of each other. The courses may be taken in any order, at the student's discretion.

No prerequisites are required for these courses. Any adult with good reading and writing skills may take them.

The program goals are:

- to interest adults in human biology
- to encourage adults to maintain a healthy body, with a view to wellness and lifestyle improvement
- to help adults understand how humans influence the environment
- to help adults become familiar with the animal and plant kingdoms
- to show the interrelationships between humans, the animal kingdom and the plant kingdom

CHEMISTRY**TARGET GROUP**

The program is for adults who wish to take optional Chemistry courses or who need the prerequisites for admission to a college program.

SECONDARY CYCLES ONE AND TWO

The program is offered in Secondary V.

GUIDING PRINCIPLES

The program comprises three courses, which must be studied consecutively. The sequence is necessary both because of the logical relationships between the elements of content and because of the progressive acquisition of skills related to the experimental method.

This program focuses largely on an introduction to the experimental method and the development of related skills. Each course is a step in the introduction to the experimental method. By the end of the third course, students should be able to write an experimental procedure, follow an experimental procedure and write different parts of a laboratory report.

Moreover, as a follow-up to the Secondary IV Physical Science program, this Chemistry program is designed to help students establish relationships between the theoretical concepts presented and the context in which these concepts were discovered, the influence that science and technology have had on each other throughout the years and the consequences that scientific discoveries and technological applications have had for society and the environment.

ECONOMICS

TARGET GROUP

The program is for adults taking courses in Economics, in accordance with their learning profiles.

SECONDARY CYCLE TWO

The Economics program comprises six courses offered in Secondary Cycle Two (Secondary V).

GUIDING PRINCIPLES

The Economics program:

- presents simple concepts that the adults can relate to everyday situations
- presents economic reality in terms of the interdependence of its constituent elements
- identifies trends in the Québec economy and its international influences, and looks at future possibilities
- uses the model of individualized instruction
- uses an approach based on understanding, analysis and synthesis

ENGLISH LANGUAGE ARTS

TARGET GROUP

The Secondary English for Adult Learners (SEAL) program is for all adults who need instruction in English as the language of instruction. In addition, in the English sector, the requirements for a Secondary School Diploma (SSD) include 12 credits in Secondary IV or V English, including at least 6 credits in Secondary V.

SECONDARY CYCLES ONE AND TWO

The program contains general and specific objectives for each alphanumeric code in each cycle.

GUIDING PRINCIPLES

The program is based on two main concepts:

- language as an instrument of thought
- language as a communication tool

The program draws on research into:

- the nature of language
- language learning
- language use

The program encourages adults to:

- participate in a communication context
- use the language in formulating their ideas

The program is based on:

- the individualized instruction model
- the whole-language approach

NOTE

The English Language Arts program employs the model of individualized teaching and learning, as well as workshops. Various means may be used, including learning guides, audio and audio-visual aids, the library and the language lab.

FRANÇAIS, LANGUE D'ENSEIGNEMENT

TARGET GROUP

The program is for adults whose learning profiles include French courses in order that they may earn a Secondary School Diploma (SSD) or meet other needs.

PRESECONDARY

The first part of the program is divided into three courses organized hierarchically in terms of content and level of difficulty. Adults must pass the third course before going on to the secondary level.

SECONDARY CYCLES ONE AND TWO

The second part of the program is divided into 20 Cycle One and Cycle Two courses. These courses are organized hierarchically in terms of content and level of difficulty, and cover three main elements:

- the four sections of the program (reading, writing, listening, speaking)
- the various modes of expression (informative, narrative, expressive, poetic, persuasive, polemical, dramatic)
- the functioning of language (exploitation of resources, application of rules)

GUIDING PRINCIPLES

The Français, langue d'enseignement, program has the same general objectives as the program in the youth sector. However, the terminal and intermediate objectives, the skill indicators, and the content are different in that the program takes into account:

- the reasons why adults enroll in secondary education
- the adults' experience, autonomy, and capacity for self-criticism and self-discipline
- the adults' living conditions
- the degree of development of the individual adults and their ability to engage in formal thinking

GUIDING PRINCIPLES (cont.)

The program is based on:

- the real ability of adults to determine their learning process
- exploitation of the adults' social and cultural knowledge
- methods that aim for successful communication, taking into account the adults' knowledge of the language and of discourse
- the roles and functions of language acts and of discourse in the dynamics of oral or written communication
- the use of the mechanisms of language
- the use of authentic communication situations in teaching

The communicative approach is used.

NOTE

The Français, langue d'enseignement, program is divided into two parts: presecondary level and secondary level (with compulsory, complementary and optional courses). The foundations of the program and its guiding principles and objectives are the same at the presecondary level as in Secondary Cycles One and Two.

The teaching model used is that of individualized teaching and learning.

The Français, langue d'enseignement, program uses team teaching, workshops and class lectures, and organizes teaching in blocks. Various means may be used, including learning guides, audio and audio-visual aids, the library and the language lab.

FRANCIZATION SERVICES

TARGET GROUP

Francization services are designed for adults whose mother tongue is not French and who fall into one of these three categories: Anglophone Quebecers, immigrant allophones and native peoples. Persons who are illiterate in their mother tongue must enroll in literacy services rather than francization services.

GUIDING PRINCIPLES

Francization services focus on teaching French to individuals who wish to acquire and develop the language skills needed to enter the job market, continue their education and integrate into French-speaking social and cultural environments in Québec.

It should be noted that the guiding principles for francization services will be clarified as the services are implemented, because they require a knowledge of the learning styles of different cultures that takes into account the diversity of the origins of the individuals enrolled.

NOTE

For the purposes of obtaining a Secondary School Diploma (SSD), the credits associated with French, Second Language in Secondary Cycle Two may be used as optional credits by adults who have chosen French, Language of Instruction courses in Secondary Cycle Two. However, the number of credits associated with French, Second Language and French, Language of Instruction cannot exceed 36.

Courses offered as part of francization services are currently those in the *LAN* series. Courses in the *FRE* series refer to French, Second Language, for persons who have chosen English as the language of instruction and who want to earn an SSD.

Allophone immigrants who wish to do their training in English must enroll in the option leading to an SSD and offered in English, and progress phase by phase in accordance with their learning plan and profile.

**FRENCH,
SECOND LANGUAGE****TARGET GROUP**

The program is for any person who needs instruction in French as a second language. In addition, in the English sector, six credits at the Secondary V level are required for a Secondary School Diploma (SSD).

PRESECONDARY

The French, Second Language, program is divided into three parts. The first part is the prerequisite for the common core and is offered at the presecondary level.

SECONDARY CYCLES ONE AND TWO

The second part of the program, known as the common core, is offered in Secondary Cycle One and Cycle Two, while the third part, consisting of optional courses, is offered in Secondary Cycle Two.

GUIDING PRINCIPLES

The program draws its guiding principles from four disciplines:

- psychology and andragogy: respect for the adults' individuality and application of the andragogical approach
- sociology: integration of the various ethnic communities into Québec society
- linguistics: language learning in the context of communication

The communicative approach is used in the French, Second Language, program.

NOTE

As stated above, the content of the program is divided into three parts:

- the prerequisite for the common core is for adults who need to become familiar with the sounds and graphic elements of French and with the communicative approach
- the common core consists of six levels of courses, the objective of which is to enable the adults to acquire a functional mastery of French

- the optional courses enable the adults to improve their oral or written communication skills after the objectives of the common core have been attained

Given the type of approach used and the importance of constant interaction among the adults, lecturing (with participation by the adults) is the teaching method most often used. It is used here in accordance with the realities of the program and is considered group teaching. Individualized instruction or teaching in small groups may also be used.

Various means may be used, including teaching and learning guides, authentic material, audio-visual aids, andragogical computer applications, the language lab and special support classes.

GEOGRAPHY

TARGET GROUP

The program is for adults who want to take Geography courses, in accordance with their learning profiles.

SECONDARY CYCLE TWO

The Geography program is comprised of five courses offered in Secondary Cycle Two (Secondary V).

GUIDING PRINCIPLES

The Geography program:

- identifies the responsibilities of adults with respect to the organization of their immediate geographical space in terms of the various contexts that affect their lives at the provincial, regional, national and international levels
- is based on the study of geographical phenomena and their evolution
- draws on various disciplines, such as the physical and natural sciences, history and the social sciences, and allows the adults to make connections between geography and these disciplines
- uses the model of individualized instruction
- uses an approach based on understanding, analysis and synthesis

HISTORY

TARGET GROUP

The program is for adults who want to take History courses, in accordance with their learning profiles.

SECONDARY CYCLE TWO

The History program is comprised of five courses offered in Secondary Cycle Two (Secondary IV and V).

GUIDING PRINCIPLES

The History program:

- corresponds to the Québec reality
- provides knowledge of important periods in Québec's and Canada's past in order to shed light on the contemporary period
- draws on various schools of thought in history in order to develop the adults' critical sense
- presents the socioeconomic, political and cultural aspects of Québec, Canadian and world history
- focuses on the characteristics of the history of Québec society and its interactions with past and present influences in the world
- brings out the contributions of various groups to the collective history of Québec
- uses an approach based on understanding, analysis and synthesis

LITERACY SERVICES

TARGET GROUP

Literacy services are designed for individuals who wish to increase their abilities in different areas of learning in order to better function in society or to continue their studies.

GUIDING PRINCIPLES

The goal of literacy services is to enable adults to guide their own development in an independent manner by using everyday situations as opportunities for learning. Literacy services are aimed at getting adults to function effectively and satisfactorily in a variety of everyday situations. In order to do this, they must develop the ability to listen, speak, read, write and count. A customized training process is used in literacy services.

NOTE

Literacy services:

- require measures to reach the target group in their environment; these measures call for different methods of heightening public awareness, group facilitation and recruitment. Examples of such methods include solicitation or advertising in public places or in the home
- may be offered in a variety of training places. Given the diversity of the target group and the contexts of the training, the training may be given in schools, at the workplace, through a union, and so forth
- allow the inclusion, depending on the learning plan, of some of the content of preparatory services for secondary education in a manner consistent with the functional approach
- have a program that contains objectives for French or English and arithmetic that are associated with themes related to everyday life and with knowledge related to the customized training process and learning process selected

NOTE (cont.)

The model for the distribution of alphanumerical codes for literacy services in the school boards takes into account the specific characteristics of illiterate persons and the orientations defined in *A Guide to Customized Literacy Training* and the *Guide de formation sur mesure en alphabétisation*. The codes are related only to content objectives and, in both the English and French version of the program, are distributed among the four steps of the training as follows:

- Step 1—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 200 hours and 8 credits
- Step 2—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 250 hours and 10 credits
- Step 3—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 150 hours and 6 credits
- Step 4—English/French: 4 codes for 400 hours and 16 credits; arithmetic: 4 codes for 100 hours and 4 credits

The creation of credits should be geared only to a strictly concept-based training. Although the training represents an important aspect of learning, it must always be part of functional learning situations that are closely tied to the adults' concrete needs and that cannot be dissociated from the transfer of learning. The content objectives are intended to meet the adults' needs and therefore must be integrated as teaching/learning content in functional learning situations.

MATHEMATICS

TARGET GROUP

The program is for adults whose learning profiles include Mathematics courses in order that they may meet the requirements for a Secondary School Diploma (SSD) or for admission to vocational education or college, or meet other training needs.

PRESECONDARY

The presecondary mathematics program consists of seven courses. These courses are designed mainly for students at the presecondary level but also for secondary students who need to learn or review certain concepts before beginning or continuing to take secondary-level Mathematics courses.

SECONDARY CYCLES ONE AND TWO

The secondary Mathematics program, published in 2004, consists of 32 courses. The 9 courses in Cycle One represent a common core of 450 hours. The Cycle Two courses allow for a variety of combinations corresponding to the courses in the youth sector. Depending on their training needs, adults will take from 4 to 20 courses, for a total of 150 to 700 hours of mathematics. A reorganized version of Cycle Two courses will be implemented in July 2003.

GUIDING PRINCIPLES

The courses in the Mathematics program are based on the following guiding principles:

- adults should be equipped to meet their mathematical needs, i.e. those related to their daily lives, to the training for and practice of an occupation, or to the pursuit of postsecondary studies
- adults should have access to recognized, high-quality mathematical training
- adults should be regarded as the prime architects of their own education by encouraging their active participation in this education and enabling them to learn at their own pace

The goals and general objectives that follow are in keeping with these guiding principles.

GUIDING PRINCIPLES (cont.)

Goals:

- to prepare adults to use mathematics in their capacity as citizens to organize information, structure their thought and develop their critical sense
- to encourage adults to develop positive attitudes toward mathematics and its applications
- to help adults develop greater confidence in their ability to solve mathematical problems
- to enable adults to pursue postsecondary studies in mathematics, science or certain technical fields, and to master the related mathematical concepts and tools

General Objectives:

- to enable adults to master mathematical concepts essential to a better understanding of their environment by showing how these concepts are related
- to enable adults to master mathematical concepts, so that they can apply them in daily life and in sciences, technical fields and trades
- to enable adults to process information by using mathematical models and strategies appropriate to problem solving
- to enable adults to communicate information clearly using mathematical language
- to enable adults to acquire rigorous work habits, particularly by developing their ability to deal with problems using a structured approach involving mathematical reasoning
- to enable adults to master the use of the appropriate technological tools (calculators or computers) in performing mathematical tasks

MICROCOMPUTING

TARGET GROUP

The program is for adults who want to take Microcomputing courses.

SECONDARY CYCLES ONE AND TWO

All courses are offered in Secondary V, with the exception of Introduction to the Microcomputer and Its Peripherals, which is offered in Secondary II.

GUIDING PRINCIPLES

The Microcomputing program:

- covers the most common computer applications in order to meet the needs of adults who are increasingly called upon to use computers in their everyday lives
- emphasizes the use of computers to allow adults to apply and reinforce their learning immediately
- is designed to allow adults to choose courses that meet their needs as they have defined them on the basis of their previous knowledge
- enables the adults to acquire skills that will allow them to adapt autonomously to new possibilities in microcomputing
- is based on the experimental or pragmatic approach

MODERN LANGUAGES

TARGET GROUP

This program is for adults who wish to take courses in languages other than English or French in Secondary Cycle Two.

GUIDING PRINCIPLES

The program is currently in development. It should enable adults:

- to develop basic linguistic knowledge
- to acquire practical aptitudes and attitudes to communicate in everyday life
- to construct a different cultural competency fostering open-mindedness to the world

NOTE

It should be noted that, according to the ministry policy in the report *Reaffirming the Mission of Our Schools*, this program gives access to a third language. Given that the program is currently in development, the existing program or a local program may be used.

PEDAGOGICAL SUPPORT SERVICES

TARGET GROUP

The Pedagogical Support Services program is designed for all persons enrolled in adult education, as well as for any person requiring pedagogical and linguistic support in order to update a learning plan.

GUIDING PRINCIPLES

The orientations of the Pedagogical Support Services program of study are aimed at meeting the adult's needs in terms of:

- updating the learning process and needs related to pedagogical and linguistic support
- acquiring adequate learning strategies
- preparing for the transfer of learning

The guiding principles underlying the Pedagogical Support Services program are drawn from those of the Orientation Services program and should enable adults:

- to make full use of the possibilities offered in adult education
- to develop a learning plan in accordance with their interests, capacities and motivation
- to put their own resources to good use
- to embark on a training process that will make them the architects of their own success
- to acquire better learning techniques and become motivated to learn
- to acquire learning strategies that suit the adult and satisfy the requirement of the instructional services defined in the Basic Regulation
- to assume responsibility for their learning

The concept of motivation is present in each course of the Pedagogical Support Services program. Elements of intrinsic and extrinsic motivation are emphasized so that the adult can act with interest and pleasure in the pursuit of educational success. In this sense, adults should:

- have a positive attitude about continuing their studies or going back to school
- persevere in carrying out their learning plan

The concept of transfer of learning is present in each course of the Pedagogical Support Services program and is associated with the concept of educational success. The transfer of learning puts the adults in the situation of taking what they have learned in pedagogical and linguistic support and applying it in other training services provided for in the Basic Regulation. In this sense, adults should be able:

- to apply their learning in a variety of situations
- to take what they have learned in Pedagogical Support Services courses and apply it in the educational services they have selected or in their chosen option

NOTE

The Pedagogical Support Services program has replaced the Orientation Services program since July 1, 2000. However, the Orientation Services program will continue to be used until the Pedagogical Support Services program is applied on a compulsory basis in the school boards.

The alphanumerical codes for the Orientation Services program will be updated for January 2001. It is important to note that alphanumerical codes now make it possible to grant credits for presecondary education services as well as for Secondary Cycle One and Secondary Cycle Two education services. Credits for Secondary Cycle Two may be counted in the adult's file as optional credits toward a Secondary School Diploma (SSD). Alphanumerical codes for local courses are also available.

The new alphanumerical codes for Orientation Services courses will remain active until the new courses for the Pedagogical Support Services program are applied on a compulsory basis.

French and English versions of the Pedagogical Services program will be field-tested in 2002.

Course content focuses on:

- information processing
- problem solving
- the application of work methods
- communication
- the updating of the learning plan

With regard to the organization of the Pedagogical Support Services program, a guide will be distributed when the new program is distributed and implemented.

Adults admitted to francization services will not be entitled to linguistic support; they may, however, have access to pedagogical support services.

Pedagogical support activities are designed to refresh the adult's practical skills and knowledge that have in part been forgotten or lost and that are required for promotion into another course or instructional service. These activities are different from activities whose goal is to enrich the adult's practical skills and knowledge.

All school boards authorized to offer adult education services may offer the Pedagogical Support Services program, which is intended for all persons enrolled in adult education, regardless of their learning plan.

PERSONAL AND SOCIAL DEVELOPMENT

TARGET GROUP

The program is for adults who wish to take courses in Personal and Social Development, in accordance with their learning profiles.

PRESECONDARY

There are currently no courses in Personal and Social Development at the presecondary level.

SECONDARY CYCLES ONE AND TWO

The program is offered in Secondary Cycle Two.

GUIDING PRINCIPLES

The guiding principles behind the Personal and Social Development program are the following:

- considering adult students as whole persons
- the need to provide adults with tools that will help them through their academic, personal and social learning process
- the importance of the connection between adults' academic and occupational objectives and their social, cultural and personal situation
- the mechanisms of social and individual development
- key concepts from the fields of psychology, andragogy, sociology and health
- the need for both teachers and adult students to pay attention to examples of how society is constantly changing

NOTE

A proposal for a course for adults who wish to develop parenting skills will be completed shortly. This proposal is based on the following guiding principles:

- making parents aware of what it means to be a parent and encouraging them to explore this challenge
- making parents more skillful in their role as educators
- supporting parents as they guide their children through the learning process
- providing parents with strategies to help their children learn

PHYSICAL SCIENCE

TARGET GROUP

The program is for adults who wish to take optional Physical Science courses or who need the prerequisites for admission to a college program.

SECONDARY CYCLES ONE AND TWO

The Physical Science program, offered in Secondary IV, is a prerequisite to the optional Secondary V Physics and Chemistry programs.

GUIDING PRINCIPLES

The Physical Science program has an STS (science, technology, society) approach, which means it has a dual objective:

- to permit students to acquire the knowledge they need to understand scientific phenomena
- to enable citizens to participate actively in the social and political life of their community

This program allows adults:

- to approach the subject through examples and applications, to seek an understanding of the phenomena in question and to form personal opinions that deepen their involvement, as citizens, in the major debates affecting our society today, or at least help them understand the issues at stake

PHYSICS**TARGET GROUP**

The program is for adults who want to take optional Physics courses or who need the prerequisites for admission to a college program.

SECONDARY CYCLES ONE AND TWO

The courses are offered in Secondary V.

GUIDING PRINCIPLES

The program comprises three courses, which must be studied consecutively. This sequence is necessary both because of the logical relationships between the elements of content and because of the progressive acquisition of skills related to the experimental method.

This program focuses largely on an introduction to the experimental method and the development of related skills. Each course is a step in the introduction to the experimental method. By the end of the third course, students should be able to write an experimental procedure, follow an experimental procedure and write different parts of a laboratory report.

Moreover, as a follow-up to the Secondary IV Physical Science program, this Physics program is designed to help students establish relationships between the theoretical concepts presented and the context in which these concepts were discovered, the influence that science and technology have had on each other throughout the years and the consequences that scientific discoveries and technological applications have had for society and the environment.

POLITICAL LIFE

TARGET GROUP

This program is for adults who wish to take Political Life courses, in accordance with their learning profile.

SECONDARY CYCLE TWO

The Political Life program comprises six courses offered in Secondary Cycle Two (Secondary V).

GUIDING PRINCIPLES

The program enables adults:

- to form their own view of political issues and the various prevailing ideologies
- to participate actively in democratic life and in moulding their social and political environment
- to appreciate the interdependence of political phenomena and with other disciplines in social studies

SOCIAL INTEGRATION SERVICES

TARGET GROUP

Social integration services are intended for adults who have:

- limitations of a social nature or related to learning
- intellectual, sensory, physical, psychological or emotional impairments

GUIDING PRINCIPLES

Social integration services aim to:

- make it possible for adults who are experiencing serious behavioural or learning difficulties or who have one or more impairments to acquire the necessary tools to maximize the use of their abilities
- make it possible for adults to acquire the learning and skills that will facilitate their functioning in their home environment and their immediate social circles

NOTE

Social integration services:

- may be offered by any school board wishing to do so
- accommodate both homogeneous and heterogeneous groups; however, particular attention should be paid to affinities among the adults in the same group
- require that procedures be developed and maintained in cooperation with the living environments of the adults enrolled in these services; program objectives cannot all be attained without the involvement of the environment in the application and integration of learning
- may necessitate access to specific facilities (premises, materials, etc.) in order that learning related to certain areas of life covered in a program may be more easily transferred to other areas of learning; depending on the needs, the training may be provided outside the adult education centre
- require means that are adapted to individuals and specific teaching/learning conditions and that reflect the adults' life situations as much as possible
- as they pertain to teaching/learning, are in part based on principles and practices related to group facilitation; room is made for written language, communication and the different resources of the adults in the group
- include an organization guide and a program of study whose contents are related to the different areas of life

NOTE (cont.)

Social integration courses do not involve attending a class and no credits are assigned to them.

The following information concerns the field of skills related to preparation for the transfer of learning:

- The curriculum of the Social Integration Services program focuses on skills of a specific and general nature.
- Depending on how the program is organized, the field related to preparation for the transfer of learning focuses on skills of a general nature.
- This field is used at various times in the program and overlaps with other fields.
- As with other aspects of the program, all activities related to this field must be specified in the adult's learning profile in terms of objectives, activities and sequences.
- This field is used to help adults prepare to transfer what they have learned in the classroom to the environment in which they live.
- A distinction is made between preparing for the transfer, which is the aim of this field, and the transfer itself, which is not part of this field.
- Preparation for transfer is the joint responsibility of the adult and the school board and involves exercises done under the teacher's supervision, whereas the transfer itself is the responsibility of the adult, supported by his or her living environment.
- The program is organized such that preparation for transfer consists of formal learning activities, even though some of these activities may take place in the adult's living environment.
- These learning activities are considered to be practical training periods.
- Given that the transfer of learning to the adult's living environment is not done in the presence of the teacher, the school board is responsible for obtaining the cooperation of the external party, in particular to collect information on the results of the transfer. This information will make it possible to ensure that the learning process is duly completed.

In summary, preparation for transfer is part of the learning process, has the same characteristics as any other andragogical activity and must be considered with the same rigour and, consequently, must take place in conditions that are both appropriate and necessary for the adult's learning process to be successful. All school boards may offer social integration services.

SOCIAL STUDIES

TARGET GROUP

The program is for adults who want to take Social Studies courses, in accordance with their learning profiles.

GUIDING PRINCIPLES FOR THE TWO SOCIAL STUDIES COURSES (SCH-4022-2 AND SCH-4023-2; SST-4022-2 AND SST-4023-2)

The program:

- comprises four subjects that are studied according to a global approach in order to illustrate how geography, history, politics and economics are interrelated
- demonstrates the specific nature of Québec society and Western societies by highlighting diversity and change. As presented in the program, industrialization, urbanization, technological advances, the diversity of ethnic and linguistic groups, and cultural influences and expression embody this diversity and change
- was designed so as to make it possible for adults to acquire the basic competencies that will enable them to develop their critical, analytical and synthetic capacities

SOCIOVOCATIONAL INTEGRATION SERVICES

TARGET GROUP

Sociovocational integration services are intended for persons who are no longer required to attend school and who wish to acquire the competencies needed to enter a school or work environment. A learning plan determines the specific occupational objectives and training needs of each adult.

GUIDING PRINCIPLES

The Sociovocational Integration Services program is based on the guiding principles of a process that:

- involves all aspects of a person
- aims to teach adults to learn how to learn
- makes it easier to become familiar with and use resources in the social, political and economic environments
- is ongoing and permanent
- fosters successful entry into a school or work environment

Table 1 presents the components of the program.

NOTE

- Cooperation and partnership with businesses as well as government, regional and community organizations is required to facilitate the sociovocational integration of adults.
- The Sociovocational Integration Services program can be organized in a variety of ways. Day training may be useful given that some of the program's activities are carried out in the workplace.
- The pedagogical approaches are designed to promote many opportunities for interaction among the adults in these groups.
- Teachers must be trained in the program's guiding principles and content.
- Local programs are offered so that specific training needs can be met.

TABLE I

Presentation of Sociovocational Integration Services According to Training Phases

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning integration into employment
Developing employability 1.1	Acquiring and developing sociovocational skills 1.2	Acquiring and developing specific vocational skills 1.3	Acquiring and developing skills necessary for successful integration into employment 2.1
Section 1.1.1 Social, political and economic environment (theoretical)	Section 1.2.1 Personal development	Section 1.3.1 Qualification for unskilled occupations	Section 2.1.1 Job placement support
Section 1.1.2 Knowing one's vocational profile	Section 1.2.2 Communication	Section 1.3.2 Qualification for semiskilled occupations	Section 2.1.2 Keeping a job
Section 1.1.3 Where to look for work	Section 1.2.3 Teamwork		
Section 1.1.4 How to enter the job market	Section 1.2.4 Cognitive development		
Section 1.1.5 Social, political and economic environment (practical)	Section 1.2.5 Work habits		
	Section 1.2.6 Vocational and professional development		
	Section 1.2.7 Acquiring sociovocational skills		

Appendix C

*List of Courses and Documents
Published for Instructional Services
and Subjects*

- The ministry codes of documents published by the Direction de la formation générale des adultes must be used when ordering documents from one's own school board or from the appropriate person in the regional office, depending on the organization of the school board. A ministry document code ending in A indicates that the document is in English. Some documents are confidential and are not listed here.
- The section “List of Courses,” which is presented in the form of a table, contains all courses considered active at the time of the latest updating.
- To obtain additional information, please consult the SAGE course list (No. A12-23-01).

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Economics.....	C – 6.1
English Language Arts.....	C – 7.1
Français, langue d’enseignement.....	C – 8.1
Francization Services.....	C – 9.1
French, Second Language.....	C – 10.1
General.....	C – 11.1
Geography.....	C – 12.1
History.....	C – 13.1
Inuktitut, Language of Instruction.....	C – 14.1
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ANGLAIS, LANGUE SECONDE

LIST OF COURSES		OFFICIAL PROGRAM	
SAGE CODE		TITLE	
ANG-P005-2		Anglais, langue seconde présecondaire 01	
ANG-P006-2		Anglais, langue seconde présecondaire 02	
ANG-1001-6		Anglais, langue seconde	
ANG-2001-6		Anglais, langue seconde	
ANG-3007-6		Anglais, langue seconde	
ANG-4036-6		Anglais, langue seconde	
ANG-5054-6		Anglais, langue seconde	
ANG-5055-6		Anglais, langue seconde	
ANG-5064-6		Anglais, langue seconde	

LIST OF COURSES		LOCAL PROGRAM	
SAGE CODE		TITLE	
ANG-P001-1		Anglais, langue seconde, présecondaire : programme local	
ANG-P002-2		Anglais, langue seconde, présecondaire : programme local	
ANG-P003-3		Anglais, langue seconde, présecondaire : programme local	
ANG-P004-4		Anglais, langue seconde, présecondaire : programme local	
ANG-4041-1		Anglais, langue seconde, 4 ^e secondaire : programme local	
ANG-4042-2		Anglais, langue seconde, 4 ^e secondaire : programme local	
ANG-4043-3		Anglais, langue seconde, 4 ^e secondaire : programme local	
ANG-4044-4		Anglais, langue seconde, 4 ^e secondaire : programme local	
ANG-5071-1		Anglais, langue seconde, 5 ^e secondaire : programme local	
ANG-5072-2		Anglais, langue seconde, 5 ^e secondaire : programme local	
ANG-5073-3		Anglais, langue seconde, 5 ^e secondaire : programme local	
ANG-5074-4		Anglais, langue seconde, 5 ^e secondaire : programme local	

ANGLAIS, LANGUE SECONDE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Programs: <i>Anglais, langue seconde - Présecondaire - Programme et guide andragogique</i> <i>Anglais, langue seconde - Presecondary - Program and Andragogical Guide</i> <i>Anglais, langue seconde - Programme</i> <i>Anglais, langue seconde - Program</i>	38-7823-01 38-7829A ^{✓✓} 38-7823 38-7823A
	Guides	
DFGA	Adult Education Guides: <i>English as a Second Language, Andragogical Guide</i> <i>English as a Second Language, Andragogical Guide, notice of update</i>	38-7823-01A 38-7823-01A-ER
DFGA	Learning Guide: <i>English Second Language, Student's Book</i> ^{✓✓}	38-3015 and 38-3015-1 (two cassettes)
DFGA	Teaching Guide: <i>English Second Language, Teacher's Book</i> ^{✓✓}	38-3016
DFGA	Learning Guide: <i>English Second Language, Student's Book</i> ^{✓✓}	38-3017 and 38-3017-1 (three cassettes)
DFGA	Teaching Guide: <i>English Second Language, Teacher's Book</i> ^{✓✓}	38-3018
DFGA	Learning Guides: <i>English Second Language, Student's Book</i> ^{✓✓✓}	38-3019 and 38-3019-1 (four cassettes)
DFGA	<i>English Second Language, Student's Book</i> ^{✓✓✓}	38-3020 and 38-3020-1 (four cassettes)

✓✓ These documents have not been changed since the updating of the program and andragogical guide in June 1995.
 ✓✓✓ A translation of these documents is available on the Internet.

ANGLAIS, LANGUE SECONDE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>English Second Language, Student's Book</i> ✓✓✓	38-3021 and 38-3021-1 (four cassettes) 38-3022 and 38-3022-1 (three cassettes)
DFGA	Audiovisual Materials: <i>Anglais, langue seconde</i> ✓✓	V-1670 (seven videos)
DFGA	<i>Video User's Guide</i> ✓✓	38-3441
DFGA	Definitions of the Domain: <i>Anglais, langue seconde, Definition of the Domain (ANG-P005-2, ANG-P006-2)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-1001-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-2001-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-3007-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-4036-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-5054-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-5055-6)</i> <i>Anglais, langue seconde, Definition of the Domain (ANG-5064-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-P005-2, ANG-P006-2)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-1001-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-2001-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-3007-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-4036-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-5054-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-5055-6)</i> <i>Anglais, langue seconde, Définition du domaine d'examen (ANG-5064-6)</i>	38-7828A 38-7690A 38-7691A 38-7692A 38-7693A 38-7694A 38-7695A 38-7696A 38-7828 38-7690 38-7691 38-7692 38-7693 38-7694 38-7695 38-7696
DFGJ	Information Documents: <i>Module de perfectionnement collectif en didactique, anglais, langue seconde</i>	28-2446
DFGJ	<i>Language Acquisition – Module 1</i>	28-2446A
DFGJ	<i>Évaluation – Module 4</i>	28-2449 and 28-2450

✓✓ These documents have not been changed since the updating of the program and andragogical guide in June 1995.

✓✓✓ A translation of these documents is available on the Internet.

ARTS

LOCAL PROGRAM			
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LIST OF COURSES			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
ART-1001-1	Arts 1 ^{re} secondaire : programme local	ARS-1001-1	The Arts, Secondary I: Local Program
ART-1002-2	Arts 1 ^{re} secondaire : programme local	ARS-1002-2	The Arts, Secondary I: Local Program
ART-1003-3	Arts 1 ^{re} secondaire : programme local	ARS-1003-3	The Arts, Secondary I: Local Program
ART-1004-4	Arts 1 ^{re} secondaire : programme local	ARS-1004-4	The Arts, Secondary I: Local Program
ART-2001-1	Arts 2 ^e secondaire : programme local	ARS-2001-1	The Arts, Secondary II: Local Program
ART-2002-2	Arts 2 ^e secondaire : programme local	ARS-2002-2	The Arts, Secondary II: Local Program
ART-2003-3	Arts 2 ^e secondaire : programme local	ARS-2003-3	The Arts, Secondary II: Local Program
ART-2004-4	Arts 2 ^e secondaire : programme local	ARS-2004-4	The Arts, Secondary II: Local Program
ART-3001-1	Arts 3 ^e secondaire : programme local	ARS-3001-1	The Arts, Secondary III: Local Program
ART-3002-2	Arts 3 ^e secondaire : programme local	ARS-3002-2	The Arts, Secondary III: Local Program
ART-3003-3	Arts 3 ^e secondaire : programme local	ARS-3003-3	The Arts, Secondary III: Local Program
ART-3004-4	Arts 3 ^e secondaire : programme local	ARS-3004-4	The Arts, Secondary III: Local Program
ART-4101-1	Arts 4 ^e secondaire : programme local	ARS-4101-1	The Arts, Secondary IV: Local Program
ART-4102-2	Arts 4 ^e secondaire : programme local	ARS-4102-2	The Arts, Secondary IV: Local Program
ART-4103-3	Arts 4 ^e secondaire : programme local	ARS-4103-3	The Arts, Secondary IV: Local Program
ART-4104-4	Arts 4 ^e secondaire : programme local	ARS-4104-4	The Arts, Secondary IV: Local Program
ART-5111-1	Arts 5 ^e secondaire : programme local	ARS-5111-1	The Arts, Secondary V: Local Program
ART-5112-2	Arts 5 ^e secondaire : programme local	ARS-5112-2	The Arts, Secondary V: Local Program
ART-5113-3	Arts 5 ^e secondaire : programme local	ARS-5113-3	The Arts, Secondary V: Local Program
ART-5114-4	Arts 5 ^e secondaire : programme local	ARS-5114-4	The Arts, Secondary V: Local Program

BIOLOGY

LIST OF COURSES		REORGANIZED PROGRAM	
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
BIO-5061-1	Le système respiratoire chez l'humain	BLG-5061-1	The Human Respiratory System
BIO-5062-2	Le système reproducteur et la périnatalité chez l'humain	BLG-5062-2	The Human Reproductive System and the Perinatal Period
BIO-5063-2	Le système digestif chez l'humain	BLG-5063-2	The Human Digestive System
BIO-5064-2	L'anatomie et la physiologie des cellules	BLG-5064-2	The Anatomy and Physiology of Cells
BIO-5065-2	La transmission des caractères héréditaires	BLG-5065-2	The Transmission of Hereditary Characteristics
BIO-5066-1	Le système squelettique et musculaire chez l'humain	BLG-5066-1	The Human Skeletal and Muscular System
BIO-5067-1	Le système endocrinien chez l'humain	BLG-5067-1	The Human Endocrine System
BIO-5068-2	Le système nerveux chez l'humain	BLG-5058-2	The Human Nervous System
BIO-5069-1	L'écologie	BLG-5069-1	Ecology

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
BIO-4041-1	Biologie, 4 ^e secondaire : programme local	BLG-4041-1	Biology, Secondary IV: Local Program
BIO-4042-2	Biologie, 4 ^e secondaire : programme local	BLG-4042-2	Biology, Secondary IV: Local Program
BIO-4043-3	Biologie, 4 ^e secondaire : programme local	BLG-4043-3	Biology, Secondary IV: Local Program
BIO-4044-4	Biologie, 4 ^e secondaire : programme local	BLG-4044-4	Biology, Secondary IV: Local Program
BIO-5051-1	Biologie, 5 ^e secondaire : programme local	BLG-5051-1	Biology, Secondary V: Local Program
BIO-5052-2	Biologie, 5 ^e secondaire : programme local	BLG-5052-2	Biology, Secondary V: Local Program
BIO-5053-3	Biologie, 5 ^e secondaire : programme local	BLG-5053-3	Biology, Secondary V: Local Program
BIO-5054-4	Biologie, 5 ^e secondaire : programme local	BLG-5054-4	Biology, Secondary V: Local Program

BIOLOGY

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
FRENCH SECTOR			ENGLISH SECTOR	
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Programme d'études, Biologie, 5^e secondaire</i>	41-9000	Program: <i>Biology Program, Secondary V</i>	41-9000A
DFGA	Definitions of the Domain: <i>Le système respiratoire chez l'humain</i>	41-9001	Definitions of the Domain: <i>The Human Respiratory System</i>	41-9001A
DFGA	<i>Le système reproducteur et la périnatalité chez l'humain</i>	41-9002	<i>The Human Reproductive System and the Perinatal Period</i>	41-9002A
DFGA	<i>Le système digestif chez l'humain</i>	41-9003	<i>The Human Digestive System</i>	41-9003A
DFGA	<i>L'anatomie et la physiologie des cellules</i>	41-9004	<i>The Anatomy and Physiology of Cells</i>	41-9004A
DFGA	<i>La transmission des caractères héréditaires</i>	41-9005	<i>The Transmission of Hereditary Characteristics</i>	41-9005A
DFGA	<i>Le système squelettique et musculaire chez l'humain</i>	41-9006	<i>The Human Skeletal and Muscular System</i>	41-9006A
DFGA	<i>Le système endocrinien chez l'humain</i>	41-9007	<i>The Human Endocrine System</i>	41-9007A
DFGA	<i>Le système nerveux chez l'humain</i>	41-9008	<i>The Human Nervous System</i>	41-9008A
DFGA	<i>L'écologie</i>	41-9009	<i>Ecology</i>	41-9009A

CHEMISTRY

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
CHI-5041-2	Étude des gaz	CHE-5041-2	Gases
CHI-5042-2	Réactions chimiques 1 : énergie et cinétique chimique	CHE-5042-2	Chemical Reactions 1: Energy and Chemical Dynamics
CHI-5043-2	Réactions chimiques 2 : équilibre et oxydoréduction	CHE-5043-2	Chemical Reactions 2: Equilibrium and Oxidation-Reduction

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
CHI-5051-1	Chimie, 5 ^e secondaire : programme local	CHE-5051-1	Chemistry, Secondary V: Local program
CHI-5052-2	Chimie, 5 ^e secondaire : programme local	CHE-5052-2	Chemistry, Secondary V: Local program
CHI-5053-3	Chimie, 5 ^e secondaire : programme local	CHE-5053-3	Chemistry, Secondary V: Local program
CHI-5054-4	Chimie, 5 ^e secondaire : programme local	CHE-5054-4	Chemistry, Secondary V: Local program

CHEMISTRY

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
FRENCH SECTOR			ENGLISH SECTOR	
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Programme d'études, Chimie, 5^e secondaire</i>	38-8318	Program: <i>Chemistry Program, Secondary V</i>	38-8318A
DFGA	Definitions of the Domain: <i>Étude des gaz</i>	41-9010	Definitions of the Domain: <i>Gases</i>	41-9010A
DFGA	<i>Réactions chimiques 1 : énergie et cinétique chimique</i>	41-9011	<i>Chemical Reactions 1: Energy and Chemical Dynamics</i>	41-9011A
DFGA	<i>Réactions chimiques 2 : équilibre et oxydoréduction</i>	41-9012	<i>Chemical Reactions 2: Equilibrium and Oxidation-Reduction</i>	41-9012A

CREE

LIST OF COURSES	
SAGE CODE	TITLE
CRI-1001-6	Crie, langue maternelle, 1 ^{re} secondaire
CRI-2001-6	Crie, langue maternelle, 2 ^e secondaire
CRI-3001-6	Crie, langue maternelle, 3 ^e secondaire
CRI-4005-3	Crie, langue maternelle, 4 ^e secondaire
CRI-4006-3	Crie, langue maternelle, 4 ^e secondaire
CRI-5005-3	Crie, langue maternelle, 5 ^e secondaire
CRI-5006-3	Crie, langue maternelle, 5 ^e secondaire

ECONOMICS

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCE-5017-1 SCE-5018-1 SCE-5019-3	Consommer sans se faire consommer Échanger avec les autres pays : ça change quoi? Faire fructifier son argent, est-ce facile?	ECM-5017-1 ECM-5018-1 ECM-5019-3 ECM-5020-3	Consuming Without Being Consumed Trade With Other Countries: What Does It Change? Making Your Money Work for You Is Easy Introduction to Economic Life
SCE-5021-1 SCE-5022-2 SCE-5023-2	Une société, ça s'organise Le monde du travail : c'est tout un job État : problème ou solution	ECM-5021-1 ECM-5022-2 ECM-5023-2	A Society Has to Organize The Business World and How It Works The State: Problem or Solution?

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Economics Program: Frame of Reference</i>	38-3961 and 38-3961A
DFGA	Administrative Guide: <i>Guide du gestionnaire en sciences humaines</i>	38-2992
DFGA	Courses: <i>Consuming Without Being Consumed</i>	38-3962A
DFGA	<i>Trade With Other Countries: What Does It Change?</i>	38-3963A
DFGA	<i>Making Your Money Work for You Is Easy</i>	38-3964A
DFGA	<i>A Society Has to Organize</i>	38-3965A
DFGA	<i>The Business World and How It Works</i>	38-3966A
DFGA	<i>The State: Problem or Solution?</i>	38-3967A

ECONOMICS

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Definitions of the Domain:	
DFGA	<i>Consommer sans se faire consommer</i> (SCE-5017-1)	38-7578
DFGA	<i>Échanger avec les autres pays, ça change quoi?</i> (SCE-5018-1)	38-8819
DFGA	<i>Faire fructifier son argent, est-ce facile?</i> (SCE-5019-3)	38-7579
DFGA	<i>Le monde du travail : c'est tout un job</i> (SCE-5022-2)	38-7577
DFGA	<i>Une société, ça s'organise</i> (SCE-5021-1)	38-8821
DFGA	<i>État : problème ou solution?</i> (SCE-5023-2)	38-8820

ENGLISH LANGUAGE ARTS

LIST OF COURSES	NEW PROGRAM
SAGE CODE	TITLE
ENG-1061-3 ENG-1062-3	Language in Everyday Life Language and Self-Expression
ENG-2061-3 ENG-2062-3	Language for Creativity Language, Media and Communication
ENG-3061-3 ENG-3062-3	Language to Inform Language for Comment and Persuasion
ENG-4061-3 ENG-4062-3	Language for Enjoyment Language in Work and Society
ENG-5061-3 ENG-5062-3	Language in Drama and Literature Language and Learning

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Secondary English for Adult Learners, Program of Study</i>	38-3926
DFGA	Pedagogical Guide: <i>Secondary English for Adult Learners, General Pedagogical Guide</i>	38-3927
DFGA	Reference: <i>Grammar Reference Guide</i>	38-3928
DFGA	Learning Guides: <i>Language in Everyday Life</i>	38-3929
DFGA	<i>Language and Self-Expression</i>	38-3930
DFGA	<i>Language for Creativity</i>	38-3931
DFGA	<i>Language, Media and Communication</i>	38-3932
DFGA	<i>Language for Comment and Persuasion</i>	38-3933
DFGA	<i>Language to Inform, Part 1</i>	38-3934

ENGLISH LANGUAGE ARTS

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Language to Inform, Part 2</i>	38-3935
DFGA	<i>Language for Enjoyment</i>	38-3936
DFGA	<i>Language in Work and Society</i>	38-3937
DFGA	<i>Language in Drama and Literature</i>	38-3938
DFGA	<i>Language and Learning</i>	38-3939
DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Definitions of the Domain:	
	Level 1 to Level 5 <i>Placement Testing</i>	38-9874A
ENG-1061-3	<i>Language in Everyday Life</i>	38-9864A
ENG-1062-3	<i>Language in Self-Expression</i>	38-9865A
ENG-2061-3	<i>Language for Creativity</i>	38-9866A
ENG-2062-3	<i>Language, Media and Communication</i>	38-9867A
ENG-3061-3	<i>Language to Inform</i>	38-9868A
ENG-3062-3	<i>Language for Comment and Persuasion</i>	38-9869A
ENG-4061-3	<i>Language for Enjoyment</i>	38-9870A
ENG-4062-3	<i>Language in Work and Society</i>	38-9871A
ENG-5061-3	<i>Language in Drama and Literature</i>	38-9872A
ENG-5062-3	<i>Language and Learning</i>	38-9873A

FRANÇAIS, LANGUE D'ENSEIGNEMENT
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LIST OF COURSES	NEW PROGRAM
SAGE CODE	TITLE
FRA-P031-3	Français, langue d'ens. présec., compr. lecture, prod. écrite 1
FRA-P032-3	Français, langue d'ens. présec., compr. lecture, prod. écrite 2
FRA-P033-4	Français, langue d'ens. présec., compr. lecture, prod. écrite 3
FRA-1031-3	Français, langue d'ens. 1 ^{re} sec., compr. lecture, prod. écrite 1
FRA-1032-2	Français, langue d'ens. 1 ^{re} sec., compr. lecture, prod. écrite 2
FRA-1033-1	Français, langue d'ens. 1 ^{re} sec., compr. écoute, prod. orale
FRA-2031-3	Français, langue d'ens. 2 ^e sec., compr. lecture, prod. écrite 1
FRA-2032-2	Français, langue d'ens. 2 ^e sec., compr. lecture, prod. écrite 2
FRA-2033-1	Français, langue d'ens. 2 ^e sec., compr. écoute, prod. orale
FRA-3031-3	Français, langue d'ens. 3 ^e sec., production écrite 1
FRA-3032-2	Français, langue d'ens. 3 ^e sec., compr. lecture, prod. orale A
FRA-3033-2	Français, langue d'ens. 3 ^e sec., compr. lecture, prod. orale B
FRA-3034-1	Français, langue d'ens. 3 ^e sec., compr. lecture, en écoute A
FRA-3035-1	Français, langue d'ens. 3 ^e sec., compr. lecture, en écoute B
FRA-3036-1	Français, langue d'ens. 3 ^e sec., compr. lecture, en écoute C
FRA-3037-3	Français, langue d'ens. 3 ^e sec., production écrite 2
FRA-4061-3	Français, langue d'ens. 4 ^e sec., compr. lect. écoute p. écr. 1
FRA-4062-3	Français, langue d'ens. 4 ^e sec., compr. lect. écoute p. écr. 2
FRA-5141-1	Français, langue d'ens. 5 ^e sec., compr. lecture
FRA-5142-2	Français, langue d'ens. 5 ^e sec., production écrite
FRA-5143-3	Français, langue d'ens. 5 ^e sec., compr. lect-éc. prod. écr. or.
FRA-5144-2	Français, langue d'ens. 5 ^e sec., compr. lecture prod. écrite
FRA-5145-1	Français, langue d'ens. 5 ^e sec., compr. en écoute

FRANÇAIS, LANGUE D'ENSEIGNEMENT
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LIST OF COURSES	LOCAL PROGRAM
SAGE CODE	TITLE
FRA-1021-1	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1022-2	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1023-3	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1024-4	Français, langue mat., 1 ^{re} sec. : programme local
FRA-2021-1	Français, langue mat., 2 ^e sec. : programme local
FRA-2022-2	Français, langue mat., 2 ^e sec. : programme local
FRA-2023-3	Français, langue mat., 2 ^e sec. : programme local
FRA-2024-4	Français, langue mat., 2 ^e sec. : programme local
FRA-3011-1	Français, langue mat., 3 ^e sec. : programme local
FRA-3012-2	Français, langue mat., 3 ^e sec. : programme local
FRA-3013-3	Français, langue mat., 3 ^e sec. : programme local
FRA-3014-4	Français, langue mat., 3 ^e sec. : programme local
FRA-4051-1	Français, langue mat., 4 ^e sec. : programme local
FRA-4052-2	Français, langue mat., 4 ^e sec. : programme local
FRA-4053-3	Français, langue mat., 4 ^e sec. : programme local
FRA-4054-4	Français, langue mat., 4 ^e sec. : programme local
FRA-5131-1	Français, langue mat., 5 ^e sec. : programme local
FRA-5132-2	Français, langue mat., 5 ^e sec. : programme local
FRA-5133-3	Français, langue mat., 5 ^e sec. : programme local
FRA-5134-4	Français, langue mat., 5 ^e sec. : programme local

FRANÇAIS, LANGUE D'ENSEIGNEMENT
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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program of study: <i>Programme d'études, français, langue d'enseignement</i>	38-7710
	Definitions of the Domain:	
DFGA	<i>Compréhension en lecture et production écrite (FRA-P031-3)</i>	41-1085
DFGA	<i>Compréhension en lecture et production écrite (FRA-P032-3)</i>	41-1086
DFGA	<i>Compréhension en lecture et production écrite (FRA-P033-4)</i>	41-1087
DFGA	<i>Compréhension en lecture et production écrite (FRA-1031-3)</i>	41-1088
DFGA	<i>Compréhension en lecture et production écrite (FRA-1032-2)</i>	41-1089
DFGA	<i>Compréhension en écoute et production orale (FRA-1033-1)</i>	41-1090
DFGA	<i>Compréhension en lecture et production écrite (FRA-2031-3)</i>	41-1091
DFGA	<i>Compréhension en lecture et production écrite (FRA-2032-2)</i>	41-1092
DFGA	<i>Compréhension en écoute et production orale (FRA-2033-1)</i>	41-1093
DFGA	<i>Production écrite (FRA-3031-3)</i>	41-1094
DFGA	<i>Compréhension en lecture et production orale (FRA-3032-2)</i>	41-1095
DFGA	<i>Compréhension en lecture et production orale (FRA-3033-2)</i>	41-1096
DFGA	<i>Compréhension en lecture et en écoute (FRA-3034-1)</i>	41-1097
DFGA	<i>Compréhension en lecture et en écoute (FRA-3035-1)</i>	41-1098
DFGA	<i>Compréhension en lecture et en écoute (FRA-3036-1)</i>	41-1099
DFGA	<i>Production écrite (FRA-3037-3)</i>	41-1100
DFGA	<i>Compréhension en lecture et en écoute et production écrite (FRA-4061-3)</i>	41-1101
DFGA	<i>Compréhension en lecture et en écoute et production écrite (FRA-4062-3)</i>	41-1102
DFGA	<i>Compréhension en lecture (FRA-5141-1)</i>	41-1103
DFGA	<i>Production écrite (FRA-5142-2)</i>	41-1104
DFGA	<i>Compréhension en lecture et en écoute et production écrite et production orale (FRA-5143-3)</i>	41-1105
DFGA	<i>Compréhension en lecture et production écrite (FRA-5144-2)</i>	41-1106
DFGA	<i>Compréhension en écoute (FRA-5145-1)</i>	41-1107

FRANÇAIS, LANGUE D'ENSEIGNEMENT
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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Other: <i>Terminologie utilisée dans le fonctionnement de la langue</i>	41-1061
DFGA	<i>Suivi des épreuves édictées (FRA-4061-3)</i>	41-1044
DFGA	<i>Évaluation et définition du domaine d'examen</i>	41-1108
DFGA	<i>Objets d'apprentissage dans le programme Français, langue d'enseignement</i>	41-1109

FRANCIZATION SERVICES

LIST OF COURSES

The list of courses is the same as that for the French, Second Language, program; only the alphanumerical codes are different. The Français, langue d'enseignement, program may also be used, as may any other material deemed necessary.

SAGE CODE	TITLE
LAN-1001-4	Français, langue seconde 01
LAN-1002-4	Français, langue seconde 11
LAN-2001-4	Français, langue seconde 21
LAN-3003-4	Français, langue seconde 31
LAN-4048-4	Français, langue seconde 41
LAN-5071-4	Français, langue seconde 51
LAN-5072-4	Français, langue seconde 52
LAN-5073-4	Français, langue seconde 53
LAN-5074-8 (optional course)	Communication écrite, Lire pour écrire

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>French, Second Language</i>	38-7625
DFGA	Organization Guide: <i>Guide</i>	38-7628

FRANCIZATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Guides and cassettes:	
	Prerequisites for the core program	
DFGA	<i>Guide d'enseignement</i>	38-7680-01
DFGA	<i>Guide d'apprentissage</i>	38-7680-02
DFGA	Cassette. <i>Activités d'écoute (1 à 16). Bain d'écoute (1 à 3)</i>	38-7680-03
DFGA	Cassette. <i>Exercices phonétiques (1 à 21)</i>	38-7680-04
DFGA	Cassette. <i>Exercices phonétiques (22 à 42)</i>	38-7680-05
DFGA	Cassette. <i>Exercices phonétiques (43 à 78)</i>	38-7680-06
	Niveau 1	
DFGA	<i>Guide d'enseignement</i>	38-1000-01
DFGA	<i>Guide d'apprentissage</i>	38-1000-02
DFGA	Cassette	38-1000-03
DFGA	Cassette	38-1000-04
DFGA	Cassette	38-1000-05
DFGA	Cassette	38-1000-06
DFGA	Cassette	38-1000-07
DFGA	Cassette	38-1000-08
DFGA	Cassette	38-1000-09
DFGA	Cassette	38-1000-10
	Niveau 2	
DFGA	<i>Guide d'enseignement</i>	38-7576-01
DFGA	<i>Guide d'apprentissage</i>	38-7576-02
DFGA	Cassette	38-7576-03
DFGA	Cassette	38-7576-04
DFGA	Cassette	38-7576-05
DFGA	Cassette	38-7576-06
DFGA	Cassette	38-7576-07
DFGA	Cassette	38-7576-08

FRANCIZATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Niveau 3	
DFGA	<i>Guide d'enseignement</i>	38-7595
DFGA	<i>Guide d'apprentissage</i>	38-7595-03
DFGA	Cassette	38-7595-01
DFGA	Cassette	38-7595-02
	Niveau 4	
DFGA	<i>Guide d'enseignement</i>	38-7604
DFGA	<i>Guide d'apprentissage</i>	38-7604-03
DFGA	Cassette	38-7604-01
DFGA	Cassette	38-7604-02
	Niveau 5	
DFGA	<i>Guide d'enseignement</i>	38-3450-09
DFGA	<i>Guide d'apprentissage</i>	38-3450-08
DFGA	Cassette	38-3450-10
DFGA	Cassette	38-3450-11
DFGA	Cassette	38-3450-12
	Research and Development:	
DFGA	<i>Guide de ressources didactiques pour la classe multiethnique</i>	38-3488
DFGA	<i>Enseigner le français aux alloglottes</i>	38-3161
DFGA	<i>Les hispanophones et leur français</i>	38-3159
DFGA	<i>Les commissions scolaires et la population immigrante, 10 ans de réflexion</i>	38-3160
DFGA	<i>Guide de lecture et d'auto-perfectionnement à l'intention des formateurs et des formatrices d'adultes allophones</i>	38-7629
DFGA	<i>Portrait du formateur et de la formatrice d'adultes</i>	38-3163
	Cours à option, Communication écrite, Lire pour écrire (LAN-5074-8)	
DFGA	<i>Test de classement, Version de groupe</i>	38-3436
DFGA	<i>Test de classement, Version individualisée</i>	38-7698-01
DFGA	<i>Guide d'utilisation</i>	38-3402
DFGA	<i>Guide d'enseignement, Version de groupe</i>	38-7669

FRANCIZATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Le téléphone juridique, Les bélugas du Saint-Laurent</i>	38-7669-02 (cassette)
DFGA	<i>Instructions aux étudiants, Version individualisée</i>	38-7669-03 (cassette)
DFGA	<i>Guide d'apprentissage, Version de groupe</i>	38-3436-01
DFGA	<i>Guide d'apprentissage, Version individualisée</i>	38-7698
Definitions of the Domain and Definitions of the Domain for Placement Tests:		
DFGA	<i>Français, langue seconde. Définition du domaine du test de classement (LAN-1002-4 à LAN-5072-4)</i>	38-3461
DFGA	<i>Français, langue seconde. Définition du domaine du test de classement (LAN-1002-4 à LAN-5071-4)</i>	38-3991
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-1001-4)</i>	38-5528
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-1002-4)</i>	38-3450-01
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-2001-4)</i>	38-3450-02
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-3003-4)</i>	38-3450-03
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-4048-4)</i>	38-3450-04
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-5071-4) acquis scolaires, acquis extrascolaires</i>	38-7560
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-5072-4)</i>	38-3450-06
DFGA	<i>Français, langue seconde. Définition du domaine d'examen (LAN-5074-8)</i>	38-3450-07

FRENCH, SECOND LANGUAGE

LIST OF COURSES	OFFICIAL PROGRAM
SAGE CODE	TITLE
FRE-1091-6	French, Second Language 801
FRE-1092-6	French, Second Language 811
FRE-2091-6	French, Second Language 821
FRE-3091-6	French, Second Language 831
FRE-4091-6	French, Second Language 841
FRE-5091-6	French, Second Language 851
FRE-5092-6	French, Second Language 852
FRE-5093-6	French, Second Language 853
FRE-5094-# LAN-5074-8 Optional course	French, Second Language 854 Communication écrite, Lire pour écrire

LIST OF COURSES	LOCAL PROGRAM
SAGE CODE	TITLE
FRE-P001-1	French, Second Language Presecondary: Local Program
FRE-P002-2	French, Second Language Presecondary: Local Program
FRE-P003-3	French, Second Language Presecondary: Local Program
FRE-P004-4	French, Second Language Presecondary: Local Program
FRE-4051-1	French, Second Language Secondary IV: Local Program
FRE-4052-2	French, Second Language Secondary IV: Local Program
FRE-4053-3	French, Second Language Secondary IV: Local Program
FRE-4054-4	French, Second Language Secondary IV: Local Program
FRE-5081-1	French, Second Language Secondary V: Local Program
FRE-5082-2	French, Second Language Secondary V: Local Program
FRE-5083-3	French, Second Language Secondary V: Local Program
FRE-5084-4	French, Second Language Secondary V: Local Program

FRENCH, SECOND LANGUAGE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>French, Second Language</i>	38-7625
DFGA	Organization Guide: <i>Guide</i>	38-7628
	Guides and Cassettes:	
	Prerequisites for the core program	
DFGA	<i>Guide d'enseignement</i>	38-7680-01
DFGA	<i>Guide d'apprentissage</i>	38-7680-02
DFGA	Cassette. <i>Activités d'écoute (1 à 16). Bain d'écoute (1 à 3)</i>	38-7680-03
DFGA	Cassette. <i>Exercices phonétiques (1 à 21)</i>	38-7680-04
DFGA	Cassette. <i>Exercices phonétiques (22 à 42)</i>	38-7680-05
DFGA	Cassette. <i>Exercices phonétiques (43 à 78)</i>	38-7680-06
	Niveau 1	
DFGA	<i>Guide d'enseignement</i>	
DFGA	<i>Guide d'apprentissage</i>	38-1000-01
DFGA	Cassette	38-1000-02
DFGA	Cassette	38-1000-03
DFGA	Cassette	38-1000-04
DFGA	Cassette	38-1000-05
DFGA	Cassette	38-1000-06
DFGA	Cassette	38-1000-07
DFGA	Cassette	38-1000-08
DFGA	Cassette	38-1000-09
DFGA	Cassette	38-1000-10

FRENCH, SECOND LANGUAGE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Niveau 2	
DFGA	<i>Guide d'enseignement</i>	38-7576-01
DFGA	<i>Guide d'apprentissage</i>	38-7576-02
DFGA	Cassette	38-7576-03
DFGA	Cassette	38-7576-04
DFGA	Cassette	38-7576-05
DFGA	Cassette	38-7576-06
DFGA	Cassette	38-7576-07
DFGA	Cassette	38-7576-08
	Niveau 3	
DFGA	<i>Guide d'enseignement</i>	38-7595
DFGA	<i>Guide d'apprentissage</i>	38-7595-03
DFGA	Cassette	38-7595-01
DFGA	Cassette	38-7595-02
	Niveau 4	
DFGA	<i>Guide d'enseignement</i>	38-7604
DFGA	<i>Guide d'apprentissage</i>	38-7604-03
DFGA	Cassette	38-7604-01
DFGA	Cassette	38-7604-02
	Niveau 5	
DFGA	<i>Guide d'enseignement</i>	38-3450-09
DFGA	<i>Guide d'apprentissage</i>	38-3450-08
DFGA	Cassette	38-3450-10
DFGA	Cassette	38-3450-11
DFGA	Cassette	38-3450-12

FRENCH, SECOND LANGUAGE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Cours à option, Communication écrite, Lire pour écrire (FRE-5094-#) (LAN-5074-8)	38-3436
DFGA	<i>Test de classement, Version de groupe</i>	38-7698-01
DFGA	<i>Test de classement, Version individualisée</i>	38-3402
DFGA	<i>Guide d'utilisation</i>	38-7669
DFGA	<i>Guide d'enseignement, Version de groupe</i>	38-7669-02 (cassette)
DFGA	<i>Le téléphone juridique, Les bélugas du Saint-Laurent</i>	38-7669-03 (cassette)
DFGA	<i>Instructions aux étudiants, Version individualisée</i>	38-3436-01
DFGA	<i>Guide d'apprentissage, Version de groupe</i>	38-7698
DFGA	<i>Guide d'apprentissage, Version individualisée</i>	
Definitions of the Domain and Definitions of the Domain for Placement Tests:		
DFGA FSL	<i>French, Second Language. Définition du test de classement (FRE-1092-6 à FRE-5092-6)</i>	38-3461
DFGA FSL	<i>French, Second Language. Définition du test de classement (FRE-1092-6 à FRE-5091-6)</i>	38-3991
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-1091-6)</i>	38-5528
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-1092-6)</i>	38-3450-01
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-2091-6)</i>	38-3450-02
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-3091-6)</i>	38-3450-03
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-4091-6)</i>	38-3450-04
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen, acquis scolaires, acquis extrascolaires (FRE-5091-6)</i>	38-7560
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-5092-6)</i>	38-3450-06
DFGA FSL	<i>French, Second Language. Définition du domaine d'examen (FRE-5094-8)</i>	38-3450-07

GENERAL

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCT-4017-1	Système international de poids et mesures	TSC-4017-1	Metric System

GEOGRAPHY

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
GEO-5019-3	Une perspective géographique du monde	GGR-4008-3	Geography
GEO-5021-3	Le monde de demain	GGR-5019-3	A Geographic Perspective of the World
GEO-5022-3	Étude du milieu	GGR-5021-3	The World of Tomorrow
GEO-5023-3	L'homme et son environnement	GGR-5022-3	Study of the Environment
GEO-5024-3	Étude de la population du Québec et du Canada	GGR-5023-3	People and Their Environment
		GGR-5024-3	Study of the Population of Québec and Canada

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Programs: <i>Geography Program: Frame of Reference</i>	38-3946 and 38-3946A
DFGA	<i>Geography Program: A Geographic Perspective of the World</i>	38-3947 and 38-3947A
DFGA	<i>Geography Program: The World of Tomorrow</i>	38-3948 and 38-3948A
DFGA	<i>Geography Program: Study of the Environment</i>	38-3951 and 38-3951A
DFGA	<i>Geography Program: People and Their Environment</i>	38-3949 and 38-3949A
DFGA	<i>Geography Program: Study of the Population of Québec and Canada</i>	38-3950 and 38-3950A
DFGA	<i>Geography Program: Maps, Québec and Canada</i>	38-2895 and 38-2895A
DFGA	Administrative Guide: <i>Guide du gestionnaire en sciences humaines</i>	38-2992
DFGA	Definitions of the Domain: <i>Une perspective géographique du monde (GEO-5019-3)</i>	38-2872-01
DFGA	<i>Le monde de demain (GEO-5021-3)</i>	38-3146
DFGA	<i>Étude du milieu (GEO-5022-3)</i>	38-3148
DFGA	<i>L'homme et son environnement (GEO-5023-3)</i>	38-3145
DFGA	<i>Étude de la population du Québec et du Canada (GEO-5024-3)</i>	38-8327

HISTORY

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
HIS-4016-2	His. Qué. Can. : Des premières nations à l'union du Haut et du Bas Canada	HST-4016-2	Hst Qué Can: From the First Nations to the Union of Upper and Lower Canada
HIS-4017-2	His. Qué. Can. : De la Confédération à nos jours	HST-4017-2	Hst Qué Can: From Confederation to the Present Time
HIS-4012-2	Division du travail et organisations ouvrières	HST-4012-2	Division of Labour and Worker Organizations
HIS-5035-2	Les influences mondiales sur le Québec et le Canada	HST-5032-3	History of Canada
HIS-5037-2	Technologie et mode de vie	HST-5034-6	History of Québec and Canada
HIS-5039-2	L'univers et le monde en formation	HST-5035-2	World Influences on Québec and Canada
HIS-5040-2	Les premières sociétés humaines	HST-5037-2	Technology and Way of Life
HIS-5041-2	Les sociétés esclavagistes	HST-5039-2	Formation of the Universe and the World
HIS-5042-2	Les sociétés féodales	HST-5040-2	The First Human Societies
HIS-5043-3	La période moderne	HST-5041-2	Slave-Ownning Societies
HIS-5046-3	Les premières nations	HST-5042-2	Feudal Societies
		HST-5043-3	Modern Period
		HST-5046-3	The First Nations

HISTORY

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programs:			
DFGA	<i>Programme cadre</i>	38-3974	<i>History Program: Frame of Reference</i>	38-3974A
DFGA	<i>Sciences humaines, Programme de matière : histoire</i>	38-0750		
DFGA	<i>Les premières nations</i>	38-3960		
DFGA	<i>Technologie et mode de vie</i>	38-3954	<i>History: Technology and Way of Life</i>	38-3954A
DFGA	<i>Division du travail et organisations ouvrières</i>	38-3952	<i>History Program. Division of Labour and Workers' Organizations</i>	38-3952A
	Administrative Guide:			
DFGA	<i>Guide du gestionnaire en sciences humaines</i>	38-2992		
	Definitions of the Domain:			
DFGA	<i>Division du travail et organisations ouvrières (HIS-4012-2)</i>	38-7580	<i>Division of Labour and Workers' Organizations (HST-4012-2)</i>	38-7580A
DFGA	<i>Des premières nations à l'union du Haut et du Bas-Canada (HIS-4016-2)</i>	38-3952		38-3952A
DFGA	<i>Des premières nations à l'union du Haut et du Bas-Canada (HIS-4016-2)</i>	38-7744	<i>From the First Nations to the Union of Upper and Lower Canada (HST-4016-2)</i>	38-7744A
DFGA	<i>De la Confédération à nos jours (HIS-4017-2)</i>	38-8322	<i>From Confederation to the Present (HST-4017-2)</i>	38-8322A
DFGA	<i>De la Confédération à nos jours (HIS-4017-2)</i>	38-7745		38-7745A
DFGA	<i>Les influences mondiales sur le Québec et le Canada (HIS-5035-2)</i>	38-8322	<i>World Influences on Québec and Canada (HST-5035-2)</i>	38-8322A
DFGA	<i>Les influences mondiales sur le Québec et le Canada (HIS-5035-2)</i>	39-0909-035-07		38-3953A
DFGA	<i>Technologie et mode de vie (HIS-5037-2)</i>	38-3953	<i>Technology and Way of Life (HST-5037-2)</i>	38-3954A
DFGA	<i>Technologie et mode de vie (HIS-5037-2)</i>	39-0909-037-07		
DFGA	<i>L'univers et le monde en formation (HIS-5039-2)</i>	38-3954	<i>Formation of the Universe and the World (HST-5039-2)</i>	38-3955A
DFGA	<i>L'univers et le monde en formation (HIS-5039-2)</i>	39-0909-039-07		
DFGA	<i>Les première sociétés humaines (HIS-5040-2)</i>	38-3955	<i>The First Human Societies (HST-5040-2)</i>	38-3956A
DFGA	<i>Les première sociétés humaines (HIS-5040-2)</i>	39-0909-040-07		
DFGA	<i>Les sociétés esclavagistes (HIS-5041-2)</i>	38-3956	<i>Slave-Owning Societies (HST-5041-2)</i>	38-3957A
DFGA	<i>Les sociétés esclavagistes (HIS-5041-2)</i>	39-0909-041-07		
DFGA	<i>Les sociétés féodales (HIS-5042-2)</i>	38-3957	<i>Feudal Societies (HST-5042-2)</i>	38-3958A
DFGA	<i>Les sociétés féodales (HIS-5042-2)</i>	39-0909-042-07		
		38-3958		

HISTORY

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	<i>La période moderne (HIS-5043-3)</i>	39-0909-043-07	<i>Modern Period (HST-5043-3)</i>	38-3959A
DFGA	<i>Les premières nations (HIS-5046-3)</i>	38-3959 38-7749 38-3960	<i>The First Nations (HST-5046-3)</i>	38-3960A

**INUKTITUT,
LANGUAGE OF INSTRUCTION**

LIST OF COURSES	
SAGE CODE	TITLE
INU-4008-3	Inuktitut, langue maternelle
INU-4009-3	Inuktitut, langue maternelle
INU-5008-3	Inuktitut, langue maternelle
INU-5009-3	Inuktitut, langue maternelle

LITERACY SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FRA-B110-4	Français - Base (1 ^{re} étape)	ENG-B011-4	English Literacy Units – Step 1
FRA-B111-4	Français - Base (1 ^{re} étape)	ENG-B012-4	English Literacy Units – Step 1
FRA-B112-4	Français - Base (1 ^{re} étape)	ENG-B013-4	English Literacy Units – Step 1
FRA-B113-4	Français - Base (1 ^{re} étape)	ENG-B014-4	English Literacy Units – Step 1
FRA-B207-4	Français - Base (2 ^e étape)	ENG-B021-4	English Literacy Units – Step 2
FRA-B208-4	Français - Base (2 ^e étape)	ENG-B022-4	English Literacy Units – Step 2
FRA-B209-4	Français - Base (2 ^e étape)	ENG-B023-4	English Literacy Units – Step 2
FRA-B210-4	Français - Base (2 ^e étape)	ENG-B024-4	English Literacy Units – Step 2
FRA-B307-4	Français - Base (3 ^e étape)	ENG-B031-4	English Literacy Units – Step 3
FRA-B308-4	Français - Base (3 ^e étape)	ENG-B032-4	English Literacy Units – Step 3
FRA-B309-4	Français - Base (3 ^e étape)	ENG-B033-4	English Literacy Units – Step 3
FRA-B310-4	Français - Base (3 ^e étape)	ENG-B034-4	English Literacy Units – Step 3
FRA-B407-4	Français - Base (4 ^e étape)	ENG-B041-4	English Literacy Units – Step 4
FRA-B408-4	Français - Base (4 ^e étape)	ENG-B042-4	English Literacy Units – Step 4
FRA-B409-4	Français - Base (4 ^e étape)	ENG-B043-4	English Literacy Units – Step 4
FRA-B410-4	Français - Base (4 ^e étape)	ENG-B044-4	English Literacy Units – Step 4

LITERACY SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-B101-2	Mathématiques alphabétisation (1 ^{re} étape)	MTH-B011-2	Arithmetic – Step 1
MAT-B102-2	Mathématiques alphabétisation (1 ^{re} étape)	MTH-B012-2	Arithmetic – Step 1
MAT-B103-1	Mathématiques alphabétisation (1 ^{re} étape)	MTH-B013-1	Arithmetic – Step 1
MAT-B104-3	Mathématiques alphabétisation (1 ^{re} étape)	MTH-B014-3	Arithmetic – Step 1
MAT-B201-1	Mathématiques alphabétisation (2 ^e étape)	MTH-B021-1	Arithmetic – Step 2
MAT-B202-2	Mathématiques alphabétisation (2 ^e étape)	MTH-B022-2	Arithmetic – Step 2
MAT-B203-3	Mathématiques alphabétisation (2 ^e étape)	MTH-B023-3	Arithmetic – Step 2
MAT-B204-4	Mathématiques alphabétisation (2 ^e étape)	MTH-B024-4	Arithmetic – Step 2
MAT-B301-2	Mathématiques alphabétisation (3 ^e étape)	MTH-B031-2	Arithmetic – Step 3
MAT-B302-2	Mathématiques alphabétisation (3 ^e étape)	MTH-B032-2	Arithmetic – Step 3
MAT-B304-1	Mathématiques alphabétisation (3 ^e étape)	MTH-B033-1	Arithmetic – Step 3
MAT-B305-1	Mathématiques alphabétisation (3 ^e étape)	MTH-B034-1	Arithmetic – Step 3
MAT-B401-1	Mathématiques alphabétisation (4 ^e étape)	MTH-B041-1	Arithmetic – Step 4
MAT-B402-1	Mathématiques alphabétisation (4 ^e étape)	MTH-B042-1	Arithmetic – Step 4
MAT-B404-1	Mathématiques alphabétisation (4 ^e étape)	MTH-B043-1	Arithmetic – Step 4
MAT-B405-1	Mathématiques alphabétisation (4 ^e étape)	MTH-B044-1	Arithmetic – Step 4

LITERACY SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Guide de formation sur mesure en alphabétisation (version révisée 1996) et cahier 2 – Français</i>	38-2943-03
	<i>Guide de formation sur mesure en alphabétisation (version révisée 1996) et cahier 3 – Arithmétique</i>	38-2943-04
	<i>Lexique des termes propres aux orientations du Guide de formation sur mesure en alphabétisation, septembre 2000</i>	
	<i>Guide de formation sur mesure en alphabétisation, Cahier 1, Les aspects fondamentaux du guide</i>	38-2943-02
	<i>Guide to Customized Literacy Training</i>	38-2943A
	<i>Guide to Customized Literacy Training, Third Edition: Book 1 – Basic Aspects of the Guide</i>	38-2943-02A
	<i>Guide to Customized Literacy Training, Third Edition: Book 2 – English Literacy Objectives</i>	38-2943-03A
	<i>Guide to Customized Literacy Training, Third Edition: Book 3 – Arithmetic</i>	38-2943-04A
	<i>Annexe II – Situations fonctionnelles</i>	38-2943-06
	<i>Guide to Customized Literacy Training, Third Edition: Appendix 2 – Functional Learning Situations</i>	38-2943-06A
	<i>Annexe III – Situations fonctionnelles pour personnes immigrantes analphabètes</i>	38-2943-07
	<i>Guide to Customized Literacy Training, Third Edition: Appendix 3 – Functional Learning Situations for Immigrant Literacy Students</i>	38-2943-07A
	<i>Annexe IV – Les codes alphanumériques en alphabétisation</i>	38-2943-08
	<i>Guide to Customized Literacy Training, Third Edition: Appendix 4 – Alphanumerical Codes for English Literacy Training</i>	38-2943-08A
	Adult Education Guides:	
DFGA	<i>Le processus d'apprentissage fonctionnel ou le PAF en long et en large</i>	38-3371-02
DFGA	<i>The Functional Learning Process (FLP)</i>	
DFGA	<i>Cadre d'élaboration de matériel d'apprentissage en alphabétisation</i>	38-3457
DFGA	<i>Document de référence pour l'alphabétisation des personnes ayant une déficience auditive</i>	38-3198
CAPAV	<i>Document de référence pour l'alphabétisation des personnes ayant une déficience motrice lourde</i>	38-3213
DFGA	<i>La formation en alphabétisation selon le Guide, vidéogramme</i>	38-8381
DFGA	<i>A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties</i>	
DFGA	<i>Cadre de référence : Transfert des apprentissages en alphabétisation</i>	99-6384
DFGA	<i>Frame of Reference: The Transfer of Learning in the Context of Literacy Training</i>	99-6384A
DFGA	<i>Catalogue d'outils pédagogiques en alphabétisation</i>	38-0776
DFGA	<i>Recueil d'échelle pour l'évaluation des apprentissages en évaluation</i>	38-3448

LITERACY SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Coffret de matériel andragogique pour les personnes ayant des difficultés d'apprentissage</i>	38-3164-01 to 14
DFGA	<i>Coffret de matériel andragogique pour les personnes ayant des difficultés d'apprentissage : alphabétisation, présecondaire, secondaire, janvier 2004</i>	41-3018
DFGA	<i>Modèles de formation continue</i>	38-3164-15
	Instructional Materials:	
DFGA	<i>Guide de formation sur mesure en alphabétisation : Annexe 1, Journal d'apprentissage</i>	38-2943-05
DFGA	<i>Guide to Customized Literacy Training, Third Edition: Appendix 1 – Learner's Journal</i>	38-2943-05A
DFGA	<i>Recueil de textes (sujets d'intérêt populaire)</i>	38-3001
DFGA	<i>Grille universelle pour développer les habiletés en écriture</i>	38-3034
DFGA	<i>Recueil de textes favorisant l'orientation spatio-temporelle</i>	38-3035
DFGA	<i>Recueil de textes, les problèmes d'apprentissage</i>	38-3157
DFGA	<i>Recueil de textes, Québec mode d'emploi</i>	38-3212
DFGA	<i>Thematic Texts for A Guide to Customized Literacy Training</i>	38-3210A
DFGA	<i>Thematic Texts – Volume II</i>	38-3210-01A
DFGA	<i>Gérer et créer une petite entreprise</i>	99-6385
DFGA	<i>Creating and Managing a Small Business</i>	99-6385A
DFGA	<i>L'autoroute de la formation de base et milieu de travail</i>	Soon on the DFGA Web site
DFGA	<i>The Road to Basic Skills Training and the Workplace</i>	Soon on the DFGA Web site
DFGA	<i>Alphasim, Cahier de l'adulte</i>	Soon on the DFGA Web site
DFGA	<i>Alphasim, Adult Learner's Workbook</i>	Soon on the DFGA Web site
DFGA	<i>Alphasim, Guide des tuteurs et des tuteuses</i>	Soon on the DFGA Web site
DFGA	<i>Alphasim, Guide for Tutors</i>	Soon on the DFGA Web site
DFGA	<i>Alphasim, vidéo « La journée de Suzanne »</i>	Soon on the DFGA Web site

LITERACY SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	<i>Research and Development:</i>	
DFGA	<i>Alpha 84</i>	38-1272
DFGA	<i>Alpha 86, Recherches en alphabétisation</i>	28-1857
DFGA	<i>Alpha 88, Recherches en alphabétisation</i>	28-2003
DFGA	<i>Alpha 90, Recherches en alphabétisation</i>	28-2453
DFGA	<i>Alpha 92, Recherches en alphabétisation</i>	28-2587
DFGA	<i>Alpha 94, Stratégies d'alphabétisation et de développement culturel en milieu rural</i>	55-1686
DFGA	<i>Alpha 97, Formation de base et environnement institutionnel</i>	38-8397
DFGA	<i>Alpha 2000, Éducation écologique dans la vie quotidienne</i>	38-8398
DFGA	<i>Population inscrite à des activités d'alphabétisation dans les commissions scolaires du Québec : portrait statistique 1988-1989</i>	38-3029
DFGA	<i>Population inscrite à des activités d'alphabétisation dans les commissions scolaires du Québec : portrait statistique 1989-1990</i>	38-3351
DFGA	<i>Population inscrite à des activités d'alphabétisation dans les commissions scolaires du Québec : portrait statistique 1991-1992</i>	38-3727
DFGA	<i>Personnes inscrites aux services d'alphabétisation dans les commissions scolaires du Québec : statistiques pour 1997-1998</i>	
DFGA	<i>Personnes inscrites aux services d'alphabétisation dans les commissions scolaires du Québec : statistiques pour 1998-1999</i>	41-1037
DFGA	<i>Personnes inscrites aux services d'alphabétisation dans les commissions scolaires du Québec : statistiques pour 1999-2000</i>	
DFGA	<i>Pour prévenir l'analphabétisme – recherches, réflexions et propositions d'actions</i>	38-8771
DFGA	<i>La formation à distance en alphabétisation – État de la situation – Rapport de recherche, 2002</i>	41-1116

LITERACY SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Information Documents:	
DFGA	<i>Expérimentations du traitement de texte en alphabétisation</i>	28-2432
DFGA	<i>L'éducation des adultes et les communautés culturelles dans les commissions scolaires</i>	38-2974
DFGA	<i>L'alphabétisation et l'utilisation du guide de formation sur mesure en alphabétisation. Questionnaire à l'intention des enseignantes et des enseignants des commissions scolaires</i>	38-7583
DFGA	<i>Portrait des formatrices et des formateurs d'adultes allophones</i>	38-3163
DFGA	<i>Les capacités de lecture des Québécoises et des Québécois : résultats d'une enquête canadienne</i>	38-3353
DFGA	<i>Portrait de filles et de garçons de 16 à 25 ans inscrits à des activités d'alphabétisation</i>	38-7657
DFGA	<i>Départs et abandons en alphabétisation</i>	38-7603
DFGA	<i>Literacy Learners Who Withdraw or Drop Out: Study on People Enrolled in Literacy Training</i>	38-8377A
DFGA	<i>Les jeunes de 16 à 25 ans en alphabétisation</i>	28-2644
DFGA	<i>Young Adults Between the Ages of 16 and 25 in Literacy Instruction</i>	38-8375A
DFGA	<i>Faire le point sur nos actions. Bilan des initiatives fédérales/provinciales conjointes en matière d'alphabétisation 1993-1997</i>	20-0028
DFGA	<i>Guide méthodologique de recherche pour le milieu de l'alphabétisation</i>	41-1039

LITERACY SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
	Definitions of the Domain:		Definitions of Domain:	
DFGA	<i>Test de classement arithmétique</i>	41-1080 (November 2001)	<i>Placement Test, Arithmetic</i>	38-7849A (December 1998)
DFGA	<i>Étape 1 : arithmétique</i>	41-1081 (November 2001)	<i>Step 1: Arithmetic</i>	38-3978A (December 1998)
DFGA	<i>Étape 2 : arithmétique</i>	41-1082 (November 2001)	<i>Step 2: Arithmetic</i>	38-3979A (December 1998)
DFGA	<i>Étape 3 : arithmétique</i>	41-1083 (November 2001)	<i>Step 3: Arithmetic</i>	38-3980A (December 1998)
DFGA	<i>Étape 4 : arithmétique</i>	41-1084 (November 2001)	<i>Step 4: Arithmetic</i>	38-3981A (December 1998)
DFGA	<i>Test de classement français</i>	41-1075 (November 2001)	<i>Placement Test, English</i>	41-1028A (January 2001)
DFGA	<i>Étape 1 : français</i>	41-1076 (November 2001)	<i>Step 1: English</i>	41-1029A (January 2001)
DFGA	<i>Étape 2 : français</i>	41-1077 (November 2001)	<i>Step 2: English</i>	41-1030A (January 2001)
DFGA	<i>Étape 3 : français</i>	41-1078 (November 2001)	<i>Step 3: English</i>	41-1031A (January 2001)
DFGA	<i>Étape 4 : français</i>	41-1079 (November 2001)	<i>Step 4: English</i>	41-1032A (January 2001)

MATHEMATICS

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-P015-1	Math. : Opérations sur les nombres naturels	MTH-P015-1	Math.: Natural Numbers: Numeration and Operations
MAT-P016-1	Math. : Mesures	MTH-P016-1	Math.: Measurement
MAT-P017-1	Math. : Résolution de problèmes	MTH-P017-1	Math.: Order of Operations and Problem Solving
MAT-P018-2	Math. : Notions de fractions	MTH-P018-2	Math.: Basic Concepts Related to Simple Fractions
MAT-P019-2	Math. : Nombres décimaux et notions de pourcentage	MTH-P019-2	Math.: Basic Concepts Related to Decimal Numbers and Percents
MAT-P020-1	Math. : Préparation à l'algèbre	MTH-P020-1	Math.: Prealgebra
MAT-P021-1	Math. : Ensembles de nombres et sous-ensembles	MTH-P021-1	Math.: Representing the Sets N, Z, Q and their Subsets
MAT-1005-2	Math. : Opérations sur les nombres entiers	MTH-1005-2	Math.: Operations on Integers
MAT-1006-2	Math. : Opérations sur les fractions	MTH-1006-2	Math.: Operations on Fractions
MAT-1007-2	Math. : Opérations sur les décimaux et le pourcentage	MTH-1007-2	Math.: Decimals and Percent
MAT-2006-2	Math. : Équations et inéquations I	MTH-2006-2	Math.: Equations and Inequalities I
MAT-2007-2	Math. : Géométrie I	MTH-2007-2	Math.: Geometry I
MAT-2008-2	Math. : Statistiques et probabilités I	MTH-2008-2	Math.: Statistics and Probability I
		MTH-4065-2	(N.B. These courses will be discontinued as of July 1, 2006)
		MTH-4066-1	Math.: Straight Lines I
		MTH-4067-2	Math.: Geometry III
		MTH-4068-1	Math.: Equations and Inequalities II
		MTH-4058-1	Math.: Trigonometry I
		MTH-4059-1	Math.: Factoring
			Math.: Operations on Algebraic Fractions

MATHEMATICS

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-5083-1 MAT-5084-2 MAT-5085-1 MAT-5076-1 MAT-5077-1 MAT-5078-1 MAT-5079-1 MAT-5080-1 MAT-5081-2 MAT-5082-2	(N.B. Ces cours seront fermés le 1 ^{er} juillet 2006) Math. : Optimisation Math. : Statistiques et probabilités II Math. : Géométrie IV Math. : Coniques I Math. : Équations et inéquations III Math. : Fonctions Math. : Coniques II Math. : Fonctions exponentielles et logarithmiques Math. : Trigonométrie II Math. : Géométrie IV et V	MTH-4060-1 MTH-4061-2 MTH-5083-1 MTH-5084-2 MTH-5085-1 MTH-5076-1 MTH-5077-1 MTH-5078-1 MTH-5079-1 MTH-5080-1 MTH-5081-2 MTH-5082-2	(N B. These courses will be discontinued as of July 1, 2006) Math.: Straight Lines II Math.: Logic, Set Theory and Relations (N.B. These courses will be discontinued as of July 1, 2007) Math.: Optimization Math.: Statistics and Probability II Math.: Geometry IV Math.: Conics I Math.: Equations and Inequalities III Math.: Functions Math.: Conics II Math.: Exponential and Logarithmic Functions Math.: Trigonometry II Math.: Geometry IV and V

MATHEMATICS

REORGANIZED PROGRAM			
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LIST OF COURSES			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-3001-2	Opérations sur les polynômes	MTH-3001-2	Operations on Polynomials
MAT-3002-2	Géométrie II	MTH-3002-2	Geometry II
MAT-3003-2	Droite I	MTH-3003-2	Straight Lines I
MAT-4101-2	Équations et inéquations II	MTH-4101-2	Equations and Inequalities II
MAT-4102-1	Géométrie III	MTH-4102-1	Geometry III
MAT-4103-1	Trigonométrie I	MTH-4103-1	Trigonometry I
MAT-4104-2	Statistiques II	MTH-4104-2	Statistics II
MAT-4105-1	Exposants et radicaux	MTH-4105-1	Exponents and Radicals
MAT-4106-1	Factorisation et fractions algébriques	MTH-4106-1	Factoring and Algebraic Fractions
MAT-4107-1	Droite II	MTH-4107-1	Straight Lines II
MAT-4108-1	Fonction quadratique	MTH-4108-1	Quadratic Functions
MAT-4109-1	Ensembles, relations et fonctions	MTH-4109-1	Sets, Relations and Functions
MAT-4110-1	Quatre opérations sur les fractions algébriques	MTH-4110-1	Operations on Algebraic Fractions
MAT-4111-2	Complément et synthèse I	MTH-4111-2	Complement and Synthesis I
MAT-5101-1	Optimisation I	MTH-5101-1	Optimization I
MAT-5102-1	Statistiques III	MTH-5102-1	Statistics III
MAT-5103-1	Probabilités II	MTH-5103-1	Probability II
MAT-5104-1	Optimisation II	MTH-5104-1	Optimization II
MAT-5105-1	Coniques	MTH-5105-1	Conics
MAT-5106-1	Fonctions réelles et équations	MTH-5106-1	Real Functions and Equations
MAT-5107-2	Fonctions et équations exponentielles et logarithmiques	MTH-5107-2	Exponential and Logarithmic Functions and Equations
MAT-5108-2	Fonctions et équations trigonométriques	MTH-5108-2	Trigonometric Functions and Equations
MAT-5109-1	Géométrie IV	MTH-5109-1	Geometry IV
MAT-5110-1	Introduction aux vecteurs	MTH-5110-1	Introduction to Vectors
MAT-5111-2	Complément et synthèse II	MTH-5111-2	Complement and Synthesis II
MAT-5112-1	Logique	MTH-5112-1	Logic

MATHEMATICS

LOCAL PROGRAM			
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LIST OF COURSES			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-P022-1	Mathématique présecondaire : programme local	MTH-P022-1	Mathematics Presecondary Level: Local Program
MAT-P023-2	Mathématique présecondaire : programme local	MTH-P023-2	Mathematics Presecondary Level: Local Program
MAT-P024-3	Mathématique présecondaire : programme local	MTH-P024-3	Mathematics Presecondary Level: Local Program
MAT-P025-4	Mathématique présecondaire : programme local	MTH-P025-4	Mathematics Presecondary Level: Local Program
MAT-1011-1	Mathématiques 1 ^{re} secondaire : programme local	MTH-1011-1	Mathematics Secondary I: Local Program
MAT-1012-2	Mathématiques 1 ^{re} secondaire : programme local	MTH-1012-2	Mathematics Secondary I: Local Program
MAT-1013-3	Mathématiques 1 ^{re} secondaire : programme local	MTH-1013-3	Mathematics Secondary I: Local Program
MAT-1014-4	Mathématiques 1 ^{re} secondaire : programme local	MTH-1014-4	Mathematics Secondary I: Local Program
MAT-2011-1	Mathématiques 2 ^e secondaire : programme local	MTH-2011-1	Mathematics Secondary II: Local Program
MAT-2012-2	Mathématiques 2 ^e secondaire : programme local	MTH-2012-2	Mathematics Secondary II: Local Program
MAT-2013-3	Mathématiques 2 ^e secondaire : programme local	MTH-2013-3	Mathematics Secondary II: Local Program
MAT-2014-4	Mathématiques 2 ^e secondaire : programme local	MTH-2014-4	Mathematics Secondary II: Local Program
MAT-3011-1	Mathématiques 3 ^e secondaire : programme local	MTH-3011-1	Mathematics Secondary III: Local Program
MAT-3012-2	Mathématiques 3 ^e secondaire : programme local	MTH-3012-2	Mathematics Secondary III: Local Program
MAT-3013-3	Mathématiques 3 ^e secondaire : programme local	MTH-3013-3	Mathematics Secondary III: Local Program
MAT-3014-4	Mathématiques 3 ^e secondaire : programme local	MTH-3014-4	Mathematics Secondary III: Local Program
MAT-4071-1	Mathématiques 4 ^e secondaire : programme local	MTH-4071-1	Mathematics Secondary IV: Local Program
MAT-4072-2	Mathématiques 4 ^e secondaire : programme local	MTH-4072-2	Mathematics Secondary IV: Local Program
MAT-4073-3	Mathématiques 4 ^e secondaire : programme local	MTH-4073-3	Mathematics Secondary IV: Local Program
MAT-4074-4	Mathématiques 4 ^e secondaire : programme local	MTH-4074-4	Mathematics Secondary IV: Local Program
MAT-5091-1	Mathématiques 5 ^e secondaire : programme local	MTH-5091-1	Mathematics Secondary V: Local Program
MAT-5092-2	Mathématiques 5 ^e secondaire : programme local	MTH-5092-2	Mathematics Secondary V: Local Program
MAT-5093-3	Mathématiques 5 ^e secondaire : programme local	MTH-5093-3	Mathematics Secondary V: Local Program
MAT-5094-4	Mathématiques 5 ^e secondaire : programme local	MTH-5094-4	Mathematics Secondary V: Local Program

MATHEMATICS

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programs: <i>Mathématiques, Enseignement secondaire, Éducation des adultes</i>	41-3500	<i>Mathematics Program, Secondary Level, Adult Education</i>	41-3500A
DFGA	<i>Programme d'études en mathématiques, Présecondaire</i>	41-1055	<i>Mathematics Program, Presecondary Level, Adult Education</i>	41-1055A
DFGA	Guides: <i>Guide andragogique</i>	38-7684	<i>Andragogical Guide, Mathematics Program</i>	38-7684A
DFGA	<i>Guide du gestionnaire</i>	38-3063-01	<i>Administration's Guide, Mathematics</i>	38-3063-01A
DFGA	Definitions of the Domain: <i>Les nombres naturels : numération et opérations (MAT-P015-1)</i>	41-1045	<i>Natural Numbers: Numeration and Operations (MTH-P015-1)</i>	41-1045A
DFGA	<i>Les mesures : longueur, aire, volume, capacité, masse, temps et température (MAT-P016-1)</i>	41-1046	<i>Measurement: Length, Area, Volume, Capacity, Mass, Time and Temperature (MTH-P016-1)</i>	41-1046A
DFGA	<i>La priorité des opérations et la résolution de problèmes (MAT-P017-1)</i>	41-1047	<i>Order of Operations and Problem Solving (MTH-P017-1)</i>	41-1047A
DFGA	<i>Les notions de base sur les fractions ordinaires (MAT-P018-2)</i>	41-1048	<i>Basic Concepts Related to Simple Fractions (MTH-P018-2)</i>	41-1048A
DFGA	<i>Les notions de base sur les nombres décimaux et le pourcentage (MAT-P019-2)</i>	41-1049	<i>Basic Concepts Related to Decimals and Percents (MTH-P019-2)</i>	41-1049A
DFGA	<i>Les préalables pour l'algèbre (MAT-P020-1)</i>	41-1050	<i>Prealgebra (MTH-P020-2)</i>	41-1050A
DFGA	<i>La représentation des ensembles de nombres N, Z, Q et de leurs sous-ensembles (MAT-P021-1)</i>	41-1051	<i>Representing the Sets N, Z, Q and Their Subsets (MTH-P021-1)</i>	41-1051A
DFGA	<i>Opérations sur les nombres entiers (MAT-1005-2)</i>	38-3648	<i>Operations on Integers (MTH-1005-2)</i>	38-3648A
DFGA	<i>Opérations sur les fractions (MAT-1006-2)</i>	38-3649	<i>Operations on Fractions (MTH-1006-2)</i>	38-3649A
DFGA	<i>Les nombres décimaux et le pourcentage (MAT-1007-2)</i>	38-3650	<i>Decimals and Percent (MTH-1007-2)</i>	38-3650A

MATHEMATICS

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
	Definitions of the Domain (cont.):			
DFGA	<i>Équations et inéquations I (MAT-2006-2)</i>	38-3651	<i>Equations and Inequalities I (MTH-2006-2)</i>	38-3651A
DFGA	<i>Géométrie I (MAT-2007-2)</i>	38-3652	<i>Geometry I (MTH-2007-2)</i>	38-3652A
DFGA	<i>Statistiques et probabilités I (MAT-2008-2)</i>	38-3653	<i>Statistics and Probability (MTH-2008-2)</i>	38-3653A
DFGA	<i>Opérations sur les polynômes (MAT-3001-2)</i>	38-3654	<i>Operations on Polynomials (MTH-3001-2)</i>	38-3654A
DFGA	<i>Géométrie II (MAT-3002-2)</i>	38-3655	<i>Geometry II (MTH-3002-2)</i>	38-3655A
DFGA	<i>Droite I (MAT-3003-2)</i>	41-3501		
	<i>Équations et inéquations II (MAT-4101-2)</i>	41-3502		
DFGA	<i>Géométrie III (MAT-4102-1)</i>	41-3503		
DFGA	<i>Trigonométrie I (MAT-4103-1)</i>	41-3504		
DFGA	<i>Statistiques II (MTH-4104-2)</i>	41-3505		
DFGA	<i>Exposants et radicaux (MTH-4105-1)</i>	41-3506		
DFGA	<i>Factorisation et fractions algébriques (MTH-4106-1)</i>	41-3507		
DFGA	<i>Droite II (MTH-4107-1)</i>	41-3508		
DFGA	<i>Fonction quadratique (MTH-4108-1)</i>	41-3509		
DFGA	<i>Ensembles, relations et fonctions (MTH-4109-1)</i>	41-3510		
DFGA	<i>Opérations sur les fractions algébriques (MTH-4110-1)</i>	41-3511		
DFGA	<i>Complément et synthèse I (MTH-4111-2)</i>	41-3512		
DFGA	<i>Optimisation I (MTH-5101-1)</i>	41-3513		
DFGA	<i>Statistiques III (MTH-5102-1)</i>	41-3514		
DFGA	<i>Probabilités II (MTH-5103-1)</i>	41-3515		
DFGA	<i>Optimisation II (MTH-5104-1)</i>	41-3516		
DFGA	<i>Coniques (MTH-5105-1)</i>	41-3517		
DFGA	<i>Fonctions réelles et équations (MTH-5106-1)</i>	41-3518		
DFGA	<i>Fonctions et équations exponentielles et logarithmiques (MTH-5107-2)</i>	41-3519		
DFGA	<i>Fonctions et équations trigonométriques (MTH-5108-2)</i>	41-3520		
DFGA	<i>Géométrie IV (MTH-5109-1)</i>	41-3521		
DFGA	<i>Introduction aux vecteurs (MTH-5110-1)</i>	41-3522		
DFGA	<i>Complément et synthèse II (MTH-5111-2)</i>	41-3523		

MICROCOMPUTING

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
INF-2002-1	Initiation au micro-ordinateur et à ses périphériques	CMP-2002-1	Introduction to the Microcomputer and Its Peripherals
INF-5055-3	Exploration des champs de la micro-informatique	CMP-5055-3	Exploring Microcomputing Applications
INF-5056-1	Traitement de texte 1	CMP-5056-1	Word Processing I
INF-5057-1	Traitement de texte 2	CMP-5057-1	Word Processing II
INF-5058-1	Tableur 1	CMP-5058-1	Spreadsheets I
INF-5059-1	Tableur 2	CMP-5059-1	Spreadsheets II
INF-5060-1	Base de données – Consultation	CMP-5060-1	Consulting Databases
INF-5061-2	Base de données – Création	CMP-5061-2	Creating a Database
INF-5062-2	Graphisme	CMP-5062-2	Computer Graphics
INF-5063-2	Programmation	CMP-5063-2	Computer Programming
INF-5064-2	Exploitation d'un nouveau champ de la micro-informatique	CMP-5064-2	Using a New Microcomputing Application
INF-5065-2	Approfondissement d'un champ de la micro-informatique	CMP-5065-2	Advanced Microcomputing Applications
INF-5066-2	Intégration de plus d'une application de la micro-informatique	CMP-5066-2	Integrating Different Microcomputing Applications

MICROCOMPUTING

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
INF-1041-1 INF-1042-2 INF-1043-3 INF-1044-4	Micro-informatique 1 ^{re} secondaire : programme local Micro-informatique 1 ^{re} secondaire : programme local Micro-informatique 1 ^{re} secondaire : programme local Micro-informatique 1 ^{re} secondaire : programme local	CMP-1041-1 CMP-1042-2 CMP-1043-3 CMP-1044-4	Computer Science, Sec. I: Local Program Computer Science, Sec. I: Local Program Computer Science, Sec. I: Local Program Computer Science, Sec. I: Local Program
INF-2041-1 INF-2042-2 INF-2043-3 INF-2044-4 INF-3041-1 INF-3042-2 INF-3043-3 INF-3044-4 INF-4041-1 INF-4042-2 INF-4043-3 INF-4044-4 INF-5051-1 INF-5052-2 INF-5053-3 INF-5054-4	Micro-informatique 2 ^e secondaire : programme local Micro-informatique 2 ^e secondaire : programme local Micro-informatique 2 ^e secondaire : programme local Micro-informatique 2 ^e secondaire : programme local Micro-informatique 3 ^e secondaire : programme local Micro-informatique 3 ^e secondaire : programme local Micro-informatique 3 ^e secondaire : programme local Micro-informatique 3 ^e secondaire : programme local Micro-informatique 4 ^e secondaire : programme local Micro-informatique 4 ^e secondaire : programme local Micro-informatique 4 ^e secondaire : programme local Micro-informatique 4 ^e secondaire : programme local Micro-informatique 5 ^e secondaire : programme local Micro-informatique 5 ^e secondaire : programme local Micro-informatique 5 ^e secondaire : programme local Micro-informatique 5 ^e secondaire : programme local	CMP-2041-1 CMP-2042-2 CMP-2043-3 CMP-2044-4 CMP-3041-1 CMP-3042-2 CMP-3043-3 CMP-3044-4 CMP-4041-1 CMP-4042-2 CMP-4043-3 CMP-4044-4 CMP-5051-1 CMP-5052-2 CMP-5053-3 CMP-5054-4	Computer Science, Sec. II: Local Program Computer Science, Sec. II: Local Program Computer Science, Sec. II: Local Program Computer Science, Sec. II: Local Program Computer Science, Sec. III: Local Program Computer Science, Sec. III: Local Program Computer Science, Sec. III: Local Program Computer Science, Sec. III: Local Program Computer Science, Sec. IV: Local Program Computer Science, Sec. IV: Local Program Computer Science, Sec. IV: Local Program Computer Science, Sec. IV: Local Program Computer Science, Sec. V: Local Program Computer Science, Sec. V: Local Program Computer Science, Sec. V: Local Program Computer Science, Sec. V: Local Program

MICROCOMPUTING

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Programme d'études de la micro-informatique</i>	38-8384	Program: <i>Microcomputer Program</i>	38-8384A
DFGA	Definitions of the Domain: <i>Initiation au micro-ordinateur et à ses périphériques</i>	38-8395	Definitions of the Domain: <i>Introduction to the Microcomputer and Its Peripherals</i>	38-8395A
DFGA	<i>Exploration des champs de la micro-informatique</i>	38-8387	<i>Exploring Microcomputing Applications</i>	38-8387A
DFGA	<i>Traitement de texte 1</i>	38-8388	<i>Word Processing I</i>	38-8388A
DFGA	<i>Traitement de texte 2</i>	38-8389	<i>Word Processing II</i>	38-8389A
DFGA	<i>Tableur 1</i>	38-8393	<i>Spreadsheets I</i>	38-8393A
DFGA	<i>Tableur 2</i>	38-8394	<i>Spreadsheets II</i>	38-8394A
DFGA	<i>Base de données-consultation</i>	38-8390	<i>Consulting Databases</i>	38-8390A
DFGA	<i>Base de données-création</i>	38-8391	<i>Creating a Database</i>	38-8391A
DFGA	<i>Graphisme</i>	38-8392	<i>Computer Graphics</i>	38-8392A
DFGA	<i>Programmation</i>	38-3941	<i>Computer Programming</i>	38-3941A
DFGA	<i>Exploitation d'un nouveau champ de la micro-informatique</i>	38-3942	<i>Using a New Microcomputing Application</i>	38-3942A
DFGA	<i>Approfondissement d'un champ de la micro-informatique</i>	38-3943	<i>Advanced Microcomputing Applications</i>	38-3943A
DFGA	<i>Intégration de plus d'une application de la micro-informatique</i>	38-3944	<i>Integrating Different Microcomputing Applications</i>	38-3944A

MODERN LANGUAGES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
LAN-4039-6	Espagnol	LNG-4039-6	Spanish
LAN-5064-6	Espagnol 151	LNG-5064-6	Spanish 251

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Espagnol, langue seconde</i>	38-2128

ORIENTATION SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SEF-4017-1	Projet de formation	ORS-4001-1	Learning Plan
SEF-4018-1	Exploration sociale et professionnelle	ORS-4002-1	Social and Vocational Exploration
SEF-5019-1	Mieux apprendre	ORS-5003-1	Better Learning
SEF-5020-1	Des moyens de mieux apprendre	ORS-5004-1	Paths to Better Learning
SEF-P021-1	Initiation à la démarche de formation	ORS-P005-1	Introduction to the Training Process
SEF-3022-1	Remise en forme « vocationnelle »	ORS-3006-1	Preparation for Employability
SEF-5023-2	Cours d'établissement	ORS-5007-2	Local Course
SEF-5024-1	Cours d'établissement	ORS-5008-1	Local Course
SEF-4025-2	Cours d'établissement	ORS-4009-2	Local Course
SEF-4026-1	Cours d'établissement	ORS-4010-1	Local Course
SEF-3027-1	Cours d'établissement	ORS-3011-1	Local Course
SEF-P028-1	Cours d'établissement	ORS-P012-1	Local Course
SEF-5030-2	Traitement de l'information	ORS-5030-2	Processing Information
SEF-5031-2	Résolution de problèmes	ORS-5031-2	Problem – Solving
SEF-5032-2	Application d'une méthode de travail	ORS-5032-2	Applying a Work Method
SEF-5033-2	Communication et échanges de points de vue	ORS-5033-2	Communication and Exchanging Points of View

ORIENTATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	<i>Projet de formation (SEF-Z017-0)</i>	38-9538	<i>Learning Plan (ORS-Z001-0)</i>	
DFGA	<i>Exploration sociale et professionnelle (SEF-Z018-0)</i>	38-9539	<i>Social and Vocational Exploration (ORS-Z002-0)</i>	
DFGA	<i>Mieux apprendre (SEF-Z019-0)</i>	38-9540	<i>Better Learning (ORS-Z003-0)</i>	
DFGA	<i>Des moyens de mieux apprendre (SEF-Z020-0)</i>	38-9541	<i>Paths to Better Learning (ORS-Z004-0)</i>	
DFGA	<i>Initiation à la démarche de formation (SEF-Z021-0)</i>	38-9542	<i>Introduction to the Training Process (ORS-Z005-0)</i>	
DFGA	<i>Remise en forme « vocationnelle » (SEF-Z022-0)</i>	38-9543	<i>Preparation for Employability (ORS-Z006-0)</i>	
DFGA	<i>Programme d'études : Entrée en formation dans une perspective de formation continue Révision du programme d'études : « Services d'entrée en formation » juin 2005</i>	41-8057	<i>Program of Study : Introduction to an On-Going Training Process Revised version of the Orientation Services Program June 2005</i>	41-8057-A

**PERSONAL AND SOCIAL
DEVELOPMENT**

LIST OF COURSES				
FRENCH SECTOR		ENGLISH SECTOR		
SAGE CODE	TITLE	SAGE CODE	TITLE	
PER-5042-1	Volet 1 : Relations interpersonnelles Connaissance de soi I	PRS-5042-1	Section 1: Interpersonal Relations Self-Knowledge I	
PER-5043-1		PRS-5043-1		Communication
PER-5044-2		PRS-5044-2		Working in Groups
PER-5045-1		PRS-5045-1		Self-Knowledge II
PER-5046-3		PRS-5046-3		Parent-Child Relationship
PER-5048-2	Volet 2 : Vie en société Budget et consommation	PRS-5048-2	Section 2: Living in Society Budgeting and Consumer Issues	
PER-5049-2		PRS-5049-2		Rights and Responsibilities in Work Place
PER-5051-2		PRS-5051-2		Rights and Responsibilities as a Citizen
PER-5053-2	Volet 3 : Santé et sexualité Vivre en santé	PRS-5053-2	Section 3: Health and Sexuality Keeping Healthy	
PER-5054-2		PRS-5054-2		Keeping Fit
PER-5055-3		PRS-5055-3		Sexuality and Well-Being
PER-5056-2		PRS-5056-2		Psychological Well-Being
PER-5140-3		PRS-5140-3		Course on Drug Abuse Education (Alcohol, Drugs and Medications)
PER-5141-1		PRS-5141-1		
PER-5142-2		PRS-5142-2		
PER-5143-3		PRS-5143-3		
PER-5067-3	Volet 4 : Perspectives d'emploi et marché du travail Bilan et choix professionnels	PRS-5067-3	Section 4: Job Prospects and The Labour Market Career Choices	
PER-5069-3		PRS-5069-3		Job Search Strategies
PER-5109-2		PRS-5109-2		Job Search
PER-5071-2	Volet 5 : Organisation de ses apprentissages scolaires Processus de lecture et de recherche d'information	PRS-5071-2	Section 5: Organization of Learning Reading and Research Techniques	
	Volet 6 : Clarification de ses options personnelles		Section 6: Clarification of Basic Personal Choices	

PERSONAL AND SOCIAL DEVELOPMENT
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LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MRE-5042-2	fondamentales Le sens de ma vie et la Résurrection	MRI-5042-2	The Meaning of My Life and The Resurrection
MRE-5043-2	Mon expérience religieuse et l'Église catholique	MRI-5043-2	My Religious Experience and The Catholic Church
MRE-5044-2	Jésus, qui es-tu?		
MRE-5045-2	Valeurs personnelles et équilibre de vie	MRI-5045-2	Personal Values for a Balanced Life

Programs				
FRENCH SECTOR			ENGLISH SECTOR	
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programme : <i>Développement personnel et social - Volet I,</i>	38-2975	Programm : <i>Personal and Social Development Curriculum</i>	38-2975-A
DFGA	<i>II, III, IV, V, VI,, Programme d'études</i>	41-2001-P	<i>Section I, II, III, IV, V, VI,</i>	41-2001-PA
DFGA	<i>Prévention de la toxicomanie (alcool, drogues</i>	41-2001	<i>Drug Abuse Education (Alcohol, Drugs and</i>	41-2001-A
	<i>et médicaments), Programme d'études</i>		<i>Medications), Program of Study</i>	
	<i>Prévention de la toxicomanie (alcool, drogues</i>		<i>Drug Abuse Education (Alcohol, Drugs and</i>	
	<i>et médicaments), Guide d'organisation</i>		<i>Medications), Organization Guide</i>	

PERSONAL AND SOCIAL DEVELOPMENT
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<i>Définition du domaine d'examen</i>					
FRANCOPHONE			ANGLOPHONE		
CODE SAGE	TITRE	CODE DE DOCUMENT	CODE SAGE	TITRE	CODE DE DOCUMENT
	Volet 1 : Relations interpersonnelles			Section 1: Interpersonal Relations	
PER-5042-1	Connaissance de soi I	38-3452-01	PRS-5042-1	Self-Knowledge I	38-3452-01A
PER-5043-1	Communication	38-7609	PRS-5043-1	Communication	38-7609-A
PER-5044-2	Travail en groupe	38-3452-02	PRS-5044-2	Working in Groups	38-3452-02A
PER-5045-1	Connaissance de soi II	38-7610	PRS-5045-1	Self-Knowledge II	38-38-7610-A
PER-5046-3	Relation parent-enfant	38-7611	PRS-5046-3	Parent-Child Relationship	38-7611-A
	Volet 2 : Vie en société			Section 2: Living in Society	
PER-5048-2	Budget et consommation	38-7612	PRS-5048-2	Budgeting and Consumer Issues	38-7612-A
PER-5049-2	Droits et responsabilités au travail	38-7613	PRS-5049-2	Rights and Responsibilities in Work Place	38-7613-A
PER-5051-2	Droits et responsabilités comme citoyens et citoyennes	38-7615	PRS-5051-2	Rights and Responsibilities as a Citizen	38-7615-A
	Volet 3 : Vivre en santé			Section 3: Health and Sexuality	
PER-5053-2	Vivre en santé	38-7616	PRS-5053-2	Keeping Healthy	38-7616-A
PER-5054-2	Vivre en forme	38-7594	PRS-5054-2	Keeping Fit	
PER-5055-3	Bien-être et sexualité	38-7617	PRS-5055-3	Sexuality and Well-Being	38-7617-A
PER-5056-2	Bien-être psychologique	38-7618	PRS-5056-2	Psychological Well-Being	38-7618-A
PER-5140-3	Prévention de la toxicomanie (alcool, drogues et médicaments)	41-2001-DDE	PRS-5140-3	Course on Drug Abuse Education (Alcohol, Drugs and Medications)	41-2001A-DDE
	Volet 4 : Perspectives d'emploi et marché du travail			Section 4: Job Prospects and The Labor Market	
PER-5067-3	Bilan et choix professionnels	38-3452-05	PRS-5067-3	Career Choices	38-3452-05A
PER-5069-3	À la recherche d'un emploi		PRS-5069-3	Job Search Strategies	38-7619-A
	Volet 5 : Organisation de ses apprentissages scolaires	38-7621		Section 5: Organization of Learning	
PER-5071-2	Processus de lecture et de recherche d'information		PRS-5071-2	Reading and Research Techniques	38-7621-A
	Volet 6 : Clarification de ses options personnelles fondamentales				
MRE-5042-2	Le sens de ma vie et la Résurrection	38-7622			
MRE-5043-2	Mon expérience religieuse et l'Église catholique	38-7623			

**PERSONAL AND SOCIAL
DEVELOPMENT**

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PER-P004-1	Développement pers. et social Présecondaire : programme local	PRS-P004-1	Pers. and Social Development Presecondary: Local Program
PER-P005-2	Développement pers. et social Présecondaire : programme local	PRS-P005-2	Pers. and Social Development Presecondary: Local Program
PER-P006-3	Développement pers. et social Présecondaire : programme local	PRS-P006-3	Pers. and Social Development Presecondary: Local Program
PER-P007-4	Développement pers. et social Présecondaire : programme local	PRS-P007-4	Pers. and Social Development Presecondary: Local Program
PER-1001-1	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1001-1	Pers. and Social Development Sec. I: Local Program
PER-1002-2	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1002-2	Pers. and Social Development Sec. I: Local Program
PER-1003-3	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1003-3	Pers. and Social Development Sec. I: Local Program
PER-1004-4	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1004-4	Pers. and Social Development Sec. I: Local Program
PER-2001-1	Développement pers. et social 2 ^e secondaire : programme local	PRS-2001-1	Pers. and Social Development Sec. II: Local Program
PER-2002-2	Développement pers. et social 2 ^e secondaire : programme local	PRS-2002-2	Pers. and Social Development Sec. II: Local Program
PER-2003-3	Développement pers. et social 2 ^e secondaire : programme local	PRS-2003-3	Pers. and Social Development Sec. II: Local Program
PER-2004-4	Développement pers. et social 2 ^e secondaire : programme local	PRS-2004-4	Pers. and Social Development Sec. II: Local Program
PER-3011-1	Développement pers. et social 3 ^e secondaire : programme local	PRS-3011-1	Pers. and Social Development Sec. III: Local Program
PER-3012-2	Développement pers. et social 3 ^e secondaire : programme local	PRS-3012-2	Pers. and Social Development Sec. III: Local Program
PER-3013-3	Développement pers. et social 3 ^e secondaire : programme local	PRS-3013-3	Pers. and Social Development Sec. III: Local Program
PER-3014-4	Développement pers. et social 3 ^e secondaire : programme local	PRS-3014-4	Pers. and Social Development Sec. III: Local Program
PER-4063-1	Développement pers. et social 4 ^e secondaire : programme local	PRS-4063-1	Pers. and Social Development Sec. IV: Local Program
PER-4064-2	Développement pers. et social 4 ^e secondaire : programme local	PRS-4064-2	Pers. and Social Development Sec. IV: Local Program
PER-4065-3	Développement pers. et social 4 ^e secondaire : programme local	PRS-4065-3	Pers. and Social Development Sec. IV: Local Program
PER-4066-4	Développement pers. et social 4 ^e secondaire : programme local	PRS-4066-4	Pers. and Social Development Sec. IV: Local Program
PER-5111-1	Développement pers. et social 5 ^e secondaire : programme local	PRS-5111-1	Pers. and Social Development Sec. V: Local Program
PER-5112-2	Développement pers. et social 5 ^e secondaire : programme local	PRS-5112-2	Pers. and Social Development Sec. V: Local Program
PER-5113-3	Développement pers. et social 5 ^e secondaire : programme local	PRS-5113-3	Pers. and Social Development Sec. V: Local Program
PER-5114-4	Développement pers. et social 5 ^e secondaire : programme local	PRS-5114-4	Pers. and Social Development Sec. V: Local Program

PERSONAL AND SOCIAL DEVELOPMENT
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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programmes : <i>Programme de développement personnel et social, Volets I, II, III, IV, V, VI</i>	38-2975	Program: <i>PSD Curriculum, Sections I-VI</i>	38-2975A
DFGA	<i>DPS volet 1, cours 5 : Relation parent-enfant</i>	38-7825		
DFGA	Guides d'apprentissage : Volet 1 : Relations interpersonnelles <i>Connaissance de soi I</i>	38-2528	Learning Guides: Section 1: Interpersonal Relations <i>Self-Knowledge I</i>	38-2528A
DFGA	<i>Connaissance de soi II</i>	38-2990	<i>Self-Knowledge II</i>	38-2990A
DFGA	<i>Communication</i>	38-2529	<i>Communication</i>	38-2529A
DFGA	<i>Travail en groupe</i>	38-2989		
DFGA	<i>Relation parent-enfant</i>	38-7824	<i>Parent-Child Relationship</i>	38-7824A
DFGA	Volet 2 : Vie en société <i>Budget et consommation</i>	38-2530	Section 2: Living in Society <i>Budgeting and Consumer Issues</i>	38-2530A
DFGA	<i>Droits et responsabilités au travail</i>	38-3076	<i>Rights and Responsibilities in the Workplace</i>	38-3076A
DFGA	Volet 3 : Santé et sexualité <i>Vivre en santé</i>	38-3031		
DFGA	<i>Vivre en forme</i>	38-2994		
DFGA	<i>Bien-être psychologique</i>	38-3030		
DFGA	<i>Guide général de mise en œuvre d'un plan d'intervention du VIH/sida et des autres MTS</i>	41-1112	<i>Prevention of HIV/AIDS and Other STDs: A General Guide to Implementing a Plan of Action</i>	41-1112A
DFGA	<i>« Guide sur la démarche d'apprentissage individualisé » pour le cours Prévention de la toxicomanie PER-5140-3</i>	41-2001GD	<i>« A Guide to Individualized Learning Activities » Drug Abuse Education PRS-5140-3</i>	41-2001-GDA

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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA SOFAD (DFD) DFGA	Volet 4 : Perspectives d'emploi et marché du travail <i>Bilan et choix professionnels</i> <i>Bilan et choix professionnels</i> <i>À la recherche d'un emploi</i>	38-2987 3202-01 38-2985	Section 4: Job Prospects and The Labour Market <i>Job Search Strategies</i>	38-2985A
DFGA	Volet 5 : Organisation de ses apprentissages scolaires <i>Processus de lecture et de recherche d'information</i>	38-2986		
DFGA DFGA	Volet 6 : Clarification de ses options personnelles fondamentales <i>Le sens de ma vie et la Résurrection</i> <i>Mon expérience religieuse et l'Église catholique</i>	38-3084 38-2995 38-3086		
DFGA DFGA	<i>Jésus, qui es-tu?</i> <i>Valeurs personnelles et équilibre de vie</i>	38-2975-01 38-2975-01		

PERSONAL AND SOCIAL DEVELOPMENT
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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
	Définitions du domaine d'examen :		Definitions of Domain:	
DFGA	<i>Connaissance de soi I</i>	38-3452-01	<i>Self-Knowledge I</i>	38-3452-01A
DFGA	<i>Travail en groupe</i>	38-3452-02	<i>Working in Groups</i>	38-3452-02A
DFGA	<i>Bilan et choix professionnels</i>	38-3452-05	<i>Career Choices</i>	38-3452-05A
DFGA	<i>Vivre en forme</i>	38-7594	<i>Keeping Fit</i>	38-7594A
DFGA	<i>Communication</i>	38-7609	<i>Communication</i>	38-7609A
DFGA	<i>Connaissance de soi II</i>	38-7610	<i>Self-Knowledge II</i>	38-7610A
DFGA	<i>Budget et consommation</i>	38-7612	<i>Budgeting and Consumer Issues</i>	38-7612A
DFGA	<i>Droits et responsabilités au travail</i>	38-7613	<i>Rights and Responsibilities in the Workplace</i>	38-7613A
DFGA	<i>Droits et responsabilités comme citoyen, citoyenne</i>	38-7615	<i>Rights and Responsibilities as a Citizen</i>	38-7615A
DFGA	<i>Vivre en santé</i>	38-7616	<i>Keeping Healthy</i>	38-7616A
DFGA	<i>Bien-être et sexualité</i>	38-7617	<i>Sexuality and Well-Being</i>	38-7617A
DFGA	<i>Bien-être psychologique</i>	38-7618	<i>Psychological Well-Being</i>	38-7618A
DFGA	<i>À la recherche d'un emploi</i>	38-7619	<i>Job Search Strategies</i>	38-7619A
DFGA	<i>Processus de lecture et de recherche d'information</i>	38-7621	<i>Reading and Research Techniques</i>	38-7621A
DFGA	<i>Relation parent-enfant</i>	38-7611	<i>Parent-Child Relationship</i>	38-7611A
DFGA	<i>Le sens de ma vie et de la Résurrection</i>	38-7622		
DFGA	<i>Mon expérience religieuse et l'Église catholique</i>	38-7623		
DFGA	<i>Prévention de la toxicomanie</i>	41-2001-DDE	Drug Abuse Education	41-2001-DDE-A
DFGA	Document d'information <i>Recueil des fiches descriptives du matériel et des activités complémentaires aux cours de développement personnel et social</i>	38-3458		

PHYSICAL EDUCATION

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
APH-4032-2	Éducation à l'activité physique (module I)	PHA-4032-2	Physical Education Activities (module I)
APH-4033-1	Éducation à l'activité physique (module II)	PHA-4033-1	Physical Education Activities (module II)
APH-4034-1	Éducation à l'activité physique (module III)	PHA-4034-1	Physical Education Activities (module III)
APH-4035-1	Éducation à l'activité physique (module IV)	PHA-4035-1	Physical Education Activities (module IV)

LOCAL PROGRAMS			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
APH-1001-1	Éducation physique, 1 ^{re} sec. : programme local	PHA-1001-1	Physical Education, Sec. I: Local Program
APH-1002-2	Éducation physique, 1 ^{re} sec. : programme local	PHA-1002-2	Physical Education, Sec. I: Local Program
APH-2001-1	Éducation physique, 2 ^e sec. : programme local	PHA-2001-1	Physical Education, Sec. II: Local Program
APH-2002-2	Éducation physique, 2 ^e sec. : programme local	PHA-2002-2	Physical Education, Sec. II: Local Program
APH-3001-1	Éducation physique, 3 ^e sec. : programme local	PHA-3001-1	Physical Education, Sec. III: Local Program
APH-3002-2	Éducation physique, 3 ^e sec. : programme local	PHA-3002-2	Physical Education, Sec. III: Local Program
APH-4041-1	Éducation physique, 4 ^e sec. : programme local	PHA-4041-1	Physical Education, Sec. IV: Local Program
APH-4042-2	Éducation physique, 4 ^e sec. : programme local	PHA-4042-2	Physical Education, Sec. IV: Local Program
APH-5041-1	Éducation physique, 5 ^e sec. : programme local	PHA-5041-1	Physical Education, Sec. V: Local Program
APH-5042-2	Éducation physique, 5 ^e sec. : programme local	PHA-5042-2	Physical Education, Sec. V: Local Program

PHYSICAL EDUCATION

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Le mode de vie. Guide de l'adulte et du formateur</i>	38-7750
DFGA	<i>Module 1, cahier d'apprentissage</i>	38-7751
DFGA	<i>Module 1, cahier théorique</i>	38-7752
DFGA	<i>Module 2, cahier d'apprentissage</i>	38-7753
DFGA	<i>Module 2, cahier théorique</i>	38-7754
DFGA	<i>Module 3, cahier d'apprentissage</i>	38-7755
DFGA	<i>Module 3, cahier théorique</i>	38-7756
DFGA	<i>Module 4, cahier d'apprentissage</i>	38-7757
DFGA	<i>Module 4, cahier théorique</i>	38-7758

PHYSICAL SCIENCE

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-4010-2	Le nucléaire : de l'énergie dans la matière	PSC-4010-2	Nuclear Technology: A Matter of Energy
SCP-4011-2	L'électricité : êtes-vous au courant ?	PSC-4011-2	Electricity: What's the Connection?
SCP-4012-2	Les phénomènes ioniques : une histoire d'eau	PSC-4012-2	Ionic Phenomena: A Study of an Environmental Problem

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-4021-1	Sciences physiques, 4 ^e secondaire : programme local	PSC-4021-1	Physical Science, Secondary IV: Local Program
SCP-4022-2	Sciences physiques, 4 ^e secondaire : programme local	PSC-4022-2	Physical Science, Secondary IV: Local Program
SCP-4023-3	Sciences physiques, 4 ^e secondaire : programme local	PSC-4023-3	Physical Science, Secondary IV: Local Program
SCP-4024-4	Sciences physiques, 4 ^e secondaire : programme local	PSC-4024-4	Physical Science, Secondary IV: Local Program
SCP-5011-1	Sciences physiques, 5 ^e secondaire : programme local	PSC-5011-1	Physical Science, Secondary V: Local Program
SCP-5012-2	Sciences physiques, 5 ^e secondaire : programme local	PSC-5012-2	Physical Science, Secondary V: Local Program
SCP-5013-3	Sciences physiques, 5 ^e secondaire : programme local	PSC-5013-3	Physical Science, Secondary V: Local Program
SCP-5014-4	Sciences physiques, 5 ^e secondaire : programme local	PSC-5014-4	Physical Science, Secondary V: Local Program

PHYSICAL SCIENCE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Programme d'études, Sciences physiques, 4^e secondaire</i>	38-8312	Program: <i>Physical Science Program, Secondary IV</i>	38-8312A
DFGA	Definitions of the Domain: <i>Le nucléaire : de l'énergie dans la matière</i>	38-8817	Definitions of the Domain: <i>Nuclear Technology: A Matter of Energy,</i>	38-8817A
DFGA	<i>L'électricité : êtes-vous au courant?</i>	38-8818	<i>Electricity: What's the Connection?</i>	38-8818A
DFGA	<i>Les phénomènes ioniques : une histoire d'eau</i>	38-8816	<i>Ionic Phenomena: A Study of an Environmental Problem</i>	38-8816A

PHYSICS

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PHY-5041-2	Optique	PHS-5041-2	Optics
PHY-5042-2	Cinématique et quantité de mouvement	PHS-5042-2	Kinematics and Momentum
PHY-5043-2	Force et énergie	PHS-5043-2	Forces and Energy

LOCAL PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PHY-5051-1	Physique, 5 ^e secondaire : programme local	PHS-5034-3	Physics, Secondary V: Local Program
PHY-5052-2	Physique, 5 ^e secondaire : programme local	PHS-5034-3	Physics, Secondary V: Local Program
PHY-5053-3	Physique, 5 ^e secondaire : programme local	PHS-5034-3	Physics, Secondary V: Local Program
PHY-5054-4	Physique, 5 ^e secondaire : programme local	PHS-5034-3	Physics, Secondary V: Local Program

PHYSICS

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Programme d'études, Physique 5^e secondaire</i>	38-8313	Program: <i>Physics Program, Secondary V</i>	38-8313A
DFGA	Definitions of the Domain: <i>Optique</i>	41-9013	Definitions of the Domain: <i>Optics</i>	41-9013A
DFGA	<i>Cinématique et quantité de mouvement</i>	41-9014	<i>Cinematics and Momentum</i>	41-9014A
DFGA	<i>Force et énergie</i>	41-9015	<i>Forces and Energy</i>	41-9015A

POLITICAL LIFE

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-5033-2	Un État bicéphale : l'État québécois, l'État canadien	SST-5011-3	Civics
SCH-5034-3	Qui décide quoi? De l'État à l'électorat	SST-5033-2	Canada and Québec: A Two-Headed State
SCH-5035-3	Le pouvoir invisible : de la politique à la dynamique	SST-5034-3	Who Decides What? From the State to the Electorate
SCH-5036-2	Le quatrième pouvoir : médias et information	SST-5035-3	Invisible Power: The Hidden Dimension of Politics
SCH-5038-3	Mondovision : l'état des relations internationales	SST-5036-2	The Fourth Estate: The Mass Media
SCH-5039-2	Au-delà des États : les enjeux politiques mondiaux	SST-5038-3	Global Vision: The State of International Relations
		SST-5039-2	Beyond Borders: Issues in Global Politics
		SST-5043-3	Political Life of Québec

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: <i>Political Life Program: Frame of Reference</i>	38-3975 and 38-3975A
DFGA	Guide: <i>Guide du gestionnaire en sciences humaines</i>	38-2992
DFGA	Courses: <i>Canada and Québec: A Two-Headed State</i>	38-3968 and 38-3968A
DFGA	<i>Who Decides What? From the State to the Electorate</i>	38-3969 and 38-3969A
DFGA	<i>Invisible Power: The Hidden Dimension of Politics</i>	38-3970 and 38-3970A
DFGA	<i>The Fourth Estate: The Mass Media</i>	38-3971 and 38-3971A
DFGA	<i>Global Vision: The State of International Relations</i>	38-3972 and 38-3972A
DFGA	<i>Beyond Borders: Issues in Global Politics</i>	38-3973 and 38-3973A

POLITICAL LIFE

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
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SOURCE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain: Qui décide quoi? De l'État à l'électorat (SCH-5034-3)	
DFGA	Le pouvoir invisible : de la politique à la dynamique (SCH-5035-3)	
DFGA	Un État bicéphale : l'État québécois, l'État canadien (SCH-5033-2)	38-3148-03
DFGA	Mondovision : l'état des relations internationales (SCH-5038-3)	38-3148-05
DFGA	Le quatrième pouvoir : médias et information ((SCH-5036-2)	38-7581

LOCAL PROGRAM			
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LIST OF COURSES			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-1001-1	Sciences humaines 1 ^{re} secondaire : programme local	SST-1001-1	Social Studies, Secondary I: Local Program
SCH-1002-2	Sciences humaines 1 ^{re} secondaire : programme local	SST-1002-2	Social Studies, Secondary I: Local Program
SCH-1003-3	Sciences humaines 1 ^{re} secondaire : programme local	SST-1003-3	Social Studies, Secondary I: Local Program
SCH-1004-4	Sciences humaines 1 ^{re} secondaire : programme local	SST-1004-4	Social Studies, Secondary I: Local Program
SCH-2001-1	Sciences humaines 2 ^e secondaire : programme local	SST-2001-1	Social Studies, Secondary II: Local Program
SCH-2002-2	Sciences humaines 2 ^e secondaire : programme local	SST-2002-2	Social Studies, Secondary II: Local Program
SCH-2003-3	Sciences humaines 2 ^e secondaire : programme local	SST-2003-3	Social Studies, Secondary II: Local Program
SCH-2004-4	Sciences humaines 2 ^e secondaire : programme local	SST-2004-4	Social Studies, Secondary II: Local Program
SCH-3021-1	Sciences humaines 3 ^e secondaire : programme local	SST-3021-1	Social Studies, Secondary III: Local Program
SCH-3022-2	Sciences humaines 3 ^e secondaire : programme local	SST-3022-2	Social Studies, Secondary III: Local Program
SCH-3023-3	Sciences humaines 3 ^e secondaire : programme local	SST-3023-3	Social Studies, Secondary III: Local Program
SCH-3024-4	Sciences humaines 3 ^e secondaire : programme local	SST-3024-4	Social Studies, Secondary III: Local Program

POLITICAL LIFE

LOCAL PROGRAM			
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LIST OF COURSES			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-4031-1	Sciences humaines 4 ^e secondaire : programme local	SST-4031-1	Social Studies, Secondary IV: Local Program
SCH-4032-2	Sciences humaines 4 ^e secondaire : programme local	SST-4032-2	Social Studies, Secondary IV: Local Program
SCH-4033-3	Sciences humaines 4 ^e secondaire : programme local	SST-4033-3	Social Studies, Secondary IV: Local Program
SCH-4034-4	Sciences humaines 4 ^e secondaire : programme local	SST-4034-4	Social Studies, Secondary IV: Local Program
SCH-5051-1	Sciences humaines 5 ^e secondaire : programme local	SST-5051-1	Social Studies, Secondary V: Local Program
SCH-5052-2	Sciences humaines 5 ^e secondaire : programme local	SST-5052-2	Social Studies, Secondary V: Local Program
SCH-5053-3	Sciences humaines 5 ^e secondaire : programme local	SST-5053-3	Social Studies, Secondary V: Local Program
SCH-5054-4	Sciences humaines 5 ^e secondaire : programme local	SST-5054-4	Social Studies, Secondary V: Local Program

SOCIAL INTEGRATION SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FIN-Z001-0	Les habiletés de résolution de problèmes (volet A)	SIE-Z001-0	Problem-Solving Skills (part A)
FIN-Z002-0	Les habiletés de résolution de problèmes (volet B)	SIE-Z002-0	Problem-Solving Skills (part B)
FIN-Z003-0	Les habiletés de communication (volet A)	SIE-Z003-0	Communication Skills (part A)
FIN-Z004-0	Les habiletés de communication (volet B)	SIE-Z004-0	Communication Skills (part B)
FIN-Z005-0	Les habiletés personnelles et sociales (volet A)	SIE-Z005-0	Personal and Social Skills (part A)
FIN-Z006-0	Les habiletés personnelles et sociales (volet B)	SIE-Z006-0	Personal and Social Skills (part B)
FIN-Z007-0	Les habiletés mathématiques instrumentales (volet A)	SIE-Z007-0	Instrumental Mathematical Skills (part A)
FIN-Z008-0	Les habiletés mathématiques instrumentales (volet B)	SIE-Z008-0	Instrumental Mathematical Skills (part B)
FIN-Z009-0	La psychomotricité (volet A)	SIE-Z009-0	Psychomotor Skills (part A)
FIN-Z010-0	La psychomotricité (volet B)	SIE-Z010-0	Psychomotor Skills (part B)
FIN-Z011-0	La gestion du quotidien (volet A)	SIE-Z011-0	Management of Daily Life (part A)
FIN-Z012-0	La gestion du quotidien (volet B)	SIE-Z012-0	Management of Daily Life (part B)
FIN-Z013-0	Les habiletés domestiques (volet A)	SIE-Z013-0	Domestic Skills (part A)
FIN-Z014-0	Les habiletés domestiques (volet B)	SIE-Z014-0	Domestic Skills (part B)
FIN-Z015-0	Les habiletés familiales (volet A)	SIE-Z015-0	Family Skills (part A)
FIN-Z016-0	Les habiletés familiales (volet B)	SIE-Z016-0	Family Skills (part B)
FIN-Z017-0	Les habiletés de travail (volet A)	SIE-Z017-0	Work Skills (part A)
FIN-Z018-0	Les habiletés de travail (volet B)	SIE-Z018-0	Work Skills (part B)
FIN-Z019-0	La sexualité (volet A)	SIE-Z019-0	Sexuality (part A)
FIN-Z020-0	La sexualité (volet B)	SIE-Z020-0	Sexuality (part B)
FIN-Z021-0	Les soins personnels et l'alimentation (volet A)	SIE-Z021-0	Diet and Personal Care (part A)
FIN-Z022-0	Les soins personnels et l'alimentation (volet B)	SIE-Z022-0	Diet and Personal Care (part B)
FIN-Z023-0	Utilisation des ressources du milieu (volet A)	SIE-Z023-0	Use of Community Resources (part A)
FIN-Z024-0	Utilisation des ressources du milieu (volet B)	SIE-Z024-0	Use of Community Resources (part B)
FIN-Z025-0	La préparation au transfert des apprentissages (volet A)	SIE-Z025-0	Preparation for Transfer of Learning (part A)
FIN-Z026-0	La préparation au transfert des apprentissages (volet B)	SIE-Z026-0	Preparation for Transfer of Learning (part B)

SOCIAL INTEGRATION SERVICES

SOURCE	TITLE	DOCUMENT CODE
DFGA	Programs: 38-8369 <i>Services de formation à l'intégration sociale – juin 1998</i>	
DFGA	38-8369A <i>Social Integration Services – June 2000</i>	
	DFGA Web site Microsoft PowerPoint Slide Presentation on the <i>Social Integration Services</i> Program	
DFGA	Organization Guides:	
DFGA	38-8370 <i>Services de formation à l'intégration sociale</i>	
	38-8370A <i>Social Integration Services</i>	
DFGA	Adult Education Guides:	
DFGA	41-1001 <i>Petit guide d'autoformation et de réflexion à la mise en œuvre des services de formation à l'intégration sociale</i>	
	41-1001A <i>Self-Training and Reflection Guide for Social Integration Services</i>	
	Documents for consultation:	
	<ul style="list-style-type: none"> • Beaupré, Pauline, Jean-Claude Kabuli, Johanne Trahan and Micheline Gratton. <i>Partenariat en recherche : un atout pour les intervenants et les familles des personnes vivant avec des incapacités</i>. Éditions nouvelles, 2000. • <i>Intervention auprès d'une personne ayant une déficience intellectuelle profonde. Coopération, revalorisation, compétence. Actes du Colloque provincial pour la déficience intellectuelle profonde avec ou sans déficience associée</i>. Magog-Ford, Québec: IQDI, Les éditions de la collectivité, 7-8 October 1999. • Rocque, S., J. Langevin, J. Drouin & J. Faille. <i>De l'autonomie à la réduction des dépendances</i>. Montréal: Éditions Nouvelles, 1999. 	

SOCIAL STUDIES

LIST OF COURSES		LOCAL PROGRAM	
FRENCH SECTOR		ENGLISH SECTOR	
	TITLE	CODE	TITLE
SCH-1001-1	Sciences humaines 1 ^{re} secondaire : programme local	SST-1001-1	Social Studies, Secondary I: Local Program
SCH-1002-2	Sciences humaines 1 ^{re} secondaire : programme local	SST-1002-2	Social Studies, Secondary I: Local Program
SCH-1003-3	Sciences humaines 1 ^{re} secondaire : programme local	SST-1003-3	Social Studies, Secondary I: Local Program
SCH-1004-4	Sciences humaines 1 ^{re} secondaire : programme local	SST-1004-4	Social Studies, Secondary I: Local Program
SCH-2001-1	Sciences humaines 2 ^e secondaire : programme local	SST-2001-1	Social Studies, Secondary II: Local Program
SCH-2002-2	Sciences humaines 2 ^e secondaire : programme local	SST-2002-2	Social Studies, Secondary II: Local Program
SCH-2003-3	Sciences humaines 2 ^e secondaire : programme local	SST-2003-3	Social Studies, Secondary II: Local Program
SCH-2004-4	Sciences humaines 2 ^e secondaire : programme local	SST-2004-4	Social Studies, Secondary II: Local Program
SCH-3021-1	Sciences humaines 3 ^e secondaire : programme local	SST-3021-1	Social Studies, Secondary III: Local Program
SCH-3022-2	Sciences humaines 3 ^e secondaire : programme local	SST-3022-2	Social Studies, Secondary III: Local Program
SCH-3023-3	Sciences humaines 3 ^e secondaire : programme local	SST-3023-3	Social Studies, Secondary III: Local Program
SCH-3024-4	Sciences humaines 3 ^e secondaire : programme local	SST-3024-4	Social Studies, Secondary III: Local Program
SCH-4022-2	Sciences humaines : Industrialisation et urbanisation au Québec, 4 ^e sec.	SST-4022-2	Social Studies, Secondary IV: Industrialization and Urbanization in Québec
SCH-4023-2	Sciences humaines : La démocratie et la culture au Québec, 4 ^e sec.	SST-4023-2	Social Studies, Secondary IV: Democracy and Culture in Québec
SCH-4031-1	Sciences humaines 4 ^e secondaire : programme local	SST-4031-1	Social Studies, Secondary IV: Local Program
SCH-4032-2	Sciences humaines 4 ^e secondaire : programme local	SST-4032-2	Social Studies, Secondary IV: Local Program
SCH-4033-3	Sciences humaines 4 ^e secondaire : programme local	SST-4033-3	Social Studies, Secondary IV: Local Program
SCH-4034-4	Sciences humaines 4 ^e secondaire : programme local	SST-4034-4	Social Studies, Secondary IV: Local Program
SCH-5051-1	Sciences humaines 5 ^e secondaire : programme local	SST-5051-1	Social Studies, Secondary V: Local Program
SCH-5052-2	Sciences humaines 5 ^e secondaire : programme local	SST-5052-2	Social Studies, Secondary V: Local Program
SCH-5053-3	Sciences humaines 5 ^e secondaire : programme local	SST-5053-3	Social Studies, Secondary V: Local Program
SCH-5054-4	Sciences humaines 5 ^e secondaire : programme local	SST-5054-4	Social Studies, Secondary V: Local Program

SOCIAL STUDIES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programs: <i>L'industriel et l'urbanisation au Québec, 4^e sec.</i>	38-7759	<i>Industrialization and Urbanization in Québec</i>	38-7759A
	<i>La démocratie et la culture au Québec, 4^e sec.</i>	38-7759	<i>Democracy and Culture in Québec</i>	38-7759A
DFGA	Definitions of the Domain: <i>Industrialisation et urbanisation au Québec, 4^e sec.</i>	41-1053	<i>Industrialization and Urbanization in Québec</i>	41-1053A
DFGA	<i>La démocratie et la culture au Québec, 4^e sec.</i>	41-1054	<i>Democracy and Culture in Québec</i>	41-1054A

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-P001-1	Culture du marché du travail	SVI-P001-1	The Culture of Work
ISP-P002-1	Métiers et professions	SVI-P002-1	Trades and Occupations
ISP-P003-1	Réalités du monde du travail	SVI-P003-1	Realities in the World of Work
ISP-P004-2	Bilan et fonctions de travail	SVI-P004-2	Functions of Work
ISP-P005-1	Lieux de recherche d'emploi	SVI-P005-1	Where to Look for Work
ISP-P006-1	Méthodes d'insertion professionnelle	SVI-P006-1	How to Enter the Job Market
ISP-P007-2	Connaissance et affirmation de soi	SVI-P007-2	Self-Knowledge and Assertiveness
ISP-P008-1	Habiletés cognitives	SVI-P008-1	Cognitive Skills
ISP-P009-1	Sens du travail bien fait	SVI-P009-1	Sense of Accomplishment
ISP-P010-1	Travail répétitif	SVI-P010-1	Repetitive Tasks
ISP-P011-3	Stage de qualification professionnelle I lié à l'exercice d'un métier non spécialisé	SVI-P011-3	Practicum: Vocational Qualification I (Unskilled)
ISP-P012-3	Stage de qualification professionnelle II lié à l'exercice d'un métier non spécialisé	SVI-P012-3	Practicum: Vocational Qualification II (Unskilled)
ISP-P013-3	Stage de qualification professionnelle III lié à l'exercice d'un métier non spécialisé	SVI-P013-3	Practicum: Vocational Qualification III (Unskilled)
ISP-P014-3	Stage de qualification professionnelle IV lié à l'exercice d'un métier non spécialisé	SVI-P014-3	Practicum: Vocational Qualification IV (Unskilled)
ISP-P015-3	Stage de qualification professionnelle V lié à l'exercice d'un métier non spécialisé	SVI-P015-3	Practicum: Vocational Qualification V (Unskilled)
ISP-P016-3	Stage de qualification professionnelle VI lié à l'exercice d'un métier non spécialisé	SVI-P016-3	Practicum: Vocational Qualification VI (Unskilled)
ISP-1001-1	Collecte d'information scolaire et professionnelle	SVI-1001-1	Collecting Educational and Vocational Information
ISP-1002-3	Stage d'exploration de l'environnement	SVI-1002-3	Practicum: Exploring the Environment
ISP-1003-1	Initiation au marché du travail	SVI-1003-1	Introduction to the World of Work
ISP-1004-1	Processus de recherche d'information	SVI-1004-1	Information Research Techniques
ISP-1005-2	Bilan et choix professionnel	SVI-1005-2	Career Choice Education
ISP-1006-1	Stage de validation du choix professionnel	SVI-1006-1	Practicum: Validating Career Choice
ISP-1007-1	Stage d'exploration des lieux de recherche d'emploi	SVI-1007-1	Practicum: Where to Look for Work
ISP-1008-1	Méthode de recherche d'emploi	SVI-1008-1	How to Look for Work
ISP-1009-1	Mise en marche de soi	SVI-1009-1	How to Market Your Skills

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-1010-2	Stage d'utilisation des méthodes d'insertion	SVI-1010-2	Practicum: How to Adapt to the Job Market
ISP-1011-2	Activité non traditionnelle	SVI-1011-2	Non-Traditional Activities
ISP-1012-2	Connaissance des ressources de soutien professionnel en milieu de travail	SVI-1012-2	Professional Resources at Work
ISP-1013-1	Le droit au travail	SVI-1013-1	Rights at Work
ISP-1014-1	Plan d'action	SVI-1014-1	Plan of Action
ISP-1015-1	Autonomie et initiative	SVI-1015-1	Independence and Initiative
ISP-1016-1	Adaptabilité aux changements	SVI-1016-1	Adapting to Change
ISP-1017-1	Ténacité	SVI-1017-1	Persistence
ISP-1018-1	Confiance en soi	SVI-1018-1	Self-Confidence
ISP-1019-1	Sens des responsabilités	SVI-1019-1	Gaining a Sense of Responsibility
ISP-1020-1	Communication orale au travail	SVI-1020-1	Oral Communication Skills at Work
ISP-1021-1	Communication écrite au travail	SVI-1021-1	Written Communication Skills at Work
ISP-1022-1	Travail en équipe	SVI-1022-1	Working in Teams
ISP-1023-1	Stratégie de résolution de problèmes	SVI-1023-1	Problem-Solving Strategies
ISP-1024-1	Adaptation au travail	SVI-1024-1	Adapting to Work
ISP-1025-1	Gestion de soi au quotidien	SVI-1025-1	Work Management Skills
ISP-1026-1	Motivation personnelle	SVI-1026-1	Personal Motivation
ISP-1027-1	Orientation professionnelle stratégique	SVI-1027-1	Strategic Orientation
ISP-1028-1	Culture organisationnelle	SVI-1028-1	Culture of the Organization
ISP-1029-1	Stage d'acquisition des compétences socioprofessionnelles	SVI-1029-1	Practicum: Acquiring Sociovocational Skills
ISP-1030-4	Défi d'emploi	SVI-1030-4	Meeting the Job Challenge
ISP-1031-2	Stage de soutien au placement	SVI-1031-2	Practicum: Meeting the Job Challenge
ISP-1032-2	Maintien à l'emploi	SVI-1032-2	Keeping a Job
ISP-1501-2	Stage de qualification professionnelle VII	SVI-1501-2	Practicum: Vocational Qualification VII
ISP-1502-3	Stage de qualification professionnelle VIII	SVI-1502-3	Practicum: Vocational Qualification VIII
ISP-1503-4	Stage de qualification professionnelle IX	SVI-1503-4	Practicum: Vocational Qualification IX
ISP-1504-5	Stage de qualification professionnelle X	SVI-1504-5	Practicum: Vocational Qualification X
ISP-2001-1	Processus cognitif	SVI-2001-1	Cognitive Processes

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-3001-3	Stage de qualification professionnelle I lié à l'exercice d'un métier semi-spécialisé	SVI-3001-3	Practicum: Vocational Qualification I (Semiskilled)
ISP-3002-3	Stage de qualification professionnelle II lié à l'exercice d'un métier semi-spécialisé	SVI-3002-3	Practicum: Vocational Qualification II (Semiskilled)
ISP-3003-3	Stage de qualification professionnelle III lié à l'exercice d'un métier semi-spécialisé	SVI-3003-3	Practicum: Vocational Qualification III (Semiskilled)
ISP-3004-3	Stage de qualification professionnelle IV lié à l'exercice d'un métier semi-spécialisé	SVI-3004-3	Practicum: Vocational Qualification IV (Semiskilled)
ISP-3005-3	Stage de qualification professionnelle V lié à l'exercice d'un métier semi-spécialisé	SVI-3005-3	Practicum: Vocational Qualification V (Semiskilled)
ISP-3006-3	Stage de qualification professionnelle VI lié à l'exercice d'un métier semi-spécialisé	SVI-3006-3	Practicum: Vocational Qualification VI (Semiskilled)

LIST OF INACTIVE CODES ✓			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PER-4030-1	Réalités du monde du travail	PRS-4030-1	Realities of the World of Work
PER-4031-1	Prise de décision face au travail	PRS-4031-1	Decision-Making at Work
PER-4032-1	Travail en groupe	PRS-4032-1	Teamwork
PER-4033-2	Aptitudes physiques au travail	PRS-4033-2	Physical Requirements of the Job
PER-4051-3	Droits et place des femmes au travail	PRS-4051-3	Rights of Women in the Workplace
PER-4052-1	Transition-travail (recherche emploi)	PRS-4052-1	Job Search Techniques
PER-4053-1	Méthodes de travail	PRS-4053-1	Organizational Methods
PER-4058-2	Instrumentation particulière	PRS-4058-2	Specific Tools
PER-4059-7	Collecte d'information scolaire et professionnelle	PRS-4059-7	Academic and Occupational Information
PER-4060-8	Atelier d'exploration des métiers non traditionnels	PRS-4060-8	Exploration Workshops in School or in Companies
PER-4061-1	Découverte de modèles	PRS-4061-1	Discovering Role Models

✓ These codes have been inactive since June 30, 1997. See *Info/sanction adultes*, number 224.

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF INACTIVE CODES ✓

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PER-4062-2	Stage d'exploration	PRS-4062-2	Practicum
PER-5032-5	Choix professionnel	PRS-5032-5	Career Choice
PER-5033-3	Recherche d'emploi	PRS-5033-3	Job Search Techniques
PER-5034-2	Connaissance de soi face au travail	PRS-5034-2	Self-Knowledge in the World of Work
PER-5035-1	Communication au travail	PRS-5035-1	Communication at Work
PER-5036-2	Responsabilités au travail	PRS-5036-2	Responsibility in the Workplace
PER-5037-2	Connaissance des ressources professionnelles au travail	PRS-5037-2	Professional Resources in the Workplace
PER-5038-2	Travail et environnement	PRS-5038-2	Work and the Environment
PER-5091-5	Transition-travail (démarche d'orientation)	PRS-5091-5	Steps Taken in Pursuit of Career Goal
PER-5101-5	Stage d'intégration professionnelle	PRS-5101-5	Practicum
PER-5105-2	Activité non traditionnelle et condition féminine	PRS-5105-2	Non-Traditional Occupations and the Status of Women
PER-5106-2	Connaissance et affirmation de soi	PRS-5106-2	Self-Knowledge and Assertiveness
PER-5107-1	Choix professionnel	PRS-5107-1	Occupational Choice
PER-5108-1	Plan d'action	PRS-5108-1	Plan of Action

✓ These codes have been inactive since June 30, 1997. See *Info/sanction adultes*, number 224.

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF INACTIVE CODES ✓			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-3010-2	Développement du potentiel intellectuel I		
SCH-3025-1	Intégration socioprofessionnelle : travail en équipe		
SCH-3026-1	Intégration socioprofessionnelle : autonomie et initiative		
SCH-3027-1	Intégration socioprofessionnelle : ténacité		
SCH-3028-1	Intégration socioprofessionnelle : confiance en soi		
SCH-3029-1	Intégration socioprofessionnelle : sens des responsabilités		
SCH-3030-1	Intégration socioprofessionnelle : sens du travail bien fait		
SCH-3031-1	Intégration socioprofessionnelle : travail répétitif		
SCH-3032-1	Intégration socioprofessionnelle : mise en marché de soi		
SCH-3033-1	Intégration socioprofessionnelle : connaissance des lieux de recherche d'emploi		
SCH-3034-1	Flexibilité et adaptabilité aux changements		
SCH-3035-1	Intégration socioprofessionnelle : adaptation au travail		
SCH-3036-2	Maintien en emploi		
SCH-3037-1	Initiation au marché du travail		
SCH-3038-3	Stage de connaissance de l'environnement		
SCH-3039-2	Stage d'insertion professionnelle I		
SCH-3040-1	Culture du marché du travail		
SCH-5055-2	Bilan et choix professionnel		
SCH-5056-1	À la recherche des ressources et des services d'aide		
SCH-5057-1	Méthode de recherche d'emploi		
SCH-5058-4	Défi-emploi		

✓ These codes have been inactive since June 30, 1997. See *Info/sanction adultes*, number 224.

SOCIOVOCATIONAL INTEGRATION SERVICES

LOCAL PROGRAM			
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LIST OF COURSES ^{TT}			
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FRENCH SECTOR		ENGLISH SECTOR	
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SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-P021-1	ISP – Habiletés cognitives : programme local	SVI-P021-1	SVI – Cognitive Skills: Local Program
ISP-1041-1	ISP – Droit au travail : programme local	SVI-1041-1	SVI – Rights at Work: Local Program
ISP-1042-1	ISP – Communication orale au travail : programme local	SVI-1042-1	SVI – Oral Communication Skills at Work: Local Program
ISP-1043-1	ISP – Communication écrite au travail : programme local	SVI-1043-1	SVI – Written Communication Skills at Work: Local Program
ISP-1044-1	ISP – Stratégie de résolution de problèmes : programme local	SVI-1044-1	SVI – Problem-Solving Strategies: Local Program
ISP-1045-2	ISP – Stage de soutien au placement : programme local	SVI-1045-2	SVI – Practicum: Meeting the Job Challenge: Local Program
ISP-2011-1	ISP – Processus cognitif : programme local	SVI-2011-1	SVI – Cognitive Processes: Local Program

✓✓ See *Info/sanction adultes*, number 216.

SOCIOVOCATIONAL INTEGRATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA DFGA	Research: <i>Services d'intégration socioprofessionnelle : Données sur la population inscrite en 1995-1996 et 1996-1997</i> Programs: <i>Programme d'études Intégration socioprofessionnelle (ISP). Mise à jour, janvier 2002</i> <i>Sociovocational Integration Services (SVIS) Program. Update, January 2002</i> DFGA Web site : Microsoft PowerPoint Slide Presentation <i>Sociovocational Integration Program</i>	38-7561 41-1074 41-1074A
DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA DFGA	Guides: <i>Guide d'organisation Intégration socioprofessionnelle (ISP). Mise à jour, janvier 2002</i> <i>Sociovocational Integration Services(SVIS) Organization Guide . Update, January 2002</i> <i>Conseils et stratégies pour organiser et offrir l'intégration socioprofessionnelle (ISP)</i> <i>Advice and Strategies for Organizing and Offering Sociovocational Integration Services (SVI)</i> <i>Guide des stages (ISP). Mise à jour, décembre 2001</i> <i>Practicum Guide (SVI). Update, December 2001</i> <i>Guide d'organisation</i> <i>Organization Guide</i> <i>Expertise et recommandations des commissions scolaires relativement aux populations qui manifestent des besoins particuliers</i> <i>Recommendations by School Boards on Clienteles With Special Needs</i> <i>Guide des stages</i> <i>Practicum Guide</i>	41-1115 41-1115A 41-1072 41-1072A 41-1073 41-1073A 38-7558 38-7558A 38-7559 38-7559A 38-9650 38-9650A

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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Histoire – Division du travail et organisations ouvrières</i>	38-7586
DFGA	<i>Vie économique – Le monde du travail, c'est tout un job</i>	38-7590
DFGA	<i>Document d'information. Certificat de formation en insertion socioprofessionnelle des adultes : métiers non spécialisés, Intégration socioprofessionnelle (ISP). Mise à jour, septembre 2001</i>	41-1005-01
DFGA	<i>Information Document. Training Certificate in Sociovocational Integration (Adult Sector): Unskilled Occupations (SVI) 2000-2001</i>	41-1005A
DFGA	<i>Conseils et stratégies pour organiser et offrir l'intégration socioprofessionnelle (ISP). Mise à jour, décembre 2001</i>	41-1072
DFGA	<i>Advice and Strategies for Organizing and Offering Sociovocational Integration Services (SVI). Update, January 2002</i>	41-1072A
DFGA	<i>Expertise et recommandations des commissions scolaires relativement aux populations qui manifestent des besoins particuliers (ISP). Mise à jour,</i>	41-1114
DFGA	<i>Advice and Strategies for Organizing and Offering SVI. Update, June 2002</i>	41-1114A

SOCIOVOCATIONAL INTEGRATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain: Volet 1.1.1 Environnement sociopoliticoéconomique (théorique) <i>Culture du marché du travail (ISP-P001-1)</i>	38-9504	Definitions of the Domain: Section 1.1.1 Social, Political and Economic Environment (theoretical) <i>The Culture of Work (SVI-P001-1)</i>	IN PREPARATION
DFGA	<i>Réalités du monde du travail (ISP-P003-1)</i>	38-9505	<i>Realities in the World of Work (SVI-P003-1)</i>	
DFGA	<i>Collecte d'information scolaire et professionnelle (ISP-1001-1)</i>	38-9506	<i>Collecting Educational and Vocational Information (SVI-1001-1)</i>	
DFGA	<i>Stage d'exploration de l'environnement (ISP-1002-3)</i>	38-9507	<i>Practicum: Exploring the Environment (SVI- 1002-1)</i>	
DFGA	<i>Initiation au marché du travail (ISP-1003-1)</i>	38-9508	<i>Introduction in the World of Work (SVI-1003-1)</i>	
DFGA	Definitions of the Domain: Volet 1.1.2 Connaissance de soi sur le plan professionnel <i>Bilan et choix professionnels (ISP-1005-2)</i>	38-9509	Definitions of the Domain: Section 1.1.2 Knowing One's Vocational Profile <i>Career Choice Education (SVI-1005-2)</i>	IN PREPARATION
DFGA	<i>Stage de validation du choix professionnel (ISP-1006-1)</i>	38-9510	<i>Practicum: Validating Career Choice (SVI-1006-1)</i>	
DFGA	Definition of the Domain: Volet 1.1.3 Lieux de recherche d'emploi <i>Stage d'exploration des lieux de recherche d'emploi (ISP-1007-1)</i>	38-9511	Definition of the Domain: Section 1.1.3 Where to Look for Work <i>Practicum: Where to Look for Work (SVI-1007-1)</i>	IN PREPARATION

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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definition of the Domain: Volet 1.1.4 Méthodes d'insertion <i>Stage d'utilisation des méthodes d'insertion professionnelle (ISP-1010-2)</i>	38-9512	Definition of the Domain: Section 1.1.4 How to Enter the Job Market <i>Practicum: How to Adapt to the Job Market (SVI-1010-2)</i>	IN PREPARATION
DFGA	Definitions of the Domain: Volet 1.1.5 Environnement sociopoliticoéconomique (pratique) <i>Activités non traditionnelles (ISP-1011-2)</i>	38-9513	Definitions of the Domain: Section 1.1.5 Social, Political and Economic Environment (practical) <i>Non-Traditional Activities (SVI-1011-2)</i>	IN PREPARATION
DFGA	<i>Connaissance des ressources de soutien professionnel en milieu de travail (ISP-1012-2)</i>	38-9514	<i>Professional Resources at Work (SVI-1012-2)</i>	
DFGA	<i>Plan d'action (ISP-1014-1)</i>	38-9515	<i>Plan of Action (SVI-1014-1)</i>	
DFGA	<i>Connaissance et affirmation de soi (ISP-P007-2)</i>	38-9516	<i>Self-Knowledge and Assertiveness (SVI-P007-2)</i>	
DFGA	Definitions of the Domain: Volet 1.2.1 Développement personnel <i>Autonomie et initiative (ISP-1015-1)</i>	38-9517	Definitions of the Domain: Section 1.2.1 Personal Development <i>Independence and Initiatives (SVI-1015-1)</i>	IN PREPARATION
DFGA	<i>Confiance en soi (ISP-1018-1)</i>	38-9518	<i>Self-Confidence (SVI-1018-1)</i>	
DFGA	<i>Sens des responsabilités (ISP-1019-1)</i>	38-9519	<i>Gaining a Sense of Responsibility (SVI-1019-1)</i>	
DFGA	Definition of the Domain: Volet 1.2.3 Travail d'équipe <i>Travail d'équipe (ISP-1022-1)</i>	38-9520	Definition of the Domain: Section 1.2.3 Teamwork <i>Working in Teams (SVI-1022-1)</i>	IN PREPARATION

SOCIOVOCATIONAL INTEGRATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definition of the Domain: Volet 1.2.4 Développement cognitif <i>Processus cognitifs (ISP-2001-1)</i>	38-9521	Definition of the Domain: Section 1.2.4 Cognitive Development <i>Cognitive Processes (SVI-2001-1)</i>	IN PREPARATION
DFGA DFGA	Definitions of the Domain: Volet 1.2.5 Habitudes de travail <i>Sens du travail bien fait (ISP-P009-1)</i> <i>Adaptation au travail (ISP-1024-1)</i>	38-9522 38-9523	Definitions of the Domain: Section 1.2.5 Work Habits <i>Sense of Accomplishment (SVI-P009-1)</i> <i>Adapting to Work (SVI-1024-1)</i>	IN PREPARATION
DFGA	Definition of the Domain: Volet 1.2.6 Développement vocationnel ou professionnel <i>Motivation personnelle (ISP-1026-1)</i>	38-9524	Definition of the Domain: Section 1.2.6 Vocational Development <i>Personal Motivation (SVI-1026-1)</i>	IN PREPARATION
DFGA	Definition of the Domain: Volet 1.2.7 Acquisition de compétences socioprofessionnelles <i>Stage d'acquisition de compétences socioprofessionnelles (ISP-1029-1)</i>	38-9525	Definition of the Domain: Section 1.2.7 Acquiring Sociovocational Skills <i>Practicum: Acquiring Sociovocational Skills (SVI-1029-1)</i>	IN PREPARATION

SOCIOVOCATIONAL INTEGRATION SERVICES

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain: Volet 1.3.1 Qualification professionnelle liée à l'exercice d'un métier non spécialisé <i>Stage de qualification professionnelle I, lié à l'exercice d'un métier non spécialisé (ISP-P011-3)</i>	38-9526	Definitions of the Domain: Section 1.3.1 Qualification for Unskilled Occupations <i>Practicum: Vocational Qualification I (SVI-P011-3)</i>	IN PREPARATION
DFGA	<i>Stage de qualification professionnelle II, lié à l'exercice d'un métier non spécialisé (ISP-P012-3)</i>	38-9527	<i>Practicum: Vocational Qualification II (SVI- P012-3)</i>	
DFGA	<i>Stage de qualification professionnelle III, lié à l'exercice d'un métier non spécialisé (ISP-P013-3)</i>	38-9528	<i>Practicum: Vocational Qualification III (SVI-P013-3)</i>	
DFGA	<i>Stage de qualification professionnelle IV, lié à l'exercice d'un métier non spécialisé (ISP-P014-3)</i>	38-9529	<i>Practicum: Vocational Qualification IV (SVI-P014-3)</i>	
DFGA	<i>Stage de qualification professionnelle V, lié à l'exercice d'un métier non spécialisé (ISP-P015-3)</i>	38-9530	<i>Practicum: Vocational Qualification V (SVI- P015-3)</i>	
DFGA	<i>Stage de qualification professionnelle VI, lié à l'exercice d'un métier non spécialisé (ISP-P016-3)</i>	38-9531	<i>Practicum: Vocational Qualification VI (SVI-P016-3)</i>	

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DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain: Volet 1.3.2 Qualification professionnelle liée à l'exercice d'un métier semi- spécialisé <i>Stage de qualification professionnelle I, lié à l'exercice d'un métier semi-spécialisé (ISP-3001-3)</i>	38-9532	Definitions of the Domain: Section 1.3.2 Qualification for Semiskilled Occupations <i>Practicum: Vocational Qualification I (SVI-3001-3)</i>	
DFGA	<i>Stage de qualification professionnelle II, lié à l'exercice d'un métier semi-spécialisé (ISP-3002-3)</i>	38-9533	<i>Practicum: Vocational Qualification II (SVI- 3002-3)</i>	
DFGA	<i>Stage de qualification professionnelle III, lié à l'exercice d'un métier semi-spécialisé (ISP-3003-3)</i>	38-9534	<i>Practicum: Vocational Qualification III (SVI-3003-3)</i>	
DFGA	<i>Stage de qualification professionnelle IV, lié à l'exercice d'un métier semi-spécialisé (ISP-3004-3)</i>	38-9535	<i>Practicum: Vocational Qualification IV (SVI-3004-3)</i>	IN PREPARATION
DFGA	<i>Stage de qualification professionnelle V, lié à l'exercice d'un métier semi-spécialisé (ISP-3005-3)</i>	38-9536	<i>Practicum: Vocational Qualification V (SVI- 3005-3)</i>	
DFGA	<i>Stage de qualification professionnelle VI, lié à l'exercice d'un métier semi-spécialisé (ISP-3006-3)</i>	38-9537	<i>Practicum: Vocational Qualification VI (SVI-3006-3)</i>	

Appendix D

**Partial List of Administrative Documents
Published by the Ministère de l'Éducation du Québec,
du Loisir et du Sport**

Québec. *Basic Adult General Education Regulation*. Excerpt from the *Gazette officielle du Québec*, Order in Council 652-2000, 14 June 2000.

Québec. *College Education Regulations, General and Vocational Colleges Act* (R.S.Q., chapter 29), 1999.

Québec. *Education Act* (R.S.Q., chapter I-13.3), as amended on October 27, 1999. Québec: Éditeur officiel du Québec, 1999.

Québec. Ministère de l'Éducation, Direction de la coordination des réseaux. *Circulaire administrative* (sporadic publication).

Québec. Ministère de l'Éducation, Direction de la formation générale des adultes. *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis*. Québec: Gouvernement du Québec, 1995.

Québec. Ministère de l'Éducation, Direction de la gestion des systèmes de collecte. *Guide de la déclaration d'effectif scolaire des adultes en formation générale (SIFCA)*. Québec: Gouvernement du Québec, 1999-2000 (Code 46-3504).

Québec. Ministère de l'Éducation, Direction de la sanction des études. *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education, 2000-2001*. Québec: Gouvernement du Québec, 2000 (Code 18-7708-00A).

_____. *Guide d'utilisation du système de sanction des études en formation générale (SAGE)*. Québec: Gouvernement du Québec, 1997 (Code 16-7829).

_____. *Info/sanction adultes*. Québec: Gouvernement du Québec (sporadic publication).

Québec. Ministère de l'Éducation, Direction générale du financement et de l'équipement. *Règles budgétaires pour l'année scolaire 2000-2001; commission scolaire*. Québec: Gouvernement du Québec, 2000 (Code 73-0353).

Québec. Ministère de l'Éducation. *General Education for Adults, 2000-2001 Directives*. Québec: Gouvernement du Québec, 2000.

Appendix E

**DFGA Coordinators at the Regional Offices of the
Ministère de l'Éducation, du Loisir et du Sport**

NO.	REGIONAL OFFICE	NAME/TITLE	ADDRESS	TELEPHONE	FAX
01	Bas-Saint-Laurent et de la Gaspésie—Îles-de-la-Madeleine	Normand Pelletier, responsable Gérard Bédard, directeur régional	Ministère de l'Éducation 355, boulevard Saint-Germain Ouest, 2 ^e étage RIMOUSKI (Québec) G5L 3N2	(418) 727-3611 (418) 727-3600	(418) 727-3557
02	Saguenay—Lac-Saint-Jean	Donald Gaudreault, responsable François Paquette, directeur régional	Ministère de l'Éducation 3950, boulevard Harvey, 2 ^e étage JONQUIÈRE (Québec) G7X 8L6	(418) 695-8856 (418) 695-7982	(418) 695-7990
03	Capitale-Nationale et de la Chaudière-Appalaches	Denis Papillon, responsable Marie-Sylvie Descôteaux, directrice régionale	Ministère de l'Éducation 1020, route de l'Église, 3 ^e étage SAINTE-FOY (Québec) G1V 3V9	(418) 644-0371 (418) 643-7934	(418) 643-0972
04	Mauricie et du Centre-du-Québec	Marie-Hélène Rheault, responsable Claude Lamarre, directeur régional	Ministère de l'Éducation 100, rue Laviolette, 2 ^e étage, bureau 213 TROIS-RIVIÈRES (Québec) G9A 5S9	(819) 371-4994 (819) 371-6711	(819) 371-6075
05	Estrie	Sylvie Veilleux, responsable Diane Lamothe, directrice régionale	Ministère de l'Éducation 200, rue Belvédère Nord, bureau 3.05 SHERBROOKE (Québec) J1H 4A9	(819) 820-3327 (819) 820-3382	(819) 820-3947
06.1	Laval, des Laurentides et de Lanaudière	Nicole Paquin, responsable Lauraine Langlois, directrice régionale	Ministère de l'Éducation 300, rue Sicard, 2 ^e étage, bureau 200 SAINTE-THÉRÈSE-DE-BLAINVILLE (Québec) J7E 3X5	(450) 430-1814 (514) 430-3611	(514) 430-4005

NO.	REGIONAL OFFICE	NAME/TITLE	ADDRESS	TELEPHONE	FAX
06.2	De la Montérégie	Anne Bérat, responsable Francis Culée, directeur régional	Ministère de l'Éducation 201, place Charles-Lemoyne, 6 ^e étage LONGUEUIL (Québec) J4K 2T5	(450) 928-5022 (514) 928-7438	(514) 928-7451
06.3	Montréal	Marie Doyon, responsable Gilles Lamirande, directeur régional	Ministère de l'Éducation 600, rue Fullum, 10 ^e étage MONTRÉAL (Québec) H2K 4L1	(514) 873-1108 (514) 873-4630	(514) 873-7281
07	De l'Outaouais	Hélène Audet, responsable Claude Landry, directeur régional	Ministère de l'Éducation 170, rue de l'Hôtel-de-Ville, 4 ^e étage HULL (Québec) J8X 4C2	(819) 772-3120 (819) 772-3382	(819) 772-3955
08	Abitibi-Témiscamingue	Annie Côté, responsable Guylaine Larose, directrice régionale	Ministère de l'Éducation 215, boulevard Rideau ROUYN-NORANDA (Québec) J9X 5Y6	(819) 763-3004 (819) 763-3001	(819) 763-3017
09	Côte-Nord	Françoise Aubry, responsable Lucy de Mendonça, directrice régionale	Ministère de l'Éducation 106, rue Napoléon, 2 ^e étage SEPT-ÎLES (Québec) G4R 3L7	(418) 964-8425 (418) 964-8420	(418) 964-8504
	Direction des politiques et des projets, service anglophone	Sam Boskey, responsable	Ministère de l'Éducation 600, rue Fullum, 9 ^e étage MONTRÉAL (Québec) H2K 4L1	(514) 873-6023	(514) 864-4181
	Direction générale des régions	Alain Veilleux (par intérim)	Édifce Marie-Guyart, 13 ^e étage 1035, rue De La Chevrotière Québec (Québec) G1R 5A5	(418) 425-2314	(418) 646-8419

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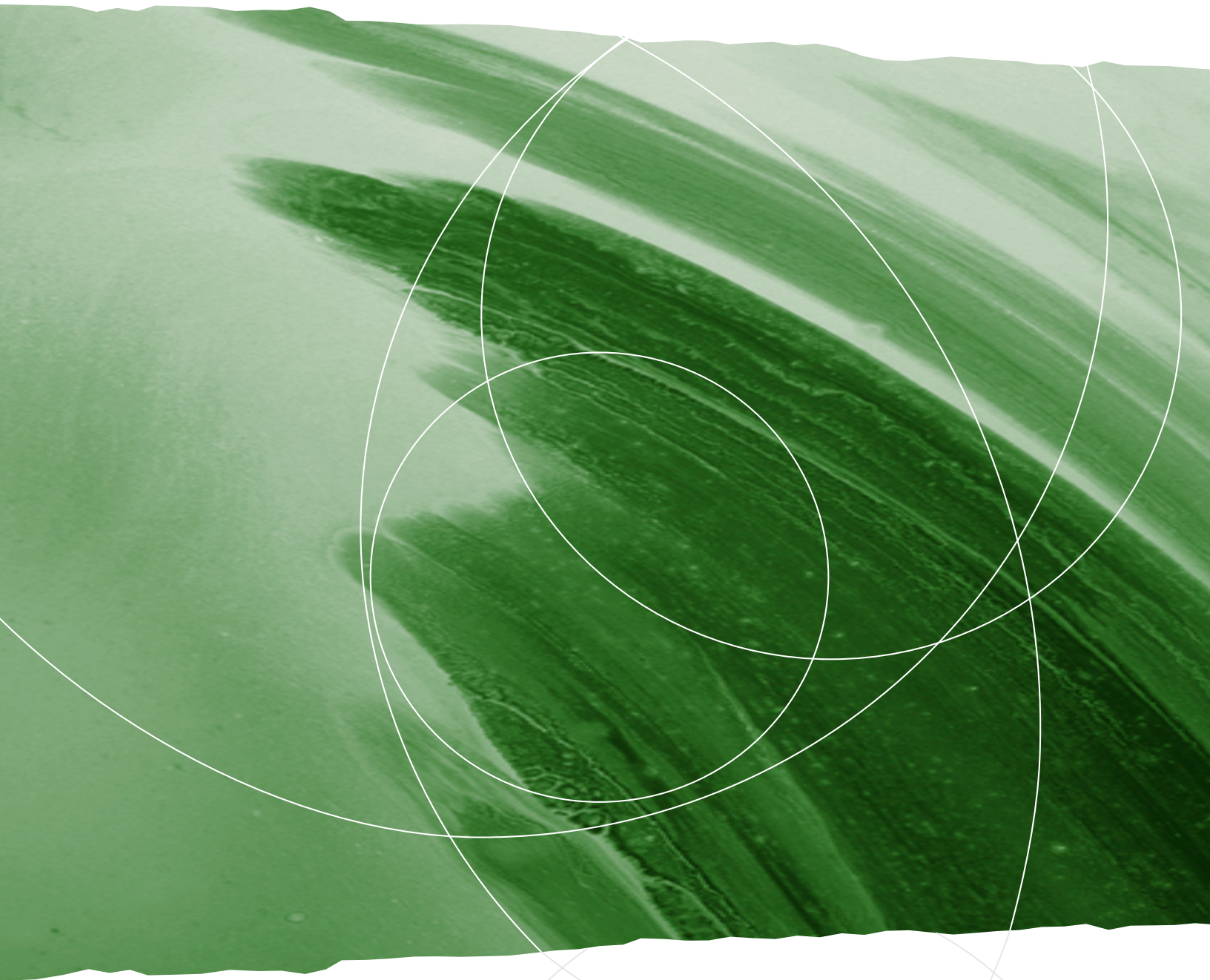
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