

ARTS AND SCIENCES

Pre-University Program 700.A0



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Notice

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Identification du programme

Titre du programme : Sciences, lettres et arts

Numéro du programme : 700.A0

Type de sanction : Diplôme d'études collégiales

Conditions particulières d'admission : Mathématique 536
Physique 534
Chimie 534

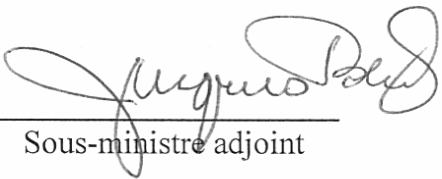
Nombre d'unités : 59 1/3

— formation générale : 21 1/3 ou 22 2/3
— formation spécifique : 36 2/3 ou 38
— dont au moins : 12 en Sciences de la nature
8 en Sciences humaines
4 en Arts
8 en Mathématique

Nombre d'heures-contact totales : 1 575

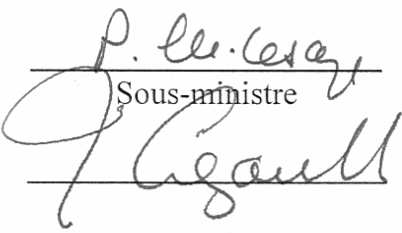
— formation générale : 525 ou 570
— formation spécifique : 1 005 ou 1 050

Recommandations


Sous-ministre adjoint

2000.10.31
Date

Approbation du ministre


Sous-ministre

00.11.04
Date

00 11 23
Date

Identification of the Program

Program title:	Arts and Sciences
Program number:	700.A0
Type of certification:	Diploma of College Studies
Prerequisites:	Mathematics 536 Physics 534 Chemistry 534
Number of credits:	59 1/3
— General education component:	21 1/3 or 22 2/3
— Specific program component:	36 2/3 or 38
— with at least:	12 in Science 8 in Social Science 4 in Arts 8 in Mathematics
Total hours of instruction:	1 575
— General education component:	525 or 570
— Specific program component:	1 005 or 1 050



Ministère
de l'Éducation

**Décision relative à la modification
d'un programme d'études préuniversitaires**

IDENTIFICATION DU PROGRAMME

Titre et numéro du programme : Sciences, lettres et arts (700.A0)

Type de sanction : Diplôme d'études collégiales

Nombre total d'unités allouées pour le programme : 59 1/3

Nombre d'heures-contact allouées pour le
programme : 1 575

Modifications proposées :

- ajouter les tableaux d'équivalences entre le programme Sciences, lettres et arts (700.A0) et les programmes Sciences de la nature (200.B0), Sciences humaines (300.A0), Histoire et civilisation (700.B0), Arts plastiques (510.A0) et la formation générale complémentaire;
- ajouter le tableau d'équivalences entre la formation générale commune du régime 3 et celle du régime 2.

Session et année d'entrée en vigueur : Automne 2001

APPROBATION

Recommandations :

Sous-ministre adjoint
Enseignement supérieur

19/11/03

Date

Sous-ministre

03.11.24

Date

Approbation du ministre :

03.11.27

Date



Ministère de l'Éducation,
du Loisir et du Sport

**Décision relative à la modification
d'un programme d'études préuniversitaires**

IDENTIFICATION DU PROGRAMME

Titre et numéro du programme : Sciences, lettres et arts (700.A0)

Type de sanction : Diplôme d'études collégiales

Nombre total d'unités allouées pour le programme : 59 1/3

Nombre d'heures-contact allouées pour le programme : 1 575

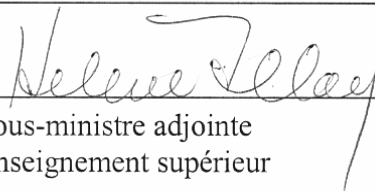
Modification proposée :

- Mise à jour du tableau d'équivalences entre le programme *Sciences, lettres et arts (700.A0)* et le programme *Histoire et civilisation (700.B0)*.

Session et année d'entrée en vigueur : Automne 2001

APPROBATION

Recommandations :

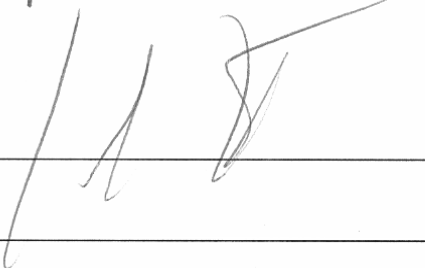

Sous-ministre adjointe
Enseignement supérieur

19 fév. 06
Date


Sous-ministre

06.02.24.
Date

Approbation du ministre :



06.03.24
Date

**Décision relative à la modification
des conditions particulières d'admission
pour certains programmes d'études préuniversitaires**

Type de sanction : Diplômes d'études collégiales

Modifications proposées :

Modifier, pour les programmes concernés, les
conditions particulières d'admission pour celles
apparaissant à l'annexe.

Session et année d'entrée en vigueur : Automne 2010

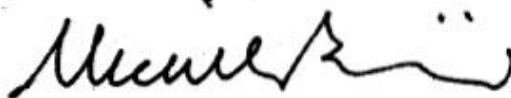
APPROBATION DES PROGRAMMES

Recommandations :



Sous-ministre adjointe
Enseignement supérieur

09/12/08
Date



Sous-ministre

2008.12.29
Date

Approbation de la ministre :



2009/01/20
Date

Annexe

NOUVELLES CONDITIONS PARTICULIÈRES D'ADMISSION POUR LES PROGRAMMES D'ÉTUDES PRÉUNIVERSITAIRES À COMPTER DE L'AUTOMNE 2010

No	Titre du programme	Préalable actuel	Préalable A-2010
La légende au bas de la liste donne la signification des abréviations			
200.B0	Sciences de la nature	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
200.C0	Sciences informatiques et mathématiques	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
300.A0	Sciences humaines	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)
501.A0	Musique	Musique 534	Musique 5 ^e
700.A0	Sciences, lettres et arts	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
700.B0	Histoire et civilisation	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)

Signification des abréviations des nouveaux cours préalables

Mathématique

TS 5^e Mathématique, séquence Technico-sciences de la 5^e secondaire (064506)

SN 5^e Mathématique, séquence Sciences naturelles de la 5^e secondaire (065506)

Science et technologie

Chimie 5^e Chimie de la 5^e secondaire (051504)

Physique 5^e Physique de la 5^e secondaire (053504)

Arts

Musique 5^e Musique, formation obligatoire de la 5^e secondaire (169502)

Acknowledgments

The development of the *Arts and Sciences* program was made possible by the generous cooperation of colleges and universities.

The Direction de l'enseignement collégial would like to thank the members of the Expanded Steering Committee for the Follow-up and Coordination of Field Testing Projects for the *Sciences, Arts and Mathematics* Program, and the Advisory Committee for the Pre-University *Arts and Sciences* Program for their part in developing this program. Many people — academic deans, teachers, university representatives — have participated in the work of these committees over the past few years.

Members of the Advisory Committee for the Pre-University *Arts and Sciences* Program:

Hélène Beaulieu, teacher, Cégep de St-Félicien

Raymond Boulanger, teacher, Collège Laflèche

Suzanne Fauteux, coordinator of cycle one professional development and continuing education,
Université de Montréal

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Denis Juneau, academic dean, Cégep de Sainte-Foy

Gilles Kirouac, dean of undergraduate programs, Université Laval

Pierre Lacoste, assistant dean, Université du Québec à Trois-Rivières

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Jean-Yves Quesnel, teacher, Collège André-Grasset

Jacques Raynauld, teacher, École des Hautes Études Commerciales

Jacques Richard, academic dean, Collège Jean-de-Brébeuf

Micheline Roy, academic dean, Cégep de Sherbrooke

Nicole Vigeant, academic dean, Cégep de Rimouski

Harmonization

The harmonization of pre-university programs and general education at the college level 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.

The harmonization of pre-university programs and general education at the college level can be consulted on the ministère de l'Éducation, du Loisir et du Sport Web site at:

<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1219>

Special Conditions Established by the Minister for Admission

Secondary V Mathematics: Technical and Scientific Option or Science Option

Secondary V Chemistry

Secondary V Physics

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Introduction to the Program

The *Arts and Sciences* Program is a pre-university program aimed at all those who wish to explore an expanded range of knowledge—in science, mathematics, the social sciences, the creative arts and the humanities—and to acquire the basic learning and skills that such studies provide. This program combines the humanistic and scientific approaches, and is as much at home in contemporary culture as in a context where the implementation of learning strategies facilitates the establishment of links between these fields. It also emphasizes each person's ability to take charge of his or her learning process, and to become more autonomous and more capable of using formal analysis in different situations. The program's broad scope fosters the acquisition of comprehensive general knowledge, thereby giving students the background required for almost all university programs¹.

Another original feature of the program is the relationship it establishes among the various subjects, in order to attain the objectives that have been set and develop the competencies that are targeted. It also stands out for its enrichment of the objectives and standards in the language of instruction, literature and philosophy. Finally, this program is intended for all those who have a strong interest in intellectual work and the potential to do well in college.

This program was designed in keeping with the commitments made to the universities in the early stages of field testing, and in accordance with the framework for the development of pre-university programs of the Direction de l'enseignement collégial. This framework:

- harmonizes pre-university programs with university-level programs;
- encourages the program approach;
- fosters a type of education centred on mastery of learning, using a competency-based approach;
- fosters a type of education that contributes to the overall development of the person.

This framework requires participation by partners from the colleges and universities. Indeed, the development of pre-university programs in terms of objectives and standards is carried out with the cooperation of advisory committees composed of university representatives and academic deans and teachers in colleges.

The *Arts and Sciences* program includes a component of general education that is common to all college programs (15 1/3 or 16 2/3 credits), a component of general education that is specific to the program (6 credits) and a specific program component (36 2/3 or 38 credits). The program does not, however, include a complementary general education component given that the goals and educational intentions of such a component are met through the diversity of the fields of knowledge covered.

¹ With the exception of fine arts, music and dance.

Moreover, since students registered in the *Arts and Sciences* program pursue only two of the general education objectives in physical education, colleges will adapt their educational projects accordingly, along with the expected results.

This document has two parts. The first part presents an overview of the program. The second part describes the objectives and standards for general education and specific education.

Vocabulary Used

Program

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

Aim

The aim of pre-university programs is to prepare students for university through training emphasizing the integration of general and specific education and the transfer of learning. The aim must also reflect the requirements of an educational continuum oriented toward success in university.

General Goals

The general goals of pre-university programs guide the development of each program by indicating outcomes that should result in consistency, integration and the transfer of learning. By facilitating the coordination of the educational intent of general education with that of specific education, the general goals clarify the aim of the program, which is for the students to acquire skills essential for success in university.

Competencies

In pre-university education, competencies are based on knowledge, skills, attitudes and so on, whose acquisition or mastery is necessary for success in specific fields in university.

Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

When pre-university programs are developed and presented by the Ministère, each objective is formulated in terms of a competency and includes a statement of the competency and its elements.

Statement of the competency

The statement of the competency is the result of an analysis of the needs of general education and those of university education.

Elements

The elements of the objective, formulated in terms of a competency, specify its essential components. They include only what is necessary in order to understand and achieve the competency.

Standard

The standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1). It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

Performance criteria

The performance criteria define the requirements for recognition of the attainment of the objective. All the criteria must be respected for the objective to be attained.

Learning activities

The aspects of learning activities which the minister can determine in whole or in part are the field of studies, the discipline or disciplines, the course weighting, the number of contact hours, the number of course credits, and such specific indications as are deemed essential.

FIRST PART: OVERVIEW

Aim of the Program

The *Arts and Sciences* program is intended to give students a comprehensive education that will equip them to enter all university programs².

General Goals of the Program

The general goals of the program are to enable students:

- to situate and connect the characteristics of the subjects studied;
- to assimilate concepts and work methods required to study in the various fields of knowledge;
- to use intellectual work methods and study techniques;
- to use information and communications technologies (ICT);
- to communicate clearly and correctly;
- to take charge of their own personal and social development.

Each college determines the ways in which the general goals of the program are taken into consideration. These goals may be expressed using the vocabulary and logic of each discipline selected by the institution for the implementation of the program. Moreover, each course may contribute to the full or partial attainment of one or more of these goals. What is important is that all the goals be represented in one or more courses, and that they become specific focuses of teaching and learning, because they are recognized as essential to university studies and the diploma of college studies in *Arts and Sciences* must attest to their achievement.

² With the exception of fine arts, music and dance.

Explanation of the General Goals of the Program

Each general goal is explained as follows:

To situate and connect the characteristics of the subjects studied

To situate and connect the subjects and phenomena studied in different fields of knowledge, students must not only be familiar with the key concepts, laws and principles that characterize these fields but must be able to:

- establish links among the theories, approaches and methodologies specific to the various subjects by situating them in their historical, social, cultural, scientific, literary and artistic contexts;
- understand the scope and limits of the scientific approach as a way of constructing knowledge;
- recognize the contributions of science, technology, literature and the arts to the development of society.

In each course, the choice of learning activities must reflect a constant concern for opening the way to other fields of knowledge.

To assimilate concepts and work methods required to study in the various fields of knowledge

Assimilation—which is not an end in itself—must take place in the context of analysis, research, creation, discussion, verification, criticism and stocktaking with respect to the works, phenomena and problems dealt with in the program. All of the courses must focus on this goal, to enable students to:

- discuss questions and themes spanning several subjects;
- analyze, assess and criticize works, texts and theses;
- solve problems;
- analyze phenomena using approaches from different disciplines;
- conduct research and carry out projects pertaining to situations, problems or issues by drawing on several fields of knowledge.

To use intellectual work methods and study techniques

To ensure that students master the work methods required to pursue university studies, the program must focus explicitly on the development of a certain number of practical skills. The work methods used must contribute to the integration of the various fields of knowledge and to the establishment of links among them. For these reasons, students must learn to:

- manage their time;
- develop good note-taking habits;
- apply effective reading techniques;
- apply summarizing techniques;
- carry out documentary research;
- adopt good lab-work practices.

To use information and communications technologies (ICT)

The students must acquire the ability to choose and use the technological resources placed at their disposal:

- various types of information processing software, such as word processing, data processing and learning software;
- various data retrieval, documentation and communication systems (Internet, intranet, etc.).

To communicate clearly and correctly

Mastery of written and spoken language is essential for the clear expression of ideas. All the courses in the program must contribute to the development of the following capacities:

- to present an argument, analysis, commentary, process, result or work in the appropriate form;
- to draft social, literary and scientific texts;
- to express oneself effectively in presentations or discussions in small or large groups.

With respect to second language studies, the emphasis will be on the development of reading skills.

To take charge of their own personal and social development

Aside from strictly academic learning, the program must provide students with concrete opportunities to participate in their own education and to become personally involved in their development. Throughout their studies, they must:

- add to their stock of cultural knowledge;
- express their interest in culture, science, social science, the creative arts and literature;
- be concerned with the ethical impact of science and technology on individuals and societies;
- know how to conduct themselves in society;
- make physical activity a part of their lifestyle in order to stay healthy;
- demonstrate autonomy and a commitment to the successful pursuit of university studies.

General Education Component in College Programs

In Quebec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or progress to university. The foundations on which their programs of study are based are established by the Minister of Education, Recreation and Sports which is also responsible for drawing up and implementing these programs. Individual colleges ensure the implementation of the programs and determine learning activities to achieve the outcomes articulated in the standards.

The college program constitutes the frame of reference within which the students choose to learn a profession or pursue their studies by acquiring designated competencies. For the teachers, the program outlines the learning outcomes and circumscribes the range of pedagogical intervention.

Programs of studies leading to the Diploma of College Studies (DCS) include two main components: the general education component and a specific program component. General education is an integral part of each program and, when coupled with the specific program component as part of an integrated approach, fosters the development of competencies required by the whole program.

Educational Aims

Three educational aims define the general education component of the programs. They are:

- Educate the individual to live responsibly within society.
- Help the individual integrate cultural knowledge into their studies.
- Help the individual to master language as a tool for thought, communication and openness to the world.

These three general education aims are an integral part of a college education and contribute in a particular fashion to its actualization. They involve the specific program components and contribute to the consistency of the program as a whole. By enhancing the complementary nature of the general and specific components, the aims contribute to the coherence of the programs in regard to their educational intentions and the objectives of a quality education.

Contribution of the General Education Component to the Students' Program of Studies

The general education component contributes to the development of 12 competencies, which are in turn associated with 3 broader educational aims, and are described in the profile entitled *Contribution of the General Education Component to the Students' Program of Studies*. These competencies set out desired student outcomes in general education.

The general education profile illustrates both the specific and complementary nature of the general education disciplines, which are:

- French, Language of Instruction and Literature.
- English, Language of Instruction and Literature.
- Philosophy.
- Humanities.
- French as a Second Language.
- English as a Second Language.
- Physical Education.

Competencies in the General Education Profile

The 12 competencies in the general education profile guide teaching practices and represent the common and complementary learning outcomes of the disciplines in the general education component.

Seen in relation to the educational aims, the 12 competencies in the profile are incorporated into learning and evaluation activities, which attest to their acquisition. The contribution of each discipline manifests itself in varying degrees in the objectives and standards.

Competencies common to college education as a whole

For information purposes, the Minister has identified five basic common competencies that it hopes to see associated with the educational aims:

- Solve problems.
- Use creativity.
- Adapt to new situations.
- Exercise sense of responsibility.
- Communicate.

If necessary, this list will be completed by pre-university program advisory committees and college program committees.

General Education Profile

Contribution of the General Education Component to the Students' Program of Studies

Educational aims	The general education component leads students to:
Live responsibly within 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.
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 or other artistic expressions emanating from different historical periods and movements.
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.
For information purposes, the Minister has identified five basic common competencies, which it hopes to see associated with the educational aims; • Solve problems. • Use creativity. • Adapt to new situations. • Exercise sense of responsibility. • Communicate.	

Contribution of the disciplines of general education to the promotion and improvement of the mastery of the language of instruction

Each discipline of general education must contribute to the improvement of the students' oral and written communication skills in the language of instruction and also foster the development of revision and correction strategies, especially in the case of the written word. This contribution is described in the goals of each discipline and is explained in detail in the objectives and standards of each discipline.

In this context, the teacher's role is to:

- propose pedagogical activities to promote the language of instruction.
- create an auspicious environment for reading and writing.
- provide students with work methods and various tasks that will allow them to improve their oral and writing skills.

Goals of each discipline

The goals specify how each discipline contributes to the development of the profile's competencies and to the achievement of the objectives and standards of general education. These goals are presented under four headings:

- The main characteristics describe certain particularities of the discipline.
- The principles introduce the basic premises underlying the teaching of this discipline.
- The expected outcomes specify the most meaningful learning situations that lead students to develop the competencies contained in the Profile and to achieve the objectives and reach the standards of general education. These expected outcomes are presented in the form of knowledge, skills and attitudes.
- The sequence of objectives and standards highlights the progression in learning activities in terms of their coherence.

Components of General Education

The general and specific education components both contribute to the students' education. As such, the knowledge, skills and attitudes transmitted in one component are developed and, whenever possible, applied in the other. While respecting the educational aims and the goals of each discipline, as well as the ministerial objectives and standards, each college-level institution shapes the general education component with learning activities that are consistent with its educational project and success plan.

The general education component includes:

- General education common to all programs is allotted 16 2/3 credits distributed as follows³:
 - Language of Instruction and Literature: 7 1/3 credits.
 - Philosophy or Humanities: 4 1/3 credits.
 - Physical Education: 3 credits.
 - Second Language: 2 credits.
- General education specific to each program introduces tasks or learning situations that are relevant to the field of study, and promotes their re-use in the program-specific component. The breakdown of credits, for a total of 6, is as follows:
 - Language of Instruction and Literature: 2 credits.
 - Philosophy or Humanities: 2 credits.
 - Second Language: 2 credits.
- Complementary general education⁴ allows students to complete their program of study with learning activities that promote balance and complementarity by exposing them to fields outside the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - Social Sciences.
 - Science and Technology.
 - Modern Language.
 - Mathematics Literacy and Computer Science.
 - Art and Aesthetics.
 - Contemporary Issues.

³ In the *Arts and Sciences* program, the total number of credits in the general education component common to all programs may vary. It may be 15 1/3 or 16 2/3 credits, distributed as follows:

- language of instruction and literature: 7 1/3 credits;
- philosophy or humanities: 4 or 4 1/3 credits;
- physical education: 2 or 3 credits;
- second language: 2 credits.

⁴ In the *Arts and Sciences* program, the complementary general education is assumed by the specific education.

Goals of the Disciplines of Common and Specific General Education

English, Language of Instruction and Literature

Main Characteristics

Building on the skills developed by students on completion of secondary school, the English, Language of Instruction and Literature program places a marked emphasis on written production, reading comprehension and literary analysis, while at the same time consolidating listening and speaking skills.

In addition to the skills developed in language use and literary analysis, students will develop skills and attitudes appropriate to the goals of college-level general education. They will develop: independent, critical and logical thinking; self-reflective and ethical practice in their learning and actions; an understanding of the roles of diverse media within the culture of a society; the ability to analyze works in the humanities from different periods and movements; the ability to use the appropriate rules governing argument and other forms of discourse; an appreciation of literature and other artistic works of different periods.

Principles

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

In English, Language of Instruction and Literature (Specific to Each Program) students will learn to communicate in the forms of discourse appropriate to one or more fields of study.

Expected Outcomes

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

- will be able to demonstrate their knowledge of:
 - the basic vocabulary and terminology used when discussing literary works.
 - ways to apply an independent critical approach to literary genres.
 - ways to apply an independent critical approach to literary themes.

- the appreciation of literary and non-literary works or other artistic expressions emanating from different historical periods and movements.
- ways to analyze the humanities emanating from different historical periods and movements.
- ways to refine oral and written communication in the language of instruction.
- will be able to demonstrate their ability to:
 - 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 forms of discourse.
 - communicate in forms of discourse appropriate to one or more fields of study.
- will be encouraged to develop their attitudes of:
 - 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.
 - independent, critical and ethical thought.

Sequence of Objectives and Standards

The three sets of objectives and standards in English, Language of Instruction and Literature Common to All Programs, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both formats provide a range of reading, writing, and literary activities, one includes additional reinforcement of reading and writing skills.

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

Humanities

Main Characteristics

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

Principles

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

Expected Outcomes

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of:
 - 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 ideas formulation, reformulation, synthesis.
 - the importance and practice of adequately substantiated argumentation, written and oral.

- will be able to demonstrate their ability to:
 - 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.
 - demonstrate familiarity with original thought and creativity.
 - 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 their attitudes of:
 - 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 tolerance towards others.
 - concern for planetary issues.
 - determination to continue learning.

Sequence of Objectives and Standards

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

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

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

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

Français, langue seconde

Objet de la discipline

L'enseignement du français, langue seconde, a pour objet de permettre à l'élève de communiquer efficacement en français avec ses concitoyens et ses concitoyennes. Il contribue ainsi à lui permettre de comprendre et de partager les acquis culturels et sociaux, ainsi que d'en discuter.

Principes

En tant que partie intégrante de la formation générale, le français, langue seconde, contribue à développer l'autonomie ainsi que la pensée critique et rationnelle. Il prépare les élèves à s'ouvrir au monde et à assumer leurs responsabilités sociales.

La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie et à la culture de la société québécoise, dont le français est la langue officielle. Par conséquent, la formation générale en français, langue seconde, a pour finalité de rendre les élèves aptes à communiquer de façon efficace dans la société et à apprécier les éléments constitutifs de la culture québécoise (tels la littérature, les médias, les arts, la technologie, les codes sociaux, etc.).

À leur arrivée au collégial, les élèves ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents à l'oral. En conséquence, la formation porte surtout sur le développement de la maîtrise de la lecture et de l'écriture. Celle des règles de base du discours et de l'argumentation s'inscrit dans cette visée. Les élèves peuvent ainsi prendre conscience des moyens d'expression particuliers au français, langue seconde, et indirectement à l'anglais, langue d'enseignement.

Résultats attendus

Tout élève qui a atteint les objectifs et standards de la formation générale en français, langue seconde, peut rendre compte,

- sur le plan des connaissances :
 - de différentes techniques de lecture,
 - des éléments formels nécessaires à l'élaboration d'un texte structuré, tant à l'oral qu'à l'écrit,
 - de différentes formes du discours et de leurs usages spécifiques;
- sur le plan des habiletés :
 - de sa capacité de questionner, d'analyser, de juger et d'argumenter en français,
 - de sa capacité à réfléchir sur ses savoirs et son agir, notamment par la révision de ses productions écrites,
 - de son aptitude à entretenir des rapports sociaux et à partager la vie culturelle du Québec,
 - de son aptitude à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- sur le plan des attitudes :
 - de son ouverture aux différents aspects de la culture québécoise,
 - de sa reconnaissance de la créativité et de la valorisation de cette dernière,
 - de sa préparation à participer à la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des élèves du collégial, l'enseignement du français, langue seconde, est réparti en quatre niveaux (ou ensembles). Chacun de ces niveaux permet de les amener à interpréter et à produire des textes de plus ou moins grande complexité. Par ailleurs, dans les niveaux avancés, les élèves apprécieront des œuvres littéraires, des textes ou d'autres productions artistiques et apprendront à exercer leur sens critique et leur sens de l'éthique.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier (bloc A), qui fait partie de la formation générale commune à tous les programmes d'études, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les élèves à communiquer de façon plus rigoureuse.

Le second ensemble (bloc B), qui fait partie de la formation générale propre aux programmes d'études, s'appuie sur les acquis du premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études des élèves. On cherche ainsi à développer la précision de l'expression dans des situations de communication particulières à ces champs d'études.

French, Second Language

Main Characteristics

The aim of the French as a Second Language program is to enable students to communicate effectively in French with their fellow citizens. The program helps them to understand, share and discuss cultural and social knowledge.

Principles

As an integral part of general education, the French as a Second Language program helps develop autonomy as well as critical and rational thinking. It prepares students to be open to the world and to assume their social responsibilities.

Mastery of French as a Second Language is essential for anyone who wants to participate fully in the life and culture of Québec society, whose official language is French. Hence, the purpose of general education in French as a Second Language is to enable students to communicate effectively in society and to appreciate the main components of Québec culture (such as literature, the media, the arts, technology and social codes).

When they reach the college level, students have already acquired competencies in the four language skills, speaking, reading, listening and writing, but they are generally more competent in oral language. Therefore the program focuses on developing reading and writing skills. Mastery of the basic rules of discourse and argument is part of this aim. Students may thus become aware of means of expression used in French as a Second Language, and indirectly, in English, Language of Instruction.

Expected Outcomes

All students who have achieved the objectives of French as a Second Language in general education,

- will be able to demonstrate their knowledge of:
 - 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:
 - question, analyze, judge and argue in French.
 - reflect on their knowledge and actions notably by revising their written productions.
 - maintain social relationships and to share in the cultural life of Québec.
 - establish and maintain work-related relationships in French.
- will be encouraged to develop their attitudes of:
 - openness to the various aspects of Québec culture.
 - recognition and promotion of creativity.
 - readiness to participate in social and economic life.

Sequence of Objectives and Standards

To meet the varied learning needs of students at the college level, the French as a Second Language program is divided into four levels (or sets). At each level, students interpret and produce texts that are more or less complex. At the more advanced levels, they learn to appreciate literary works, texts or other artistic productions and to exercise critical and ethical judgment.

The French as a Second Language program in the general education component consists of two sets of objectives and standards designed to be used in sequence. The purpose of the first one (Block A), which is part of general education common to all programs, is to consolidate and develop previous language learning so as to enable students to communicate more accurately.

The second set (Block B), which is part of program-specific general education component, is based on the learning acquired in the first set, enriched with elements of competency related to the students' fields of study. The aim is to develop precision of expression in communication situations specific to these fields of study.

Physical Education

Main Characteristics

The primary aim of physical education at the college level is the development of the whole person. By pursuing the development of a healthy, active lifestyle, the physical education program encourages students to live responsibly within society, to show independence, creativity and respect for others through the regular and sufficient practice of physical activity.

Principles

The teaching of physical education enables students: to take charge of their health by committing to being physically active and by adopting responsible behaviour as part of a healthy active lifestyle; to practice a physical activity sufficiently and on a regular basis, namely, to extract the maximum health benefits in order to maintain or improve their level of physical fitness.

This teaching also enables students: to become aware of the factors that contribute to greater proficiency, motivation and perseverance in a physical activity; to apply an approach designed to enhance their skills depending on the physical activity settings; to recognize the influence physical activity has on their lifestyle and to improve their communication skills.

Expected Outcomes

Students who have achieved the physical education objectives in general education

- will be able to demonstrate their knowledge of:
 - 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 which can enhance their health and fitness.
 - the rules, techniques and conditions involved in different types of physical or sporting activity.
 - the main socio-cultural factors which influence the inclusion of physical activity in one's lifestyle.
- will be able to demonstrate their ability to:
 - 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 practicing 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, tactics 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 manner that emphasizes clear argumentation.
- will be encouraged to develop their attitudes of:
 - awareness of the importance of practicing a physical activity sufficiently and on a regular basis in order to improve their fitness.
 - awareness of the factors that encourage them to practice 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.

Sequence of Objectives and Standards

- At the college level, the three sets of objectives and standards in physical education carry on the development of a healthy, active lifestyle, begun in secondary school. Students will be encouraged to take measures required to maintain or improve lifelong fitness habits.
- The three sets of objectives and standards in physical education are incorporated into a learning sequence. The theoretical and practical knowledge acquired in the first two sets is applied in the third.
- The first set focuses on the relationship between health, physical fitness, and an active lifestyle. To be able to make a relevant and justified choice of physical activities, students try one or more activities and then relate them to their ability to adapt to effort, their need to change or maintain their fitness level, their motivation, lifestyle and knowledge regarding disease prevention.

- The purpose of the second set is to encourage students to use a goal-oriented approach to improve the effectiveness of a physical activity whether it is a sport, corporal expression or an outdoor activity. After an initial assessment, students evaluate the physical activity in terms of their ability and attitudes; they set goals and try an approach aimed at improving their motor skills, their technique or their mastery of complex strategies. Finally, students are called upon to assess their progress.
- The third set aims to encourage students to incorporate physical activity in their lifestyle to benefit their overall health and fitness level by teaching them to manage the factors that influence physical activity. During class hours, students apply the knowledge they acquired in the first two sets. Through sufficient and regular practice of a health-oriented physical activity, they plan, apply and evaluate a personal physical activity program. Students follow and validate their program under the teacher's supervision. The hours allotted for personal work enable students to do required course work, to practice their physical activity and develop a healthy lifestyle.

List of Program Objectives

Common and Specific General Education

15 1/3 or 16 2/3 credits and 6 credits

English, Language of Instruction and Literature

- 4EA0 To analyze and produce various forms of discourse.
- 4EA1 To apply a critical approach to literary genres.
- 4EA2 To apply a critical approach to a literary theme.
- 4EAP To communicate in the forms of discourse appropriate to one or more fields of study.

Humanities

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

Français, langue seconde (French, Second Language)

- 4SF0 Appliquer les notions de base de la communication en français courant. (To apply basic concepts for communicating in standard French.)
- or
- 4SF1 Communiquer en français courant avec une certaine aisance. (To communicate in standard French with some ease.)
- or
- 4SF2 Communiquer avec aisance en français courant. (To communicate with ease in standard French.)
- or
- 4SF3 Traiter d'un sujet culturel et littéraire. (To deal with a cultural and literary topic.)

4SFP Appliquer des notions fondamentales de la communication en français liées au champ d'études de l'élève. (To apply basic concepts for communicating in French in relation to the student's field of study.)

or

4SFQ Communiquer en français sur des sujets liés au champ d'études de l'élève. (To communicate in French on topics related to the student's field of study.)

or

4SFR Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève. (To communicate with ease in French on topics related to the student's field of study.)

or

4SFS Dissserter en français sur un sujet lié au champ d'études. (To discourse in French on a topic related to the student's field of study.)

Physical Education

The college must ensure that the student is able to pursue at least two of the three physical education objectives.

4EP0 To analyze physical activity from the standpoint of lifestyle behaviours that promote health.

4EP1 To improve effectiveness when practising a physical activity.

4EP2 To demonstrate the ability to manage health-enhancing physical activity.

Specific Education

36 2/3 or 38 credits

Objectives Common to All Students

01Y0 To assess the contribution of works of literature and philosophy to human experience.

01Y1 To solve problems using differential calculus.

01Y2 To solve problems using integral calculus.

01Y3 To analyze phenomena using the statistical method.

01Y4 To solve problems using linear algebra and vector geometry.

01Y5 To analyze the structural and functional relationships that characterize living organisms as they evolve in their environment.

01Y6 To solve problems associated with chemical changes in matter.

01Y7 To interpret natural phenomena using models from mechanical physics.

- 01Y8 To show the importance of historical heritage in the development of Western civilization.
- 01Y9 To consider the influence of individual and social factors on human behaviour.
- 01YA To make a judgment of fact on the dynamics of social change.
- 01YB To deal with current questions associated with the international economy and politics.
- 01YC To interpret works of art from different periods.
- 01YD To create two- and three-dimensional art works.
- 01YE To demonstrate their integration of the learning in the *Arts and Sciences* program.

Optional Objectives

At least three objectives from the objectives given below must be chosen. Two of these objectives must be from *Science*, while the other may come from *Social Science* or from *Creative Arts and Literature*.

- 01YF To interpret natural phenomena using the laws of electricity and magnetism.
- 01YG To interpret natural phenomena using optics, wave physics and modern physics.
- 01YH To analyze the mechanisms of reactions.
- 01YJ To analyze, from an evolutionary perspective, the adaptation of multicellular organisms to their environment.
- 01YK To create a work of art.
- 01YL To discuss major problems of our time using more than one approach from the social sciences.
- 01YM To communicate at a rudimentary level in a modern language.
- 01YN To communicate on familiar subjects in a modern language.
- 01YP To communicate with a certain degree of ease in a modern language.

SECOND PART:
PROGRAM
OBJECTIVES AND STANDARDS

Objective**Standard****Statement of the Competency**

To analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

1. To identify the characteristics and functions of the components of literary texts.
2. To determine the organization of facts and arguments of a given literary text.
3. To prepare ideas and strategies for a projected discourse.
4. To explicate a discourse.
5. To edit the discourse.

- Accurate explanation of the denotation of words.
- Adequate recognition of the appropriate connotation of words.
- Accurate definition of the characteristics and function of each component.
- Clear and accurate recognition of the main idea and structure.
- Clear presentation of the strategies employed to develop an argument or thesis.
- Appropriate identification of topics and ideas.
- Adequate gathering of pertinent information.
- Clear formulation of a thesis.
- Coherent ordering of supporting material.
- Appropriate choice of tone and diction.
- Correct development of sentences.
- Clear and coherent development of paragraphs.
- Explication of a 750-word discourse.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-101-MQ or 603-111-MQ
Title:	Introduction to College English
Weighting:	2-2-4 or 1-3-4
Number of credits:	2 2/3

Objective**Standard****Statement of the Competency**

To apply a critical approach to literary genres.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. To distinguish genres of literary texts. 2. To recognize the use of literary conventions within a specific genre. 3. To situate a work within its historical and literary period. 4. To explicate a discourse representative of a literary genre. 5. To edit the discourse. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre. • Accurate recognition of the figurative communication of meaning. • Adequate explanation of the effects of significant literary and rhetorical devices. • Appropriate recognition of the relationship of a text to its period. • Appropriate choice and use of terminology. • Effective presentation of a 1000-word integrated response to a text. • Appropriate use of revision strategies. • Accurate correction of the discourse. |
|--|---|

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-102-MQ
Title:	Literary Genres
Weighting:	2-2-3
Number of credits:	2 1/3

Objective**Standard****Statement of the Competency**

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

1. To recognize the treatment of a theme within a literary text.
2. To situate a literary text within its cultural context.
3. To detect the value system inherent in a literary text.
4. To explicate a discourse from a thematic perspective.
5. To edit the discourse.

- Clear recognition of elements within the text, which define and reinforce a theme and its development.
- Adequate demonstration of the effects of significant literary and rhetorical devices.
- Appropriate recognition of a text as an expression of cultural context.
- Adequate demonstration of the effects of significant literary and rhetorical devices.
- Appropriate identification of expression (explicit / implicit) of a value system in a text.
- Appropriate choice and use of terminology.
- Effective presentation of a 1000-word integrated response to a text.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-103-MQ
Title:	Literary Themes
Weighting:	2-2-3
Number of credits:	2 1/3

Objective**Standard****Statement of the Competency**

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

Elements of the Competency

1. To identify the forms of discourse appropriate to given fields of study.
2. To recognize the discursive frameworks appropriate to given fields of study.
3. To explicate an oral and a written discourse.
4. To edit the discourse.

Performance Criteria

- Accurate recognition of specialized vocabulary and conventions.
- Accurate recognition of the characteristics of the form of discourse.
- Exploration of a variety of topics.
- Clear and accurate recognition of the main ideas and structure.
- Appropriate distinction between fact and argument.
- 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.
- Explication of a 1000-word discourse.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline: 603 – English, Language of Instruction and Literature
 Number of contact hours: 60
 Number of credits: 2

Humanities

Code: 4HU0

Objective**Standard****Statement of the Competency**

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

Elements of the Competency

1. To recognize the basic elements of a field of knowledge.
2. To define the modes of organization and utilization of a field of knowledge.
3. To situate a field of knowledge within its historical context.
4. To organize the main components into coherent patterns.
5. To produce a synthesis of the main components.

Performance Criteria

- Appropriate description of the basic elements.
- Appropriate use of terminology relevant to fields of knowledge.
- Adequate definition of the dimensions, limits, and uses of fields of knowledge.
- Accurate identification of the main components in the historical development of fields of knowledge.
- Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge.
- Coherent organization of the main components.
- Appropriate analysis of the components.
- Coherent synthesis of the main components.
- Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
- Appropriate use of revision strategies.
- Appropriate correction of form and content.

Learning Activities

Discipline: 345 – Humanities
 Code: 345-101-MQ
 Title: Knowledge
 Weighting: 3-1-3
 Number of credits: 2 1/3

Humanities

Code: 4HU1

Objective**Standard****Statement of the Competency**

To apply a critical thought process to world views.

Elements of the Competency**Performance Criteria**

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

Learning Activities

Discipline:	345 – Humanities
Code:	345-102-MQ
Title:	World Views
Weighting:	3-0-3
Number of credits:	2

Humanities

Code: 4HUP

Objective**Standard****Statement of the Competency**

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

Elements of the Competency

1. To situate significant ethical issues, in appropriate world views and fields of knowledge.
2. To explain the major ideas, values, and social implication of ethical issues.
3. To organize the ethical questions and their implications into coherent patterns.
4. To debate the ethical issues.

Performance Criteria

- Accurate recognition of the basic elements of ethical issues.
- Appropriate use of relevant terminology.
- Adequate identification of the main linkages with world views and fields of knowledge.
- Adequate description of the salient components of the issues.
- Coherent organization of the ethical questions and their implications.
- Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues.
- Adequate development of substantiated argumentation including context and diverse points of view.
- Clear articulation of an individual point of view.
- Appropriate use of revision strategies.
- Appropriate correction of form and content.

Learning Activities

Discipline: 345 – Humanities
 Number of contact hours: 45
 Number of credits: 2

Objectif**Standard****Énoncé de la compétence**

Appliquer les notions de base de la communication en français courant.

Éléments de la compétence

1. Rédiger et réviser un texte simple.

2. Dégager le sens d'un texte simple.

3. Émettre un message oral simple.

4. Dégager le sens d'un message oral simple.

Critères de performance

- Formulation claire et cohérente d'un texte d'environ 250 mots.
- Élaboration suffisante du texte : intention d'écriture, sujet, lecteur.
- Formulation de phrases simples bien construites.
- Utilisation d'un vocabulaire suffisant pour la tâche.
- Application satisfaisante du code grammatical, en particulier : l'accord en genre et en nombre, les verbes réguliers, les temps de verbes au présent, au passé composé et au futur simple.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Utilisation appropriée de stratégies de révision.
- Description précise du sens général et des idées essentielles d'un texte de 500 mots.
- Repérage précis des difficultés de compréhension du texte.
- Utilisation pertinente des techniques de lecture.
- Distinction claire des principaux éléments du texte.
- Formulation claire et cohérente d'un exposé d'au moins quatre minutes.
- Emploi pertinent du vocabulaire courant.
- Expression intelligible des énoncés.
- Distinction précise du sens général et des idées essentielles d'un message d'au moins quatre minutes.
- Repérage précis des difficultés de compréhension du message.
- Description précise du sens général et des idées essentielles du message.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-100-MQ
 Titre : Français de base
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer en français courant avec une certaine aisance.

Éléments de la compétence**Critères de performance**

1. Rédiger et réviser un texte simple.

- Rédaction d'un texte d'environ 350 mots.
- Respect du code grammatical et orthographique.
- Utilisation judicieuse des principaux éléments du corpus.
- Formulation claire et cohérente des phrases.
- Articulation cohérente des paragraphes.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

2. Interpréter un texte écrit.

- Repérage précis des idées principales et de la structure d'un texte de 700 à 1 000 mots.
- Distinction claire des principaux éléments du texte.
- Explication précise du sens des mots du texte.

3. Produire un texte oral planifié.

- Formulation claire et cohérente d'un exposé d'au moins cinq minutes.
- Emploi pertinent du vocabulaire courant.
- Respect du niveau de langue, du code grammatical et des règles de la prononciation.

4. Interpréter un texte oral simple.

- Distinction claire des principaux éléments d'un texte oral d'au moins cinq minutes.
- Repérage précis des idées et des sujets traités dans le texte.
- Explication précise du sens des mots du texte.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-101-MQ
 Titre : Langue française et communication
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer avec aisance en français courant.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte de complexité moyenne.

- Rédaction d'un texte d'environ 450 mots.
- Respect du code grammatical et orthographique.
- Adaptation au lecteur ou à la lectrice.
- Utilisation judicieuse des principaux éléments du corpus.
- Formulation claire et cohérente des phrases, dont au moins trois sont complexes.
- Articulation cohérente des paragraphes.

2. Réviser et corriger un texte de complexité moyenne.

- Utilisation appropriée de stratégies de révision.
- Correction appropriée du texte.

3. Commenter un texte écrit de complexité moyenne.

- Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.
- Explication précise du sens des mots dans le texte.
- Distinction précise des idées principales et secondaires, des faits et des opinions.
- Distinction juste entre l'implicite et l'explicite.

4. Produire un texte oral planifié de complexité moyenne.

- Formulation claire et cohérente d'un exposé d'au moins cinq minutes.
- Emploi pertinent du vocabulaire courant.
- Respect du niveau de langue, du code grammatical et des règles de la prononciation.
- Adaptation à l'interlocuteur ou à l'interlocutrice.
- Agencement pertinent des idées.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-102-MQ
 Titre : Langue française et culture
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Traiter d'un sujet culturel et littéraire.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte sur un sujet culturel ou littéraire.

- Formulation claire et cohérente d'un texte d'environ 550 mots.
- Respect du sujet.
- Respect du code grammatical et orthographique.
- Adaptation au lecteur ou à la lectrice.
- Utilisation judicieuse des principaux éléments du corpus.
- Articulation claire d'un point de vue personnel.

2. Réviser et corriger un texte portant sur un sujet culturel ou littéraire.

- Utilisation appropriée de stratégies de révision.
- Correction appropriée du texte.

3. Analyser un texte culturel ou littéraire.

- Formulation personnelle des éléments principaux du texte.
- Inventaire des thèmes principaux.
- Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.
- Repérage juste des valeurs véhiculées.
- Repérage juste de la structure du texte.
- Articulation claire d'un point de vue personnel.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-103-MQ
 Titre : Culture française et littérature
 Pondération : 3-0-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Appliquer des notions fondamentales de la communication en français, liées au champ d'études de l'élève.

Éléments de la compétence

1. Rédiger et réviser un court texte lié à son champ d'études.
2. Dégager le sens et les caractéristiques d'un texte lié à son champ d'études.
3. Émettre un message oral simple lié à son champ d'études.

Critères de performance

- Repérage précis de difficultés dans l'expression écrite.
- Utilisation pertinente des techniques d'écriture.
- Utilisation pertinente du vocabulaire courant et spécialisé.
- Formulation claire et cohérente du texte.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Repérage précis des difficultés de compréhension du texte.
- Distinction juste des caractéristiques du texte.
- Repérage précis du vocabulaire spécialisé.
- Distinction claire des principaux éléments du texte.
- Description précise du sens général et des idées essentielles du texte.
- Repérage précis des difficultés d'expression orale.
- Utilisation pertinente des techniques d'expression orale.
- Utilisation pertinente du vocabulaire courant et spécialisé.
- Expression intelligible du propos.

Français, langue seconde (niveau I)

Code : 4SFP

4. Dégager le sens d'un message oral simple lié à son champ d'études.
- Repérage précis des difficultés de compréhension du message.
 - Distinction juste des caractéristiques du message.
 - Repérage juste du vocabulaire spécialisé.
 - Distinction claire des principaux éléments du message.
 - Description précise du sens général et des idées essentielles du message.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte lié à son champ d'études.

- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Formulation claire et cohérente du propos.
- Utilisation pertinente des techniques d'écriture.

2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.

- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

3. Distinguer les types de textes propres à son champ d'études.

- Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.

4. Interpréter des textes représentatifs de son champ d'études.

- Distinction claire des principaux éléments du texte.
- Interprétation claire du vocabulaire spécialisé.
- Repérage précis des idées et des sujets traités.
- Utilisation pertinente des techniques de lecture et d'écoute.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence**Critères de performance**

1. Produire un texte sur un sujet lié à son champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Formulation claire et cohérente du propos.
- Agencement pertinent des idées.
- Adéquation entre forme et fond.

2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.

- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

3. Commenter des textes propres à son champ d'études.

- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
- Explication précise du sens des mots dans le texte.
- Repérage précis de la structure du texte.
- Reformulation juste des idées principales et secondaires, des faits et des opinions.
- Emploi juste du vocabulaire spécialisé.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Dissenter en français sur un sujet lié au champ d'études de l'élève.

Éléments de la compétence

1. Rédiger un texte sur un sujet lié à son champ d'études.
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.
3. Analyser un texte lié à son champ d'études.

Critères de performance

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Choix judicieux des principaux éléments du corpus en fonction du type de texte.
- Formulation claire et cohérente du texte.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Articulation claire d'un point de vue personnel.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Distinction précise des caractéristiques formelles des types particuliers de textes.
- Formulation personnelle des éléments principaux.
- Inventaire des thèmes principaux.
- Repérage juste de la structure du texte.
- Relevé d'indices qui permettent de situer le texte dans son contexte.
- Articulation claire d'un point de vue personnel.
- Association juste des éléments du texte au sujet traité.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

French, Second Language (Level I)

Code: 4SF0

Objective**Standard****Statement of the Competency**

To apply basic concepts for communicating in standard French.

Elements of the Competency**Performance Criteria**

1. To 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. To understand the meaning of a simple text.

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

3. To convey a simple oral message.

- Clear and coherent formulation of a presentation at least four minutes long.
- Appropriate use of standard vocabulary.
- Intelligible statements.

4. To understand the meaning of a simple oral message.

- Precise differentiation of the general meaning and essential ideas of a message at least four minutes long.
- Precise identification of the difficulties in understanding the message.
- Precise description of the general meaning and essential ideas of the message.

Learning Activities

Discipline: 602 – French as a Second Language
 Code: 602-100-MQ
 Title: Basic French
 Weighting: 2-1-3
 Number of credits: 2

French, Second Language (Level II)

Code: 4SF1

Objective**Standard****Statement of the Competency**

To communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. To write and revise a simple text.

- Writing of a text of about 350 words.
- Respect of 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. To interpret a written text.

- Precise identification of the main ideas and structure of a text of 700 to 1000 words.
- Clear differentiation of the main elements of the text.
- Precise explanation of the meaning of the words of the text.

3. To produce a planned oral text.

- Clear and coherent formulation of a presentation at least five minutes long.
- Appropriate use of standard vocabulary.
- Respect of the level of language and rules of grammar and pronunciation.

4. To interpret a simple oral text.

- Clear differentiation of the main elements of an oral text at least five minutes long.
- Precise identification of the ideas and subjects dealt with in the text.
- Precise explanation of the meaning of the words of the text.

Learning Activities

Discipline:	602 – French as a Second Language
Code:	602-101-MQ
Title:	French Language and Communication
Weighting:	2-1-3
Number of credits:	2

Objective**Standard****Statement of the Competency**

To communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

1. To write a text of moderate complexity.

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

2. To revise and correct a text of moderate complexity.

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

3. To comment on a written text of moderate complexity.

- Clear differentiation of the main elements of a text of between 2500 and 3000 words.
- Precise explanation of the meaning of the words of the text.
- Precise differentiation of the main and secondary ideas, of facts and opinions.
- Accurate differentiation of what is implicit and what is explicit.

4. To produce a planned oral text of moderate complexity.

- Clear and coherent formulation of a presentation at least five minutes long.
- Appropriate use of standard vocabulary.
- Respect of the level of language and rules of grammar and pronunciation.
- Adaptation to the listener.
- Appropriate sequence of ideas.

Learning Activities

Discipline:	602 – French as a Second Language
Code:	602-102-MQ
Title:	French Language and Culture
Weighting:	2-1-3
Number of credits:	2

French, Second Language (Level IV)

Code: 4SF3

Objective**Standard****Statement of the Competency**

To deal with a cultural and literary topic.

Elements of the Competency**Performance Criteria**

1. To write a text on a cultural or literary topic.

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

2. To revise and correct a text on a cultural or literary topic.

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

3. To 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:	602 – French as a Second Language
Code:	602-103-MQ
Title:	French Culture and Literature
Weighting:	3-0-3
Credits:	2

French, Second Language (Level I)

Code: 4SFP

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

1. To write and revise a short text related to the student's field of study.
2. To understand the meaning and characteristics of a text related to the student's field of study.
3. To convey a simple oral message related to the student's field of study.
4. To understand the meaning of a simple oral message related to the student's field of study.

- Precise identification of difficulties in writing.
- Appropriate use of writing techniques.
- Appropriate use of standard and specialized vocabulary.
- Clear and coherent formulation of the text.
- Appropriate use of revision strategies.
- Satisfactory correction of spelling and grammatical errors.
- Precise identification of difficulties in understanding the text.
- Accurate differentiation of the characteristics of the text.
- Precise identification of specialized vocabulary.
- Clear differentiation of the main elements of the text.
- Precise description of the general meaning and essential ideas of the text.
- Precise identification of the difficulties in oral expression.
- Appropriate use of techniques of oral expression.
- Appropriate use of standard and specialized vocabulary.
- Intelligible expression of the message.
- Precise identification of difficulties in understanding the message.
- Accurate differentiation of the characteristics of the message.
- Accurate identification of specialized vocabulary.
- Clear differentiation of the main elements of the message.
- Precise description of the general meaning and essential ideas of the message.

Learning Activities

Discipline: 602 – French as a Second Language
 Number of contact hours : 45
 Number of credits: 2

French, Second Language (Level II)

Code: 4SFQ

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Discipline:	602 – French as a Second Language
Number of contact hours :	45
Number of credits:	2

French, Second Language (Level III)

Code: 4SFR

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

1. To produce a text on a topic related to the student's field of study.
2. To revise and correct a text on a topic related to the student's field of study.
3. To comment on texts specific to the student's field of study.

- Respect of the topic.
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts.
- Respect of the level of language and rules of grammar and spelling.
- Clear and coherent formulation of the text.
- Appropriate sequence of ideas.
- Appropriate form for the content.
- Appropriate use of revision strategies.
- Satisfactory correction of spelling and grammatical errors.
- Precise differentiation of the formal characteristics of the main types of texts and the conventions used.
- Precise explanation of the meaning of the words in the text.
- Precise identification of the structure of the text.
- Accurate reformulation of the main and secondary ideas, of the facts and opinions.
- Accurate use of specialized vocabulary.

Learning Activities

Discipline: 602 – French as a Second Language
 Number of contact hours: 45
 Number of credits: 2

French, Second Language (Level IV)

Code: 4SFS

Objective**Standard****Statement of the Competency**

To discourse in French on a topic related to the student's field of study.

Elements of the Competency**Performance Criteria**

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

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

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

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

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

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

Learning Activities

Discipline: 602 – French as a Second Language
 Number of contact hours: 45
 Number of credits: 2

Physical Education

Code: 4EP0

Objective**Standard****Statement of the Competency**

To analyze physical activity from the standpoint of lifestyle behaviours that promote health.

Elements of the Competency**Performance Criteria**

1. To establish the relationship between lifestyle habits and health.
2. To be physically active in a manner that promotes health.
3. To recognize needs, abilities and motivational factors with respect to regular and sufficient physical activity.
4. To propose physical activities that promote health.

- Proper use of documentation from scientific research or the media.
- Recognition of the influence of social and cultural factors on the practice of physical activity.
- Establish pertinent relationships between main lifestyle behaviours and their impact on health.
- Respect for the rules of physical activity.
- Respect for the rules of ethics and safety regulations.
- Respect for personal abilities when practising physical activities.
- Appropriate use of the quantitative and qualitative physical evaluation strategies.
- Statement of main physical needs and abilities.
- Statement of main motivational factors with respect to being sufficiently active on a regular basis.
- Appropriate choice of physical activities according to needs, abilities and motivational factors.
- Use of clear arguments to explain the choice of physical activity.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-101-MQ
 Title: Physical Activity and Health
 Weighting: 1-1-1
 Number of credits: 1

Objective**Standard****Statement of the Competency**

To improve effectiveness when practising a physical activity.

Elements of the Competency

1. To plan an approach leading to improved effectiveness in a physical activity.
2. To use an approach leading to improved effectiveness in a physical activity.

Performance Criteria

- Initial assessment of abilities and attitudes when practising a physical activity.
- Statement of expectations and needs with respect to the ability to practise the activity.
- Appropriate formulation of personal objectives.
- Appropriate choice of the means to achieve the objectives.
- Use of clear arguments to explain the choice of physical activity.
- Respect for the rules of the physical activity.
- Respect for the rules of ethics and safety regulations.
- Appropriate use of the quantitative and qualitative physical evaluation strategies of motor skills.
- Periodic statement of abilities and attitudes when practising a physical activity.
- Meaningful interpretation of progress achieved and the difficulties experienced during the physical activity.
- Pertinent, periodic and proper adjustments of objectives or means.
- Appreciable improvement of motor skills, techniques or complex strategies required by the physical activity.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-102-MQ
 Title: Physical Activity and Effectiveness
 Weighting: 0-2-1
 Number of credits: 1

Objective**Standard****Statement of the Competency**

To demonstrate the ability to manage health-enhancing physical activity.

Elements of the Competency**Performance Criteria**

1. To plan a personal program of physical activities.

- Mention of priorities according to 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 practice.
- Appropriate planning of how the physical activity or activities in the personal program are to be carried out.

2. To combine the elements of a regular and sufficient practice in a health enhancing approach to physical activity.

- Respect for the rules of physical activity.
- Respect for the rules of ethics and safety regulations.
- Regular and sufficient practice of a physical activity while maintaining the balance between a search for effectiveness and health-enhancing factors.

3. To manage a personal physical activity program.

- Appropriate choice of criteria to measure program objective attainment.
- Appropriate use of the quantitative and qualitative physical evaluation strategies.
- Periodic statement of time invested and activities carried out during the program.
- Appropriate, periodic and proper adjustment of objectives or means.
- Meaningful interpretation of the progress achieved and difficulties experienced during the activity.
- Recognition of the influence of physical activity on lifestyle.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-103-MQ
 Title: Physical Activity and Autonomy
 Weighting: 1-1-1
 Number of credits: 1

Objective

Statement of the Competency

To assess the contribution of works of literature and philosophy to human experience.

Elements of the Competency

1. To establish the historical continuity of works.
2. To recognize influences shared by literary and philosophical works.
3. To show how philosophy and literature interact with the development of science and art.
4. To discuss the contribution of literary and philosophical works to human experience.

Standard

Achievement Context

Within the context of the set of learning activities that foster attainment of the seven objectives and standards in the language of instruction and literature and philosophy.

Performance Criteria

- Reading of fourteen key works in literature and six in philosophy.
- Placement of the work in the context of a period or movement.
- Determination of the role and importance of the work in the history of literature and philosophy.
- Identification of the significant elements shared by the literary and philosophical works being compared.
- Characterization of the philosophical and literary elements of a given work.
- Explanation of the influence on their period exerted by the works being compared.
- Relevant linking of literary and philosophical works with scientific and artistic achievements.
- Comparison of these fields of knowledge in terms of their methods, subjects, limits and purposes.
- Description of the human experience conveyed by the work.
- Criticism of the current relevance of the work.
- Comparison or contrast of works and authors.
- Writing of texts on the literary works (at least 800, 900 and 1000 words) and on the philosophical works (at least 1000, 1100 and 1200 words).
- Oral presentations.

Objective	Standard
Statement of the Competency	Achievement Context
To solve problems using differential calculus.	Working alone.
Elements of the Competency	Performance Criteria
1. To represent the problem as a real function in one variable.	• Clear description of relevant variables. • Precise formulation of the function. • Appropriate graph of the function.
2. To apply differential calculus in solving the problem.	• Appropriate use of the concepts of limit and derivative. • Relevant choice of the rules and techniques for calculating limits and derivatives. • Correct application of the rules and techniques for calculating limits and derivatives. • Algebraic operations in accordance with the rules. • Accuracy of calculations.
3. To evaluate the results obtained in terms of the problem to be solved.	• Correct interpretation of results. • Clear and precise formulation of the interpretation. • Assessment of the likelihood of the results.
4. To explain the problem-solving process.	• Rigorous presentation of the process. • Explanation of the steps in the process. • Use of appropriate terminology.

Learning Activities

Discipline:	201 – Mathematics
Weighting:	2-2-2
Number of credits:	2
Specific indications:	Functions: algebraic, exponential, logarithmic, trigonometric and inverse trigonometric. Limit: intuitive approach, properties, calculation of limits, continuity, asymptotes. Derivative: geometric interpretation, definition, common rules and techniques, differentiation of composite functions and implicit differentiation. Study of the first and second derivative: growth and extrema of a function, concavity and points of inflection. Applications: Newtonian method, study of curves, Hospital's rule, optimization problems, variation rate.

Code: 01Y2

Objective

Standard

Statement of the Competency

To solve problems using integral calculus.

Achievement Context

Working alone.

Elements of the Competency

1. To represent the problem in the form of a model.
2. To apply appropriate integral calculus in solving the problem.
3. To evaluate the results obtained in terms of the problem to be solved.
4. To explain the problem-solving process.

Performance Criteria

- Exact formulation of the function, integral or series.
- Appropriate graph of the situation.
- Appropriate use of the concepts of integral and series.
- Appropriate choice and correct application of integration rules and techniques.
- Appropriate use of the techniques for analyzing sequences and series.
- Algebraic operations in accordance with the rules.
- Accuracy of calculations.
- Correct interpretation of results.
- Clear and precise formulation of the interpretation.
- Assessment of the likelihood of the results.
- Rigorous presentation of the process.
- Explanation of the steps in the process.
- Use of appropriate terminology.

Learning Activities

Discipline: 201 – Mathematics
Weighting: 2-2-2
Number of credits: 2

Specific indications: Indefinite integral: primitive, properties, common integration rules and techniques, differential equations with separable variables.
Definite integral: definition, properties, fundamental theorem of differential and integral calculus.
Applications: calculation of area and volume, improper integrals.
Series: definition, properties, convergence of numeric series and power series, Taylor and Maclaurin series.

Objective	Standard
Statement of the Competency To analyze phenomena using the statistical method.	Achievement Context Using: • a graphic display calculator; • data processing software; • statistical tables and formulae; • series of real data.
Elements of the Competency 1. To choose the statistical analysis techniques in accordance with the phenomenon or phenomena being studied. 2. To describe the characteristics of the phenomenon or phenomena being studied. 3. To calculate the probability of events. 4. To deduce the characteristics of the population on the basis of sample data. 5. To interpret the results.	Performance Criteria • Identification of the quantitative characteristics required for statistical analysis. • Accurate designation of the target population and the relevant variables. • Appropriate choice of statistical analysis techniques. • Proper organization of data in tables and graphs. • Precise calculation of the measurements of central tendency, position, dispersion and association. • Recognition of situations involving chance. • Appropriate use of counting algorithms: permutations, arrangements, combinations. • Correct calculation of the probability of an event. • Accuracy of the probability distribution of a discrete random variable. • Precise calculation of the mathematical expectation and variance. • Appropriate use of probability models: binomials, Poisson, normal, Student, khi-square. • Proper choice of sampling method. • Appropriate use of the concepts of estimation and hypothesis testing. • Accurate estimation of the population parameters. • Rigorous application of a hypothesis test. • Correct interpretation of the statistical analysis results. • Clear and precise formulation of the interpretation. • Appropriate use of the terminology.

Objective	Standard
Statement of the Competency	Achievement Context
To solve problems using linear algebra and vector geometry.	Working alone.
Elements of the Competency	Performance Criteria
1. To represent a problem as a matrix or vector model.	• Accurate translation of the problem into vectors or matrices. • Accurate matrix representation of the system of linear equations. • Accurate graph of the vectors in the plane and in space. • Appropriate representation of a complex number.
2. To apply matrix and vector calculus to solve a problem.	• Appropriate use of the concepts of matrix and vector. • Correct performance of matrix or vector operations. • Appropriate use of the properties of matrices and vectors. • Accurate solution of a system of linear equations. • Accurate formulation of the equation for geometric loci. • Accurate representation of geometric loci. • Correct application of operations on complex numbers. • Algebraic operations in accordance with the rules. • Accurate calculations.
3. To evaluate the results obtained in terms of the problem to be solved.	• Correct interpretation of the results. • Clear and precise formulation of the interpretation. • Assessment of the likelihood of the results.
4. To explain the problem-solving process.	• Rigorous presentation of the process. • Explanation of the steps in the process. • Use of the appropriate terminology.

Learning Activities

Discipline: 201 – Mathematics
Weighting: 2-2-2
Number of credits: 2

Specific indications: Matrices and determinants: definitions, properties, operations, applications, demonstrations.
Gauss-Jordan, Cramer and inverse matrix methods for solving systems of linear equations.
Geometric and algebraic vectors: definition, representation, properties, operations, applications, demonstrations.
Vector products: scalar, vector, mixed.
Vector space: reference, basis, dimension, linear combination, linear independence.
Studies of geometric loci: straight line in $\mathbb{R}^2$ and $\mathbb{R}^3$, plane in $\mathbb{R}^3$, relative positions, intersections, calculations of distances and angles.
Complex numbers: representations (algebraic, vector, trigonometric, polar), operations, properties, theorems.

Objective

Statement of the Competency

To analyze the structural and functional relationships that characterize living organisms as they evolve in their environment.

Elements of the Competency

1. To describe emerging structural and functional characteristics of living organisms, in accordance with their level of organization.
2. To establish a systematic overview of the basic cellular processes found in living organisms.
3. To explain the evolution toward greater complexity of living organisms within an ecosystem.
4. To analyze the regulating principles governing the survival of single- and multi-cell organisms.
5. To verify experimentally physicochemical phenomena found in living organisms.

Standard

Achievement Context

Working alone.
Working in teams in the laboratory.
Using software.
Doing written work, or laboratory work leading to a written report.

Performance Criteria

- Precise description of levels of organization.
- Accurate relating of emerging components and structures, in accordance with the development of more complex life forms.
- Appropriate description of the organization of the structures and functions that define cell dynamics.
- Clear differentiation of the various energy metabolisms in accordance with the evolution of the living organisms.
- Correct interpretation of the role of genetic regulation in cell development.
- Supported differentiation of some models of evolution.
- Clear identification of the impact of biological, environmental and social factors on the levels of organization of the living organisms.
- Identification of ethical issues concerning living organisms in the development of science and technology.
- Appropriate identification of the processes regulating the various levels of organization in living organisms.
- Appropriate identification of the processes of intracellular and intercellular communication.
- Accurate relating of regulation and survival mechanisms in living organisms.
- Systematic observation of specimens and phenomena.
- Use of experimental techniques in biology.
- Accurate relating of a hypothesis to its validation through observation or experiment.
- Correct presentation of the results in a report.

Learning Activities

Discipline: 101 – Biology
Weighting: 3-2-3
Number of credits: 2 2/3

Specific indications: Diversity of living organisms and their general characteristics. Levels of organization. Evolutionary perspective.
Organization at the molecular level. Characteristics and functions of inorganic and organic molecules in living organisms.
Organization at the cellular level. Prokaryotes and eukaryotes. Description of cellular morphology: the plasma membrane, cytoplasmic organisms and nucleus. Physiology of the cell: cells and energy (photosynthesis, respiration, fermentation, chemiosynthesis); information coding (DNA and coding, product synthesis). DNA replication and cell division. Cell differentiation. Evolutionary perspective.
Organization at the level of the organism. Homeostasis in a given system.
Organization at the level of the ecosystem. Examples of homeostasis.
Environmental management. Evolutionary perspective.

Objective	Standard
Statement of the Competency To solve problems associated with chemical changes in matter.	Achievement Context Working alone. Using: - the periodic table; - software. Working in the laboratory, with a safe operating procedure. Writing a report.
Elements of the Competency - To analyze properties of elements using a probability model. - To predict the electronic structure of molecules. - To perform quantitative analyses of chemical changes. - To predict interactions in the condensed phases of matter.	Performance Criteria - Proper use of the vocabulary of chemistry. - Accurate interpretation of the spectrum of the hydrogen atom. - Showing of the bases of quantum mechanics. - Accurate interpretation of the four quantum numbers. - Correct setting up of the periodic table. - Accurate modelling of the atomic structures. - Exact representation of the molecular structures. - Description of the formation of the covalent bond. - Correct identification of types of covalent bonds. - Appropriate two- or three-dimensional representation of organic molecules. - Correct application of basic models of the covalent bond. - Correct identification of the nature of a chemical equation. - Appropriate formulation of a reaction. - Proper application of weighting rules. - Proper application of nomenclature rules. - Proper application of the concept of equilibrium. - Proper application of oxidation reduction laws. - Correct identification of intermolecular attractions. - Accurate evaluation of the energy of intermolecular attractions. - Appropriate relating to the physical properties of compounds.

Code: 01Y6

5. To experiment with chemical changes.
- Adherence to a scientific procedure, experimental protocol and basic laboratory techniques.
 - Proper use of experimental measurements.
 - Experiment report in keeping with standards.

Learning Activities

Discipline: 202 – Chemistry
Weighting: 3-2-3
Number of credits: 2 2/3

Specific indications:

Atomic structure and properties of the elements. Atomic model, probability model (quantum numbers, orbitals, atomic spectra, configuration); periodic properties (ionization energy, electronic affinity, atomic and ionic radius, electro-negativity); periodic table.

Chemical bonds and molecular structures. Covalent, ionic, metallic and coordinate bonds. Molecular structures: Lewis structures, hybridization, Gillespie model, resonance.

Molecular interactions: polarity, Van der Waals bonds, hydrogen bonds, states of matter, solubility.

Inorganic and organic compounds: classes and nomenclature.

Chemical reactions. Qualitative aspects: substitution and oxidation-reduction reactions; equation and equilibrium. Quantitative aspects (stoichiometry): molar mass, mole, limiting reagent; law of gases; solution concentration.

Basic technical aspects: measurement, separation and isolating techniques; simple syntheses.

Objective

Statement of the Competency

To interpret natural phenomena using models from mechanical physics.

Elements of the Competency

1. To describe the phenomenon.
2. To represent the phenomenon in the form of a model.
3. To solve problems associated with the phenomenon.

Standard

Achievement Context

Working alone.
Working in teams in the laboratory.
Using software.
Working on a simple problem.
Doing written work, or laboratory work leading to a written report.

Performance Criteria

- Appropriate use of the terminology.
- Clear representation of the phenomenon being studied.
- Identification of observable aspects.
- Establishment of relationships between the physical parameters and the causes of motion.
- Identification of relevant variables.
- Appropriate choice of the principles or laws of physics.
- Rigorous application of the principles or laws of physics.
- Construction of a rigorous mathematical solution.
- Plausible prediction of change in the phenomenon.
- Evaluation of the limit of the model.
- Clear representation of the situation.
- Development of a rigorous mathematical solution.
- Accurate mathematical and graphic representation.
- Precise application of the mathematical tools.
- Assessment of the likelihood of the results.

Code: 01Y7

4. To verify the accuracy of the proposed models.
- Clear identification of the goal of the experiment.
 - Adherence to protocol and experimental techniques.
 - Correct use of the laboratory material.
 - Systematic presentation of data, calculations and results.
 - Estimation and rigorous calculation of uncertainties.
 - Correct interpretation of results.
 - Production of a scientific report.

Learning Activities

Discipline: 203 – Physics
Weighting: 3-2-3
Number of credits: 2 2/3

Specific indications: One- and two-dimensional kinematics: uniformly accelerated motion, circular motion, projectiles, relative speeds and relative accelerations.
Dynamics: Newtonian laws, inertia, forces, action-reaction, inertial and non-inertial systems, friction.
Principles of conservation: work, kinetic energy, strength, potential gravitational and elastic energy, quantity of movement.

Objective

Statement of the Competency

To show the importance of historical heritage in the development of Western civilization.

Elements of the Competency

1. To describe the enduring economic, political, social, cultural and ideological components of Western civilization.
2. To situate features characteristic of Western civilization in time and space.
3. To explain structures and ideologies characteristic of Western civilization.
4. to write a research paper on a phenomenon showing continuity and rupture in Western civilization.

Standard

Achievement Context

Working with a specific subject.
Using all relevant documentation.

Performance Criteria

- Relevant selection of information.
- Accurate characterization of the components.
- Appropriate contextualization of the heritage.
- Precise description of the spatial and temporal context.
- Accurate placement of the heritage in its context.
- Accurate characterization of structures and ideologies.
- Establishment of clear and relevant links between structures and ideologies, on the one hand, and historical events, on the other.
- Clear and logical description of the historical heritage.
- Definition of the research topic.
- Relevant selection of studies on the topic.
- Proper classification of works.
- Recognition of the value of documentary sources.
- Clear and precise formulation of the research question.
- Relevant synthesis of information.

Objective	Standard
Statement of the Competency To consider the influence of individual and social factors on human behaviour.	Achievement Context Working on a specific situation. Using relevant documentation.
Elements of the Competency 1. To describe the main approaches in explaining human behaviour and mental processes. 2. To characterize personal development and mental health. 3. To explain behaviours by referring to biopsychosocial factors. 4. To relate individual behaviours to effects of group-individual interaction. 5. To verify experimentally a hypothesis about human behaviour.	Performance Criteria • Clear differentiation of the main approaches used in psychology. • Proper use of concepts and vocabulary. • Accurate sequence of steps. • Relevant description of the processes. • Appropriate use of the concepts selected. • Establishment of accurate links between facts and explanatory factors. • Precise and exhaustive description of the phenomenon being studied. • Accurate description of the influence of social factors on human behaviour. • Precise formulation of a research question. • Clear and precise definition of a research objective. • Formulation of a relevant and operational hypothesis. • Preparation of a measuring instrument with a view to testing the hypothesis. • Brief analysis of the results in relation to the hypothesis.

Objective

Statement of the Competency

To make a judgment of fact on the dynamics of social change.

Elements of the Competency

1. To describe social facts underlying the phenomenon being studied.
2. To explain social facts, taking into account cultural and structural factors as well as the meaning of the actions of individuals and social groups.
3. To review the results.
4. To write an analysis of a contemporary social phenomenon.

Standard

Achievement Context

Working with a specific problem and a hypothesis.
Using all relevant documentation.

Performance Criteria

- Identification of the key elements in the context of social relationships.
- Listing of the main types of social behaviour.
- Listing of the social agents involved.
- Appropriate use of the concepts selected.
- Explicit justification of the theoretical framework.
- Establishment of accurate links between facts, explanatory factors and meanings.
- Precise and exhaustive description of the phenomenon being studied.
- Anticipation of social trends.
- Position consistent with analysis of the situation.
- Collection or use of relevant data.
- Organization of data in keeping with plan of the inquiry.
- Exhaustive examination of relationships among variables.
- Evaluation of the hypothesis and research parameters.
- Writing of the analysis in accordance with a descriptive, explanatory or comprehensive plan.

Objective	Standard
Statement of the Competency To deal with current questions associated with the international economy and politics.	Achievement Context Working on a given subject. Using all relevant documentation.
Elements of the Competency 1. To situate, in time and space, international relations in their political and economic contexts. 2. To characterize global political-economic spaces. 3. To analyze the process of economic globalization and the strategies employed by the main economic players. 4. To write an essay on the political and economic dimensions of a current international situation.	Performance Criteria • Relevant choice of information. • Accurate, appropriate chronology of the international relations being studied. • Precise description of international political and economic relations. • Use of indicators relevant to the geopolitical space being studied. • Accurate contextualization of the geopolitical space being studied. • Relevant choice and proper use of concepts. • Accurate characterization of the economic processes, strategies and actors. • Establishment of clear and relevant links between the processes and the strategies of economic actors. • Accurate formulation of the issues associated with economic globalization. • Adherence to the topic of the essay. • Appropriate use of concepts. • Use of appropriate arguments. • Justification of critical viewpoint.

Objective

Statement of the Competency

To interpret works of art from different periods.

Elements of the Competency

1. To recognize the essential elements of the work.
2. To situate the work within the context of its own art movement.
3. To relate art works to other works in the fields of literary, scientific, technological and humanistic knowledge.
4. To comment on art works from different art movements and time periods.

Standard

Achievement Context

Working alone.

Based on national and international works (or parts thereof) from different periods.

Performance Criteria

- Accurate identification of means of expression, genres, procedures and tools taken into consideration when analyzing a work of art.
- Adequate recognition of the similarities and differences of languages.
- Characterization of the most memorable art movements and historical periods.
- Accurate comparison of the formal and iconographic characteristics of the various art movements.
- Relation of the work to the specific characteristics of the art movement.
- Accurate distinction between the concepts of synchrony and diachrony.
- Relevant linking of art works with achievements in other fields of knowledge.
- Relevant information search and analysis.
- Relation of works to their sociohistorical context.
- Analysis of the stylistic and thematic characteristics of the works.
- Correct interpretation of their meaning.

Objective	Standard
Statement of the Competency To create two- and three-dimensional works.	Achievement Context Working on a given subject. Using appropriate materials, tools, equipment and supports. Within the context of an exhibition or a public presentation.
Elements of the Competency 1. To recognize the elements of visual language. 2. To explore spatial representation techniques. 3. To apply techniques and modes of spatial representation. 4. To justify the choice of technique in relation to the content of the work.	Performance Criteria • Differentiation of the visual qualities associated with space, form, matter and colour. • Association of the visual qualities of space, form, matter and colour with the work to be produced. • Use of descriptive terminology. • Characterization of the techniques employed in creating works of art. • Safe handling of the tools and equipment. • Adherence to the sequence of steps to be taken in accordance with the techniques and procedures selected. • Appropriate use of two- and three-dimensional spatial techniques. • Creative use of the materials and supports. • Appropriate use of the tools and equipment. • Establishment of relevant links between the idea or concept and the solution adopted. • Active participation in the critical analysis of the work. • Demonstration of openness to criticism. • Indication of the historical and artistic contexts of the creative process.

Objective

Statement of the Competency

To demonstrate their integration of the learning in the *Arts and Sciences* program.

Elements of the Competency

1. To become aware of what they have learned.
2. To apply what they have learned in new situations.
3. To carry out an original project that integrates what they have learned.
4. To evaluate their process of integration.

Standard

Achievement Context

In the context of an individual or group project.
During a public presentation.

Performance Criteria

- Meaningful summary of what they have learned.
- Appropriate choice of learning in accordance with the achievement contexts.
- Appropriate application of learning.
- Adequate integration of subjects in the three fields of knowledge.
- Reference to the appropriate historical or theoretical context.
- Novelty of the situation.
- Indication of links between the project and their personal, social and professional objectives.
- Consideration of project constraints.
- Communication of relevant information on the outcome of the project.
- Precise description of the process used in their integration project.
- Indication of the learning considered important in solving problems encountered in carrying out the project.
- Appropriate analysis of the strengths and weaknesses of the project.
- Appropriate indication of repercussions of the project.

Objective	Standard
Statement of the Competency To interpret natural phenomena using the laws of electricity and magnetism.	Achievement Context Working alone. Working in teams in the laboratory. Using software. Working on a simple problem. Doing written work, or laboratory work leading to a written report.
Elements of the Competency 1. To describe the phenomenon. 2. To create a model to represent the phenomenon. 3. To solve problems associated with the phenomenon. 4. To verify models experimentally.	Performance Criteria • Appropriate use of the terminology. • Clear outline of the phenomenon being studied. • Identification of the observable aspects. • Establishment of relationships between the physical parameters and the causes of the phenomenon. • Identification of the relevant variables. • Appropriate choice of the principles or laws of physics. • Rigorous application of the principles or laws of physics. • Construction of a rigorous mathematical solution. • Plausible prediction of change in the phenomenon. • Evaluation of the limits of the model. • Clear representation of the situation. • Development of a rigorous mathematical solution. • Correct mathematical and graphic representation. • Accurate application of mathematical tools. • Assessment of the likelihood of the results. • Clear identification of the goal of the experiment. • Adherence to experimental protocol and techniques. • Correct use of the laboratory material. • Systematic presentation of data, calculations and results. • Estimation and rigorous calculation of uncertainties. • Correct interpretation of results. • Production of a scientific report.

Objective

Statement of the Competency

To interpret natural phenomena using optics, wave physics and modern physics.

Elements of the Competency

1. To describe the phenomenon.
2. To create a model to represent the phenomenon.
3. To solve problems associated with the phenomenon.
4. To verify models experimentally.

Standard

Achievement Context

Working alone.
Working in teams in the laboratory.
Using software.
Working on a simple problem.
Doing written work, or laboratory work leading to a written report.

Performance Criteria

- Appropriate use of the terminology.
- Clear outline of the phenomenon being studied.
- Identification of the observable aspects.
- Establishment of relationships between the physical parameters and the causes of the phenomenon.
- Identification of the relevant variables.
- Appropriate choice of the principles or laws of physics.
- Rigorous application of the principles or laws of physics.
- Construction of a rigorous mathematical solution.
- Plausible prediction of change in the phenomenon.
- Evaluation of the limits of the model.
- Clear representation of the situation.
- Development of a rigorous mathematical solution.
- Correct mathematical and graphic representation.
- Accurate application of mathematical tools.
- Assessment of the likelihood of the results.
- Clear identification of the goal of the experiment.
- Adherence to experimental protocol and techniques.
- Correct use of the laboratory material.
- Systematic presentation of data, calculations and results.
- Estimation and rigorous calculation of uncertainties.
- Correct interpretation of results.
- Production of a scientific report.

Code: 01YH

Objective	Standard
Statement of the Competency	Achievement Context
To analyze the mechanisms of reactions.	Working alone. Using the periodic table and software. Following a safe operating procedure in the laboratory. Writing a report.
Elements of the Competency	Performance Criteria
1. To describe aspects of solubilization, kinetics and the state of equilibrium of a chemical phenomenon.	• Appropriate use of the principles of solubilization. • Proper application of the laws of reaction time. • Accurate interpretation of the laws of chemical equilibrium.
2. To analyze the three-dimensional structures of organic compounds.	• Clear differentiation between different types of isomerisms. • Appropriate designation of simple polyfunctional compounds. • Correct noting of instrumental methods used to determine the structure of organic compounds.
3. To analyze the reactivity of the main organic functions.	• Correct relation of the structure and reactivity of organic compounds. • Accurate description of the main classes of organic reactions. • Precise determination of the main electronic effects. • Proper application of the main types of reaction mechanisms. • Correct relation of the organic functions and chemical transformations in living organisms.
4. To test reactivity mechanisms.	• Adherence to a scientific procedure and experimental protocol. • Mastery of the techniques of organic analysis. • Proper use of experimental methods. • Experiment report consistent with standards.

Objective	Standard
Statement of the Competency To analyze, from an evolutionary perspective, the adaptation of multicellular organisms to their environment.	Achievement Context Working alone. Working in teams in the laboratory. Using software. Doing written work, or laboratory work leading to a written report.
Elements of the Competency 1. To apply systematic analysis to the physiological processes of organisms. 2. To explain the regulatory processes that ensure the autonomy of organisms. 3. To demonstrate the contribution of the theory of evolution to the understanding of the variability of life forms. 4. To analyze the influence of abiotic and biotic factors on the physiology of organisms. 5. To verify experimentally certain phenomena associated with multicellular organisms' adaptation to their environment.	Performance Criteria • Accurate description of the structures and functions of an organism's subsystems. • Descriptive explanation of regulatory behaviours in terms of internal and external variables. • Accurate description of certain reproductive processes. • Detailed interpretation of the environment's influence on the evolution of life forms. • Recognition of interactions between organisms and ecosystems. • Precise determination of the limits of physiological adaptability. • Adherence to experimental protocol. • Appropriate relation of a hypothesis to its validation through either observation or experimentation. • Proper presentation of a report on the results obtained and on their interpretation.

Objective	Standard
Statement of the Competency To create a work of art.	Achievement Context Working alone or in groups. Doing a practical exercise. In a situation involving creation or interpretation.
Elements of the Competency 1. To recognize the main means of expression specific to two or more artistic disciplines. 2. To use techniques, procedures and languages with a view to creating or interpreting a work of art.	Performance Criteria • Identification of the specifics: originality, essential qualities, means of communication, styles, genres. • Personal and consistent use of the elements of the language. • Appropriate application of art techniques. • Adherence to the requirements of the medium.

Objective

Statement of the Competency

To discuss major problems of our time using more than one approach from the social sciences.

Elements of the Competency

1. To state a problem.
2. To analyze the problem.
3. To draw conclusions.

Standard

Achievement Context

Based on documentation from several of the social sciences.

Performance Criteria

- Use of the appropriate concepts and language.
- Explicit justification of the theoretical framework.
- Clear statement of a question.
- Selection of relevant data from documents.
- Description of the individual, collective, spatio-temporal and cultural dimensions of the problem.
- Establishment of clear and relevant links.
- Accurate statement of the issues.
- Determination of the appropriate assessment criteria.
- Recognition of the strengths and weaknesses of the conclusions.
- Broadening of the question under analysis.

Objective	Standard
Statement of the Competency To communicate at a rudimentary level* in a modern language.	Achievement Context For modern languages that use the Roman alphabet: • during a conversation involving a minimum of eight responses; • in a written communication comprising a minimum of eight sentences. For modern languages that use a system of writing other than the Roman alphabet: • during a conversation involving a minimum of six responses; • in a written communication comprising a minimum of six sentences. In simulation activities on familiar topics. Using reference tools.
Elements of the Competency 1. To grasp the meaning of an oral message. 2. To grasp the meaning of a written message. 3. To explain a simple message orally.	Performance Criteria The acquisition of a modern language requires an awareness of the culture of those who use the language. • Correct identification of idiomatic words and expressions. • Explicit recognition of the general meaning of simple messages. • Logical linking of the elements of the message. • Correct identification of idiomatic words and expressions. • Explicit recognition of the general meaning of simple messages. • Logical linking of the elements of the message. • Correct use of language structures in main and subordinate clauses. • Appropriate application of the grammatical rules. • Correct use of verbs in the present indicative. • Appropriate use of basic vocabulary and idiomatic expressions. • Intelligible pronunciation. • Logical linking of a series of simple sentences. • Spontaneous and logical linking of sentences in a dialogue.

4. To write a text on a given topic.

- Appropriate use of language structures in main and subordinate clauses.
- Appropriate application of the basic rules of grammar.
- Use of verbs in the present indicative.
- Appropriate use of basic vocabulary and idiomatic expressions.
- Logical linking of a series of simple sentences.
- Acceptable application of the typographic rules for systems of writing other than the Roman alphabet.

* “Rudimentary” refers to the limited use of linguistic structures, grammatical codes and vocabulary. This limitation varies in accordance with the problems posed by some modern languages.

Objective	Standard
Statement of the Competency To communicate on familiar subjects in a modern language.	Achievement Context During a conversation involving a minimum of 15 responses. In a written communication comprising a minimum of 20 sentences for languages that use the Roman alphabet. In a written communication comprising a minimum of 10 sentences for languages that use a system of writing other than the Roman alphabet. Based on: • ordinary daily life situations; • simple subjects taken from daily life. Using reference tools.
Elements of the Competency 1. To grasp the meaning of an oral message. 2. To grasp the meaning of a written message. 3. To express a simple message orally using moderately complex sentences.	Performance Criteria The acquisition of a modern language requires an awareness of the culture of those who use the language. • Correct identification of idiomatic words and expressions. • Explicit recognition of the general meaning and essential ideas of messages of medium complexity. • Logical linking of the elements of the message. • Correct identification of idiomatic words and expressions. • Explicit recognition of the general meaning and essential ideas of messages of medium complexity. • Logical linking of the elements of the message. • Appropriate use of language structures in main or subordinate clauses. • Appropriate application of the grammatical rules. • Correct use of verbs in the present indicative. • Appropriate use of an enriched basic vocabulary and idiomatic expressions. • Intelligible pronunciation. • Logical linking of a series of moderately complex sentences. • Dialogue.

Code: 01YN

4. To write a text on a given subject using moderately complex sentences.
- Appropriate use of language structures in main or subordinate clauses.
 - Appropriate application of the grammatical rules.
 - Correct use of verbs in the present and past indicative.
 - Appropriate use of an enriched basic vocabulary and idiomatic expressions.
 - Logical linking of a series of moderately complex sentences.
 - Acceptable application of the writing rules for systems other than the Roman alphabet.

Objective	Standard
Statement of the Competency To communicate with a certain degree of ease in a modern language.	Achievement Context Working alone. During a verbal exchange involving a minimum of 20 responses. During the writing of a moderately long text (a minimum of 25 sentences for languages that use the Roman alphabet, and a minimum of 15 sentences for other languages). Based on sociocultural documents. Using reference works in the case of written communication.
Elements of the Competency 1. To elucidate the meaning of an oral message in current language. 2. To elucidate the meaning of a moderately complex text. 3. To discuss a subject. 4. To write a text of moderate complexity.	Performance Criteria The acquisition of a modern language requires an awareness of the culture of those who use the language. • Accurate explanation of the general meaning and essential ideas of the message. • Clear differentiation of the structural features of the language. • Accurate explanation of the general meaning and essential ideas of the text. • Clear differentiation of the structural features of the language. • Appropriate use of the structural features of the language in accordance with the message to be conveyed. • Appropriate use of current vocabulary. • Proper pronunciation and intonation. • Moderate pace in a dialogue conducted in a current language. • Coherence of the message. • Relevant answers to questions. • Appropriate use of the structural features of the language in accordance with the text to be written. • Accuracy of vocabulary. • Overall coherence of the text. • Adherence to the rules governing the presentation and writing of the text.

