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**English translation**

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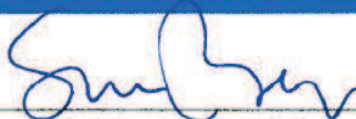
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## DÉFINITION DU PROGRAMME D'ÉTUDES

<b>Titre, code et version du programme :</b>	Arts, lettres et communication – Premières Nations 500.B1 (2017) Arts, lettres et communication – Inuits 500.C1 (2017)
<b>Type de programme</b>	: Programme d'études préuniversitaires
<b>Type de sanction</b>	: Diplôme d'études collégiales
<b>Condition particulière d'admission</b>	: Aucune
<b>Nombre d'unités</b>	: 56 ⅔
— Formation générale	: 26 ⅔
— Formation spécifique	: 30
<b>Nombre de périodes d'enseignement:</b>	1 365
— Formation générale	: 660
— Formation spécifique	: 705
<b>Options du programme d'études</b>	: Multidisciplinaire Arts Cinéma Langues Littérature Médias Théâtre

## APPROBATION

Recommandations :

  
\_\_\_\_\_  
Sous-ministre adjoint  
Enseignement supérieur

24-5-2017  
Date

  
\_\_\_\_\_  
Sous-ministre

24-5-17  
Date

Approbation de la ministre :

  
\_\_\_\_\_

26/05/17  
Date

## DEFINITION OF THE PROGRAM

<b>Program title, code and version</b>	:	Arts, Literature and Communication – First Nations 500.B1 (2017)  Arts, Literature and Communication – Inuit 500.C1 (2017)
<b>Type of program</b>	:	Pre-university program
<b>Type of certification</b>	:	Diploma of College Studies
<b>Special conditions for admission</b>	:	None
<b>Number of credits</b>	:	56 $\frac{2}{3}$
— General education component:	:	26 $\frac{2}{3}$
— Program-specific component	:	30
<b>Number of periods of instruction</b>	:	1365
— General education component:	:	660
— Program-specific component	:	705
<b>Program options</b>	:	Multidisciplinary Creative Arts Cinema Languages Literature Media Theatre

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## College-Level Programs

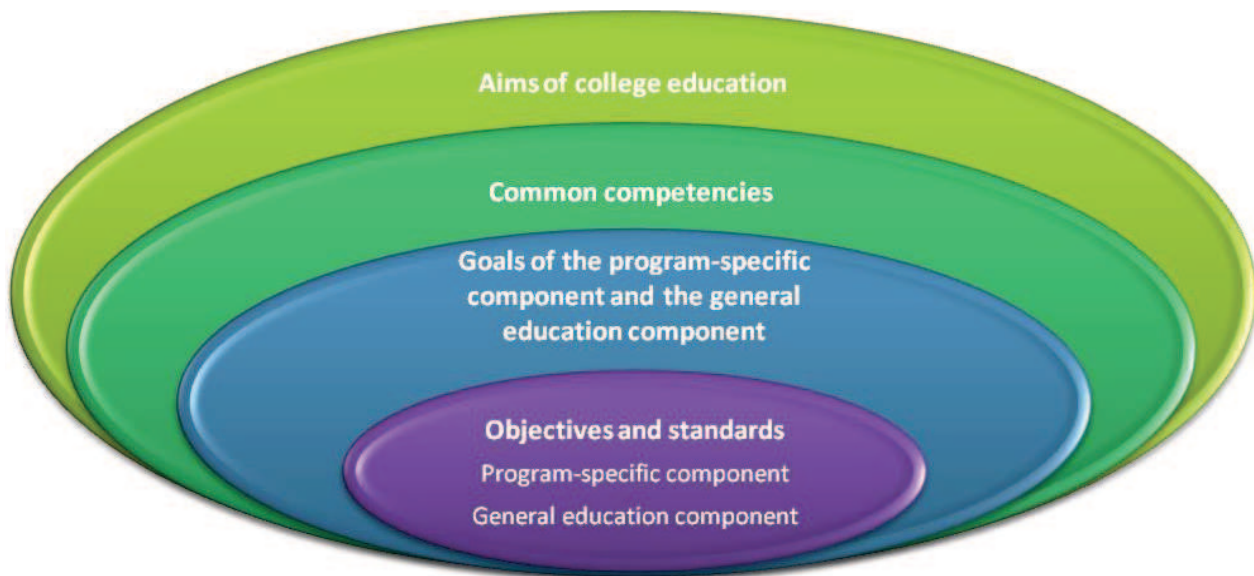
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges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

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

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

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

Figure 1 – Elements of a College-Level Program



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

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

## Aims of College Education

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

### To educate students to live responsibly in society

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

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

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

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

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

## Common Competencies of College Education

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

### Solve problems

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

### Use creativity

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

### Adapt to new situations

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

### Exercise a sense of responsibility

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

### Communicate

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

## Implementation of College-Level Programs

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

## **The Arts, Literature and Communication – First Nations Program and the Arts, Literature and Communication – Inuit Program**

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

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

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

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

- The program-specific component consists of 30 credits.
- The general education component that is common to all programs consists of 16 $\frac{2}{3}$  credits:
  - Language of Instruction and Literature: 7 $\frac{1}{3}$  credits
  - Philosophy or Humanities: 4 $\frac{1}{3}$  credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
  - Social Sciences
  - Science and Technology
  - Modern Language
  - Mathematics Literacy and Computer Science
  - Art and Aesthetics
  - Contemporary Issues

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

## Aim of the Program

The program is intended to give students a balanced education that includes a general education component and a basic cultural component. This will prepare students for university studies in the creative arts, languages, literature, education and communications.

In the creative arts, the program concentrates on fields not covered in the pre-university programs *Music, Dance and Visual Arts*.

## Goals of the Program

### Program-Specific Component

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

- Apply general knowledge and elements of culture
- Apply basic subject-specific knowledge with a view to specialized university training
- Use research methods and information technologies
- Exercise their creativity
- Communicate clearly and correctly in English and understand texts written in a second language
- Demonstrate attitudes and behaviours that foster their personal, social and academic development

#### Apply general knowledge and elements of culture

General and cultural knowledge is cross-disciplinary knowledge that contributes to the student's overall development. By applying this knowledge, students gain a better understanding of Indigenous Peoples and the other societies with which they come into contact. They become open to others and appreciate cultural diversity, thus demonstrating intercultural competency.

Through their general and cultural knowledge, students are able to consider the field of study in a general and extensive way. They are also able to develop their critical thinking as well as their ability to analyze, interpret and appreciate various cultural objects.

#### Apply basic subject-specific knowledge with a view to specialized university training

Students are able to apply basic subject-specific knowledge to the cultural aspect of their chosen field, with a view to pursuing their studies in more depth at university.

Acquiring this basic knowledge permits students to question their own situation as learners, look to the future in order to select the university program they wish to follow and begin to shape and define their emerging professional identity. In addition to using specific knowledge, skills and attitudes, students also acquire contextual, analytical and critical skills in their chosen field.

Students who take the *Multidisciplinary, Creative Arts, Cinema, Literature, Media or Theatre* option are introduced to the various aspects of a career in the cultural field in which they wish to continue their education at university. They can distinguish the themes, forms and currents associated with cultural objects, notably artistic, literary or communications-related works and productions. This knowledge allows students to use work methods and creative methods and to discover and express themselves through the languages and forms specific to their chosen field.

Students who take the *Languages* option achieve a sufficient command of an indigenous language and French to fulfill the language requirements of university programs. They may also have been introduced to other modern languages. In addition, they are able to refer to various linguistic concepts and cultural objects, such as elements of culture and civilization and related phenomena, in their study and learning of languages and their understanding of societies.

## Use research methods and information technologies

Students are able to carry out documentary research independently. To do this, they document various problems using search methods such as library research, consultation of specialist works, consultation of documentation centres or the use of computerized search tools. During their research, students sort through and summarize a mass of information, and make a critical judgment of its quality.

As they come into contact with a large amount of information, students first consider the problem as a whole, and then step back and treat it objectively.

Students acquire methodological skills that enable them to adopt a variety of strategies to organize their research, plan their work and present their results.

## Use creativity

Students are able to undertake a creative project, from preliminary idea to final production. Once they have identified the foundations of their own creative process, they are then able to shape linguistic elements into coherent expression.

Students are able to make an aesthetic judgment. They understand the different facets of artistic expression and aesthetic sense and, as a result, are able to decode the basic components of a work, to analyze it and to critique it.

By showing creativity and engaging in self-reflection, students become more familiar with their areas of interest, as well as their strengths and weaknesses.

## Communicate clearly and correctly in English and understand texts in a second language

Students express themselves correctly and articulate their thoughts coherently in order to generate reflection and critical thinking. They express themselves equally well both in speaking and in writing, and adjust their communication to suit their audience. Students are able to relate facts, formulate and present ideas, discuss and debate. The language they use to communicate conforms to accepted standards of structure, spelling, syntax and terminology.

Students are also able to read and understand arts, literature and communication texts written in a second language.

## Demonstrate attitudes and behaviours conducive to personal, social and academic development

Students take charge of their own development by adopting an attitude that enables them to consolidate their learning and reflect on it, and by expressing their interest in a range of arts, literature and communication fields.

As well, students acquire attitudes and behaviours that will be useful throughout their lives, at home, in society and at school:

- Autonomy, the ability to work with other people, a sense of responsibility and initiative—qualities required for many aspects of life, including undertaking and successfully completing university studies
- Intellectual curiosity and an open mind, which will give them a taste for culture, thereby encouraging them to take an interest in other people and be open to the world

- Rigour and the desire to work well, which will allow them to excel
- A sense of ethics and intellectual honesty to encourage commitment to such things as respect for copyright and intellectual ownership
- Creativity, imagination and originality, which will encourage them to think and express themselves in an original way, and help them acquire the flexibility to adapt to new situations
- Critical thinking, which will enable them to assess their own work and that of others, and express their agreement and disagreement with ideas or opinions, using reasoned consideration

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

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

- for the aim *To educate students to live responsibly in society:*
  - Demonstrate independence and creativity in thought and action
  - Demonstrate rational, critical and ethical thinking
  - Develop strategies that promote reflection on their knowledge and actions
  - Pursue the development of a healthy and active lifestyle
  - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies:*
  - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
  - Recognize the influence of the media, sciences or technology on culture and lifestyle
  - Analyse works in philosophy or the humanities emanating from different historical periods and movements
  - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
  - Improve communication in the second language
  - Master the basic rules of discourse and argumentation
  - Refine oral and written communication in the language of instruction

## English, Language of Instruction and Literature

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

- will be able to demonstrate their knowledge of the following:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent analytical approach to literary genres
  - ways to apply an independent analytical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements

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

## Humanities

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

- will be able to demonstrate their knowledge of the following:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question
  - methods for coherent integration of concepts and the formulation and synthesis of ideas
  - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
  - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
  - compare world views
  - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
  - recognize forms of creativity and original thought
  - define the dimensions, limits and uses of knowledge in appropriate historical contexts
  - identify, organize and synthesize the salient elements of a particular example of knowledge
  - situate important ethical and social issues in their appropriate historical and intellectual contexts
  - explain, analyze and debate ethical issues in a personal and professional context
  - utilize the multiple strategies of critical thinking

- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

## Second Language

Students who have achieved the general education objectives in Second Language

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

## Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities

- evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner
- will be encouraged to develop the following attitudes:
    - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
    - awareness of the factors that encourage them to practise physical activity more often
    - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
    - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
    - respect for ethical behaviour when participating in a sport or a physical activity
    - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
    - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
    - readiness to adopt the values of discipline, effort, consistency and perseverance
    - readiness to promote, as a social value, the regular and sufficient practice of physical activity

## Complementary General Education Component

### Social Sciences

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

### Science and Technology

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

### Modern Language

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

### Mathematics Literacy and Computer Science

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

## Art and Aesthetics

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

## Contemporary Issues

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

## Program Objectives and Standards

### List of Objectives

#### Program-Specific Component

30 credits, 705 periods of instruction

#### Common Objectives

At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.

- 054P Apply methods suited to the study of arts, literature and communication
- 054Q Explain the basic characteristics of an arts, literature and communication field
- 054R Explain national cultural issues
- 054S Make a critical judgment
- 054T Appreciate contemporary cultural diversity
- 054U Demonstrate their capacity to integrate learning in arts, literature and communication

#### Objectives for the *Multidisciplinary, Creative Arts, Cinema, Literature, Media and Theatre Options*

- 054V Appreciate the language specific to an arts, literature and communication field
- 054W Use techniques or processes for creative purposes
- 054X Carry out a creative project

#### Objectives for the *Languages Option*

- 054Y Integrate linguistics into learning a language

One objective to be attained from among the following:

- 055C Communicate in an indigenous language (vantage level for independent users)
- 055D Communicate in an indigenous language (effective operational proficiency level for proficient users)

One objective to be attained from among the following:

- 055G Communicate in French (threshold level for independent users)
- 055H Communicate in French (vantage level for independent users)

#### Optional Objectives

- 0553 Appreciate a collection of works
- 0554 Use creative thinking
- 0555 Communicate in a modern language (breakthrough level for basic users)
- 0556 Communicate in a modern language (waystage level for basic users)
- 0557 Communicate in a modern language (threshold level for independent users)
- 0558 Communicate in a modern language (vantage level for independent users)

**Figure 2 – Organization of the objectives in the program-specific component**

COMMON OBJECTIVES	
054P	Apply methods suited to the study of arts, literature and communication
054Q	Explain the basic characteristics of an arts, literature and communication field
054R	Explain national cultural issues
054S	Make a critical judgment
054T	Appreciate contemporary cultural diversity
054U	Demonstrate their capacity to integrate learning in arts, literature and communication
OBJECTIVES FOR THE <i>MULTIDISCIPLINARY, CREATIVE ARTS, CINEMA, LITERATURE, MEDIA AND THEATRE OPTIONS</i>	
054V	Appreciate the language specific to an arts, literature and communication field
054W	Use techniques or processes for creative purposes
054X	Carry out a creative project
OBJECTIVES FOR THE <i>LANGUAGES OPTION</i>	
054Y	Integrate linguistics into learning a language
055C or 055D	Communicate in an indigenous language (vantage level for independent users or effective operational proficiency level for proficient users)
055G or 055H	Communicate in French (threshold level for independent users or vantage level for independent users).
OPTIONAL OBJECTIVES	
0553	Appreciate a collection of works
0554	Use creative thinking
0555	Communicate in a modern language (breakthrough level for basic users)
0556	Communicate in a modern language (waystage level for basic users)
0557	Communicate in a modern language (threshold level for independent users)
0558	Communicate in a modern language (vantage level for independent users)

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

English, Language of Instruction and Literature

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

Humanities

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

Second Language

One objective to be met from the following:

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

One objective to be met from the following:

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

Physical Education

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

## Complementary General Education Component 4 credits, 90 periods of instruction

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

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

## Program-Specific Component

### Common Objectives and Standards

Code: 054P

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Apply methods suited to the study of arts, literature and communication.	<ul style="list-style-type: none"> <li>• Evidence of rigour in the process</li> <li>• Proper use of terminology specific to arts, literature and communication</li> <li>• Evidence of autonomy in individual work</li> <li>• Effective cooperation in teamwork</li> <li>• Respect for the ethical aspect of the work</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Identify the characteristics of a cultural object.	<ul style="list-style-type: none"> <li>• Complete, objective observations</li> <li>• Appropriate recognition of the object's components</li> </ul>
2. Document a cultural object.	<ul style="list-style-type: none"> <li>• Appropriate choice of a variety of documentary resources in English and in a second language</li> <li>• Overview of a variety of relevant views</li> <li>• Relevant structuring of information</li> <li>• Validity and reliability of sources</li> </ul>
3. Define a problem to be studied.	<ul style="list-style-type: none"> <li>• Appropriate comparison of the object with the information gathered</li> <li>• Clear statement of the objective</li> <li>• Establishment of a clear point of view</li> </ul>
4. Produce a piece of written work.	<ul style="list-style-type: none"> <li>• Consistency between the outline and the problem under study</li> <li>• Appropriate use of the information gathered</li> <li>• Development of relevant, coherent ideas</li> <li>• Highlighting of the results obtained with regard to the problem under study</li> </ul>
5. Present results.	<ul style="list-style-type: none"> <li>• Observance of the rules for presenting oral and written work</li> <li>• Observance of the rules of spoken and written English</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.
Note:	The term "cultural object" refers to a work, production, phenomenon or other element of culture and civilization.

<i>Objective</i>		<i>Standard</i>
<b>Statement of the Competency</b>		<b>Performance Criteria (for the competency as a whole)</b>
Explain the basic characteristics of an arts, literature and communication field.		<ul style="list-style-type: none"> <li>• Appropriate use of terminology specific to the field</li> <li>• Appropriate choice of a variety of documentary resources</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Situate key periods or movements.		<ul style="list-style-type: none"> <li>• Accurate description of the field</li> <li>• Clear explanation of how periods or movements emerged and developed</li> <li>• Accurate association of key people, works and events</li> <li>• Appropriate identification of the heritage left by the period or movement</li> </ul>
2. Make connections with social and cultural changes.		<ul style="list-style-type: none"> <li>• Relevant comparison of developments in the cultural field with social and cultural developments</li> <li>• Appropriate consideration of contact with other fields</li> <li>• Accurate recognition of instances of similarity, difference, continuity and changes of direction in social phenomena</li> </ul>
3. Compare cultural objects both synchronously and diachronously.		<ul style="list-style-type: none"> <li>• Appropriate comparison of objects with their associated period or movement</li> <li>• Appropriate contextualization of objects</li> <li>• Relevant explanation of instances of similarity, difference, continuity and changes of direction in social phenomena</li> <li>• Overall consistency of the comparison</li> <li>• Observance of the rules of English</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.	
Note:	The institution determines what constitutes a field and the discipline(s) that it comprises. The term “cultural object” refers to a work, production, phenomenon or other element of culture and civilization.	

<i>Objective</i>		<i>Standard</i>
<b>Statement of the Competency</b>		<b>Performance Criterion (for the competency as a whole)</b>
Explain national cultural issues.		<ul style="list-style-type: none"> <li>• Appropriate use of arts, literature and communication terminology</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Recognize heritage elements reflected in national contemporary culture.		<ul style="list-style-type: none"> <li>• Accurate description of instances of continuity and changes of direction in terms of themes and forms of expression</li> <li>• Proper identification of similarities and differences in the evolution of arts, literature and communication fields</li> <li>• Proper identification of key cultural institutions, people and objects</li> </ul>
2. Define the influence of cultural stakeholders.		<ul style="list-style-type: none"> <li>• Appropriate description of the role of cultural stakeholders in society</li> <li>• Appropriate comparison of state intervention in different arts, literature and communication fields</li> <li>• Relevant breakdown of the dynamics of influence in cultural production</li> <li>• Appropriate consideration of some of the impact of power relationships on what is produced, disseminated and received</li> </ul>
3. Comment on a cultural issue.		<ul style="list-style-type: none"> <li>• Appropriate choice of a variety of documentary resources</li> <li>• Clarification of relationships involving cultural stakeholders and society</li> <li>• Development of relevant, coherent ideas</li> <li>• Observance of the rules of written English</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.	
Note:	The institution determines what constitutes a field and the discipline(s) that it comprises. The term “cultural object” refers to a work, production, phenomenon or other element of culture and civilization.	

<i>Objective</i>		<i>Standard</i>
<b>Statement of the Competency</b>		<b>Performance Criteria (for the competency as a whole)</b>
Make a critical judgment.		<ul style="list-style-type: none"> <li>• Demonstration of a rigorous approach</li> <li>• Appropriate use of arts, literature and communication terminology</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Distinguish between different models of analysis.		<ul style="list-style-type: none"> <li>• Accurate identification of the basic characteristics of at least three models of analysis based on relevant theories</li> <li>• Accurate recognition of the methods and concepts underlying the theories</li> <li>• Appropriate description of how the theories can be used</li> </ul>
2. Apply models of analysis.		<ul style="list-style-type: none"> <li>• Accurate description of the subject of analysis</li> <li>• Appropriate use of concepts and methods specific to the models of analysis</li> <li>• Appropriate choice of elements for analysis with respect to the model used</li> <li>• Establishment of relevant links between the elements identified</li> <li>• Relevance of the meaning drawn from the analysis</li> </ul>
3. Articulate a critical judgment.		<ul style="list-style-type: none"> <li>• Clear identification of a critical point of view</li> <li>• Coherent interpretation of the analysis findings</li> <li>• Relevance of supporting arguments</li> <li>• Structured presentation of the critical point of view</li> <li>• Observance of the rules of written English</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.	
Note:	<p>This objective is a continuation of the general education objectives relating to Language of Instruction and Literature, and Humanities.</p> <p>Relevant theories include aesthetic theory, narrative theory, reception theory, semiotic theory and sociocritical theory.</p>	

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Appreciate contemporary cultural diversity.	<ul style="list-style-type: none"> <li>• Appropriate use of terminology specific to the arts, literature and communication field</li> <li>• Appropriate choice of a variety of documentary resources in English and in a second language</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Recognize cultural diversity in the world.	<ul style="list-style-type: none"> <li>• Appropriate distinction between new cultural trends</li> <li>• Adequate characterization of different societies</li> <li>• Clear distinction between themes and forms of expression</li> </ul>
2. Contextualize cultural objects.	<ul style="list-style-type: none"> <li>• Adequate description of the representations of the world expressed through the objects</li> <li>• Appropriate documentation of the society concerned</li> <li>• Identification of significant similarities and differences between cultural objects and their society of origin</li> </ul>
3. Compare cultural objects from here and elsewhere.	<ul style="list-style-type: none"> <li>• Relevant associations between cultural objects and trends</li> <li>• Accurate description of similarities and differences with respect to the societies of origin</li> <li>• Appropriate highlighting of the aesthetic quality of cultural objects</li> <li>• Quality of the judgment of objects as expressions of cultural diversity</li> <li>• Observance of the rules of written English</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.
Note:	The institution determines what constitutes a field and the discipline(s) that it comprises. The term “cultural object” refers to a work, production, phenomenon or other element of culture and civilization.

<i>Objective</i>		<i>Standard</i>
<b>Statement of the Competency</b>		<b>Performance Criteria (for the competency as a whole)</b>
Demonstrate their capacity to integrate learning in arts, literature and communication.		<ul style="list-style-type: none"> <li>• Evidence of autonomy and initiative</li> <li>• Appropriate choice of a variety of documentary resources in English and in a second language</li> <li>• Rigorousness of the process</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Design a project based on prior learning.		<ul style="list-style-type: none"> <li>• Meaningful inventory of prior learning</li> <li>• Appropriate choice of learning to be transferred during the project</li> <li>• Preparation of a well-structured project</li> <li>• Clear statement of the formal and conceptual elements</li> <li>• Originality of the project</li> </ul>
2. Carry out the project.		<ul style="list-style-type: none"> <li>• Appropriate planning with regard to each step in the process and the timeframe.</li> <li>• Original reinvestment of learning</li> <li>• Continuous adjustment throughout the task</li> <li>• Careful approach to carrying out the project</li> </ul>
3. Assess their work with regard to the learning applied.		<ul style="list-style-type: none"> <li>• Accurate identification of learning considered important for the project</li> <li>• Relevant analysis of discrepancies between intentions and outcome</li> <li>• Judicious criticism of the work's strengths and weaknesses</li> <li>• Appropriate evaluation of project planning in light of the outcome</li> <li>• Appropriate review of the project's contribution to ongoing studies</li> <li>• Observance of the rules for presenting a written text</li> <li>• Observance of the rules of English</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	At least 345 periods of instruction must be set aside for objectives 054P, 054Q, 054R, 054S, 054T and 054U.	
Note:	This objective may be attained through individual or group work.	

Objectives and Standards: *Multidisciplinary, Creative Arts, Cinema, Literature, Media and Theatre Options*

Code: 054V

Objective		Standard	
Statement of the Competency		Performance Criterion (for the competency as a whole)	
Appreciate the language specific to an arts, literature and communication field.		<ul style="list-style-type: none"> <li>• Proper use of terminology specific to the arts, literature and communication field</li> </ul>	
Elements of the Competency		Performance Criteria	
1. Distinguish between the fundamental elements of the language.		<ul style="list-style-type: none"> <li>• Accurate characterization of the language</li> <li>• Accurate recognition of creative techniques or processes</li> <li>• Adequate description of codes or conventions, genres or categories</li> <li>• Clear differentiation of the role played by each fundamental element of the language</li> </ul>	
2. Analyze the use of the language in cultural objects.		<ul style="list-style-type: none"> <li>• Appropriate review of the fundamental elements of the language</li> <li>• Accurate interpretation of how codes and conventions are used or violated</li> <li>• Relevant explanation of the contribution made by each fundamental element of the language to the production of meaning</li> <li>• Appropriate interpretation of the discourse as a structured whole</li> </ul>	
3. Use the fundamental elements of the language in a creative concept.		<ul style="list-style-type: none"> <li>• Clear formulation of the concept</li> <li>• Identification of appropriate creative techniques or processes</li> <li>• Original use of the fundamental elements of the language</li> <li>• Relevant justification of the choice of fundamental elements of the language in light of the desired meaning</li> <li>• Observance of the rules of English</li> </ul>	
Learning Activities			
Note:		The institution determines what constitutes a field and the discipline(s) that it comprises. The term “cultural object” refers to a work, production, phenomenon or other element of culture and civilization.	

Program-Specific Component

Objectives and Standards: *Multidisciplinary, Creative Arts, Cinema, Literature, Media and Theatre Options*

Code: 054W

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criterion (for the competency as a whole)</b>
Use creative techniques or processes for creative purposes.	<ul style="list-style-type: none"> <li>• Appropriate use of terminology specific to the arts, literature and communication field</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Define a creative concept.	<ul style="list-style-type: none"> <li>• Clear formulation of the concept</li> <li>• Appropriate planning of the process</li> </ul>
2. Experiment with creative techniques or processes.	<ul style="list-style-type: none"> <li>• Detailed exploration of various creative techniques or processes</li> <li>• Sufficient exploitation of the possibilities through trial and error</li> <li>• Evidence of curiosity and perseverance through a range of experiments</li> <li>• Ongoing improvement based on feedback</li> <li>• Evidence of sufficient expertise</li> </ul>
3. Apply creative techniques or processes.	<ul style="list-style-type: none"> <li>• Evidence of autonomy</li> <li>• Appropriate choice of creative techniques or processes</li> <li>• Effective use of creative techniques or processes</li> <li>• Original use of the fundamental elements of the language</li> <li>• Relevance of the concept in light of the outcome</li> </ul>
4. Comment on the outcome.	<ul style="list-style-type: none"> <li>• Accurate description of how the fundamental elements of the language were structured, and of the creative techniques and processes used</li> <li>• Accurate statement of strengths and weaknesses in the mastery of the creative techniques or processes</li> <li>• Accurate evaluation of the relevance of the idea in light of the outcome</li> <li>• Constructive participation in criticizing the work done</li> <li>• Observance of the rules of English</li> </ul>
<b>Learning Activities</b>	
Note:	The institution determines what constitutes a field and the discipline(s) that it comprises.

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Carry out a creative project.	<ul style="list-style-type: none"> <li>• Evidence of originality throughout the creative process</li> <li>• Quality of the project</li> <li>• Clear communication of ideas</li> <li>• Proper use of terminology specific to the arts, literature and communication field</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Design the project.	<ul style="list-style-type: none"> <li>• Clear definition of the vision</li> <li>• Effectiveness of the ideation process</li> <li>• Appropriate use of a variety of documentary resources</li> <li>• Production of a compelling outline or draft</li> </ul>
2. Plan the project.	<ul style="list-style-type: none"> <li>• Appropriate alignment of the vision, the fundamental elements of the language and the chosen creative techniques or processes</li> <li>• Accurate identification of the steps and resources required</li> <li>• Consideration of organizational limitations</li> </ul>
3. Implement the project.	<ul style="list-style-type: none"> <li>• Consistency of the actions with the plan</li> <li>• Appropriate use of creative techniques or processes</li> <li>• Effective organization of work</li> <li>• Ongoing adjustment throughout the task</li> <li>• Appropriate exercise of responsibilities</li> <li>• Effective management of stress</li> </ul>
4. Disseminate the project.	<ul style="list-style-type: none"> <li>• Production of a relevant and coherent supporting text</li> <li>• Appropriate comparison of the vision, meaning and outcome</li> <li>• Accurate discrimination of the fundamental elements of the language and creative techniques or processes</li> <li>• Consideration of the target audience and the environment in which the project is to be disseminated</li> </ul>

Program-Specific Component

Objectives and Standards: *Multidisciplinary, Creative Arts, Cinema, Literature, Media and Theatre Options*

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
5. Evaluate the project.	<ul style="list-style-type: none"><li>• Appropriate description of how the fundamental elements of the language and creative techniques or processes were used</li><li>• Accurate appreciation of strengths and weaknesses</li><li>• Proper evaluation of how the project reflects the vision</li><li>• Constructive participation in criticizing the work</li><li>• Observance of the rules of English</li></ul>
<b>Learning Activities</b>	
Note:	The institution determines what constitutes a field and the discipline(s) that it comprises. This objective may be attained through individual or group work. Dissemination may be limited to peers.

Objectives and Standards: *Languages Option*

Code: 054Y

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Integrate linguistics into learning a language.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Identify linguistic concepts.	<ul style="list-style-type: none"> <li>• Accurate identification of the focus of the linguistics study</li> <li>• Relevant identification of the basic characteristics of phonetics, phonology, lexicology, morphology, syntax and semantics</li> <li>• Correct matching of concepts to their field of application</li> </ul>
2. Use linguistic concepts.	<ul style="list-style-type: none"> <li>• Acceptable transcription and decoding using the International Phonetic Alphabet (IPA)</li> <li>• Acceptable level of recognition of how and where vowels and consonants are used</li> <li>• Accurate interpretation of the meaning of words, based on their constituent elements</li> <li>• Accurate recognition of word origins, borrowings and neologisms</li> <li>• Accurate understanding of the meaning of words in context, and of connections between words</li> <li>• Appropriate comparison of sentences with respect to their organization</li> </ul>
3. Carry out an analysis using linguistics.	<ul style="list-style-type: none"> <li>• Accurate statement of the question under consideration</li> <li>• Appropriate choice of linguistic concepts</li> <li>• Appropriate documentation</li> <li>• Consistency of the analysis</li> <li>• Relevance of the results of the analysis</li> </ul>

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

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Presentation or detailed description of a wide range of arts, literature and communication subjects, expanding and supporting ideas with subsidiary points and relevant examples</li> <li>• Ability to use the language fluently, accurately and effectively on a wide range of subjects, marking clearly the connections between ideas</li> <li>• Spontaneous communication with good grammatical control and without much sign of having to restrict what they want to say, and with a level of formality appropriate to the circumstances</li> <li>• Ability to communicate fluently and spontaneously, allowing sustained interaction with native speakers without causing strain</li> <li>• Highlighting of personal significance of events and experiences, expression of opinions and defence of these opinions with relevant explanations and arguments</li> <li>• Clear, natural pronunciation and intonation</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Clear, detailed texts on a wide range of subjects, showing ability to synthesize and evaluate information and arguments from a variety of sources</li> <li>• Clearly intelligible continuous writing that follows standard layout and paragraphing conventions</li> <li>• Reasonably accurate spelling and punctuation, with some signs of mother tongue interference</li> </ul>
<b>Learning Activities</b>	
Note: Objective 055C or 055D to be attained.	

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Communicate in an indigenous language (effective operational proficiency level for proficient users).	<ul style="list-style-type: none"> <li>• Good command of a broad lexical repertoire; occasional minor errors, but no significant mistakes</li> <li>• Good command of idiomatic expressions and colloquialisms</li> <li>• High degree of grammatical accuracy; infrequent errors</li> <li>• Recognition of a wide range of idiomatic expressions and colloquialisms and appreciation of changes in register</li> <li>• Effective, versatile use of language for social purposes, including emotional, allusive and ironic nuances</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Comprehend a spoken message.	<ul style="list-style-type: none"> <li>• Ability to follow extended speech regardless of the subject; possible need to confirm some details, especially in the case of an unfamiliar accent</li> <li>• Ability to follow films containing a considerable amount of slang and many idiomatic expressions</li> <li>• Recognition of a wide range of idiomatic expressions and colloquialisms, and appreciation of changes in register</li> <li>• Ability to follow extended speech even when it is not clearly structured and when the relationships between ideas are only implied</li> </ul>
2. Comprehend a text.	<ul style="list-style-type: none"> <li>• Understanding in detail of long, complex texts regardless of the subject</li> </ul>
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Presentation or description of a complex subject, integrating subthemes, developing particular points and arriving at an appropriate conclusion</li> <li>• Ability to speak fluently and spontaneously, almost without effort</li> <li>• Command of a broad lexical repertoire allowing gaps to be easily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies</li> <li>• Natural, smooth flow of language that is only likely to be hindered by a conceptually difficult subject</li> <li>• Ability to vary intonation and place sentence stress correctly in order to express finer shades of meaning</li> </ul>

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Write a text.	<ul style="list-style-type: none"><li>• Ability to write well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and arriving at an appropriate conclusion</li><li>• Consistent and helpful layout, paragraphing and punctuation</li><li>• Accurate spelling, apart from occasional errors</li></ul>
<b>Learning Activities</b>	
Note: Objective 055C or 055D to be attained.	

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

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Write a text.	<ul style="list-style-type: none"><li>• Straightforward connected texts on various arts, literature and communication subjects, linking a series of shorter discrete elements into a linear sequence</li><li>• Generally comprehensible continuous texts</li><li>• Spelling, punctuation and layout are accurate enough to be easily followed most of the time</li></ul>
<b>Learning Activities</b>	
Note:	Objective 055G or 055H to be attained. The general education objectives in French may be used and adapted so as to contribute to the attainment of this objective.

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

Elements of the Competency	Performance Criteria
3. Express a message orally.	<ul style="list-style-type: none"> <li>• Presentation or detailed description of a wide range of arts, literature and communication subjects, expanding and supporting ideas with subsidiary points and relevant examples</li> <li>• Ability to use the language fluently, accurately and effectively on a wide range of subjects, marking clearly the connections between ideas</li> <li>• Spontaneous communication with good grammatical control and without much sign of having to restrict what they want to say, and with a level of formality appropriate to the circumstances</li> <li>• Ability to communicate fluently and spontaneously, allowing sustained interaction with native speakers without causing strain</li> <li>• Highlighting of personal significance of events and experiences, expression of opinions and defence of these opinions with relevant explanations and arguments</li> <li>• Clear, natural pronunciation and intonation</li> </ul>
4. Write a text.	<ul style="list-style-type: none"> <li>• Clear, detailed texts on a wide range of subjects, showing ability to synthesize and evaluate information and arguments from a variety of sources</li> <li>• Clearly intelligible continuous writing that follows standard layout and paragraphing conventions</li> <li>• Reasonably accurate spelling and punctuation, with some signs of mother tongue interference</li> </ul>
<b>Learning Activities</b>	
Note:	Objective 055G or 055H to be attained. The general education objectives in French may be used and adapted so as to contribute to the attainment of this objective.

## Optional Objectives and Standards

Code: 0553

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Appreciate a collection of works.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Consider works in context.	<ul style="list-style-type: none"> <li>• Accurate association with a movement, a period or a society</li> <li>• Appropriate description of the representations of the world that are expressed</li> </ul>
2. Identify main characteristics.	<ul style="list-style-type: none"> <li>• Accurate distinction of the main components</li> <li>• Appropriate description of the formal and thematic components</li> <li>• Relevance of the meaning identified</li> </ul>
3. Comment on a collection of works.	<ul style="list-style-type: none"> <li>• Sufficient documentation</li> <li>• Relevant contextualization</li> <li>• Appropriate characterization of the collection of works</li> <li>• Accurate description of similarities and differences between the works</li> <li>• Justification of their preferences and appreciation</li> <li>• Clear identification of the collection's influence on its movement, period or society</li> </ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criterion (for the competency as a whole)</b>
Use creative thinking.	<ul style="list-style-type: none"> <li>Demonstration of perseverance and effort</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Determine the form and meaning of a creative idea.	<ul style="list-style-type: none"> <li>Effective application of a process for coming up with ideas</li> <li>Original use of different practices for developing a single concept</li> <li>Effective team strategies for developing the concept</li> <li>Use of appropriate reference materials</li> <li>Appropriate choice of formal and thematic elements</li> <li>Appropriate preparation</li> </ul>
2. Produce a draft.	<ul style="list-style-type: none"> <li>Appropriate planning and organization of the work</li> <li>Ongoing development of an idea throughout the process</li> <li>Appropriate incorporation of the constituent elements of language</li> <li>Clear expression of creativity</li> <li>Respect for the concept selected</li> <li>Careful execution of the draft</li> </ul>
3. Document their creative process.	<ul style="list-style-type: none"> <li>Accurate description of the different steps in the process</li> <li>Sustained argument supporting choices leading to the execution of the draft</li> <li>Constructive participation in critical analysis of their work</li> <li>Accurate evaluation of their skills, affinities and influences</li> </ul>

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

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

Program-Specific Component  
Optional Objectives and Standards

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

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

Program-Specific Component  
Optional Objectives and Standards

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

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

Program-Specific Component  
Optional Objectives and Standards

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

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

English, Language of Instruction and Literature		Code: 4EA0
<i>Objective</i>	<i>Standard</i>	
<b>Statement of the Competency</b>		
Analyze and produce various forms of discourse.		
<b>Elements of the Competency</b>	<b>Performance Criteria</b>	
1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> <li>• Accurate explanation of the denotation of words</li> <li>• Adequate recognition of the appropriate connotation of words</li> <li>• Accurate definition of the characteristics and function of each component</li> </ul>	
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main idea and structure</li> <li>• Clear presentation of the strategies employed to develop an argument or thesis</li> </ul>	
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> <li>• Appropriate identification of topics and ideas</li> <li>• Adequate gathering of pertinent information</li> <li>• Clear formulation of a thesis</li> <li>• Coherent ordering of supporting material</li> </ul>	
4. Formulate a discourse.	<ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correct development of sentences</li> <li>• Clear and coherent development of paragraphs</li> <li>• Formulation of a 750-word discourse</li> </ul>	
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>	
<b>Learning Activities</b>		
Discipline:	English, Language of Instruction and Literature	
Weighting:	2-2-4 or 1-3-4	
Credits:	2½	

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

English, Language of Instruction and Literature

Code: 4EA1

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to literary genres.

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to a literary theme.

**Elements of the Competency**

**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> <li>• Clear recognition of elements within the text, which define and reinforce a theme and its development</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> <li>• Appropriate recognition of a text as an expression of cultural context</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> <li>• Appropriate identification of expression (explicit / implicit) of a value system in a text</li> </ul>
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

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

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

English, Language of Instruction and Literature

Code: 4EAP

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

3. Formulate an oral and a written discourse.

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

4. Revise the work.

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

**Learning Activities**

Discipline: English, Language of Instruction and Literature

Periods of instruction: 60

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

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

Humanities

Code: 4HU1

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to world views.

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> <li>• Accurate recognition of the basic elements of ethical issues</li> <li>• Appropriate use of relevant terminology</li> <li>• Adequate identification of the main linkages with world views and fields of knowledge</li> </ul>
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> <li>• Adequate description of the salient components of the issues</li> </ul>
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the ethical questions and their implications</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues</li> </ul>
4. Debate the ethical issues.	<ul style="list-style-type: none"> <li>• Adequate development of substantiated argumentation including context and diverse points of view</li> <li>• Clear articulation of an individual point of view</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

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

2. Understand the meaning of a simple text.

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

3. Convey a simple oral message.

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

4. Understand the meaning of a simple oral message.

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

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in standard French with some ease.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

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

2. Interpret a written text.

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

3. Produce a planned oral text.

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

4. Interpret a simple oral text.

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

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Writing of a text of about 450 words</li> <li>• Respect for grammar and spelling rules</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear and coherent formulation of sentences, including at least three that are complex</li> <li>• Coherent organization of paragraphs</li> </ul>
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of the text</li> </ul>
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of a text of between 2 500 and 3 000 words</li> <li>• Accurate explanation of the meaning of the words of the text</li> <li>• Accurate identification of the main and secondary ideas, of facts and opinions</li> <li>• Accurate identification of what is implicit and what is explicit</li> </ul>
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of an oral presentation of at least five minutes</li> <li>• Appropriate use of standard vocabulary</li> <li>• Respect for the level of language and rules of grammar and pronunciation</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate sequencing of ideas</li> </ul>

**Learning Activities**

Discipline: French as a Second Language  
Weighting: 2-1-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Explore a cultural and literary topic.

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

3. Analyze a cultural or literary text.

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

**Learning Activities**

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

**Objective**

**Standard**

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

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

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

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

<p>1. Write and revise a short text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in writing</li> <li>• Appropriate use of writing techniques</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>2. Understand the meaning and characteristics of a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the text</li> <li>• Accurate identification of the characteristics of the text</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate description of the general meaning and essential ideas of the text</li> </ul>
<p>3. Convey a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the difficulties in oral expression</li> <li>• Appropriate use of techniques of oral expression</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Intelligible expression of the message</li> </ul>
<p>4. Understand the meaning of a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the message</li> <li>• Accurate identification of the characteristics of the message</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the message</li> <li>• Accurate description of the general meaning and essential ideas of the message</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Communicate in French on topics related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

<p>1. Write a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Appropriate choice of the main elements of the corpus based on the type of text</li> <li>• Clear and coherent formulation of the text</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear articulation of a personal point of view</li> </ul>
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>3. Analyze a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Precise differentiation of the formal characteristics of specific types of texts</li> <li>• Personal formulation of the main elements</li> <li>• Listing of the main themes</li> <li>• Accurate identification of the structure of the text</li> <li>• Identification of clues that help situate the text in its context</li> <li>• Clear articulation of a personal point of view</li> <li>• Accurate association of elements of the text with the topic</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

**Elements of the Competency**

**Performance Criteria**

<p>1. Plan an approach to improve one's effectiveness when practising a physical activity.</p>	<ul style="list-style-type: none"> <li>• Initial assessment of one's abilities and attitudes when practising a physical activity</li> <li>• Statement of one's expectations and needs with respect to the ability to practise the activity</li> <li>• Appropriate formulation of personal objectives</li> <li>• Appropriate choice of the means to achieve one's objectives</li> <li>• Use of clear reasoning to explain the choice of physical activity</li> </ul>
<p>2. Use a planned approach to improve one's effectiveness when practising a physical activity.</p>	<ul style="list-style-type: none"> <li>• Respect for the rules and regulations of the physical activity</li> <li>• Respect for codes of ethics, safety rules and regulations when being physically active</li> <li>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills</li> <li>• Periodic assessment of one's abilities and attitudes when practising a physical activity</li> <li>• Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity</li> <li>• Pertinent, periodic and proper adjustments of one's objectives or means</li> <li>• Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Plan a personal physical activity program.

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

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

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

3. Manage a personal physical activity program.

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

**Learning Activities**

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

## Complementary General Education Component

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

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

**Objective****Standard**

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

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

**Objective****Standard**

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

## Complementary General Education Component

### Learning Activities

Periods of instruction: 45

Credits: 2

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

**Objective****Standard**

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

## Complementary General Education Component

### Learning Activities

Periods of instruction: 45

Credits: 2

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

Modern Language

Code: 0067

**Objective****Standard**

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

**Objective****Standard**

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

**Objective****Standard**

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

**Objective****Standard**

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

Art and Aesthetics

Code: 0014

**Objective****Standard**

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

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

**Objective****Standard**

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

## Additional Information

### Levels of the Objectives Relating to Mastery of Languages

The objectives relating to mastery of languages (054Z, 0550 to 0552 and 0555 to 0558) were developed on the basis of the levels used in the *Common European Framework of Reference for Languages* (CEFR). This framework does not serve as a substitute for the ministerial Objectives and Standards, and educational institutions are not obliged to adopt the various tools developed by the Council of Europe to assess language competence. Nevertheless, the framework and complementary documentation may prove useful as additional resources and can be consulted on the Council of Europe's Web site, at: [www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp).

### Key Terms Used in Pre-University Programs

#### Program

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

#### Aim

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

#### Goals

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

#### Competency

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

#### Objectives

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

#### Standard

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

## Statement of the competency

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

## Elements of the competency

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

## Performance criteria

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

## Learning activities

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

## Common objectives and standards

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

## Objectives and standards of an option

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

## Optional objectives and standards

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

## Harmonization of Pre-University Programs and General Education

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

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

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