

CREATIVE ARTS, LITERATURE AND LANGUAGES

Pre-University Program 500.A1



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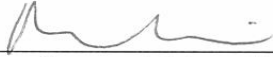

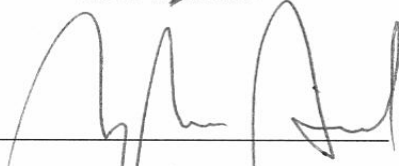


Notice

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Décision relative à la modification d'un programme préuniversitaire

IDENTIFICATION DU PROGRAMME	
Titre et numéro du programme	: Arts et lettres (500.A1)
Type de sanction	: Diplôme d'études collégiales
Nombre d'unités	: 54 2/3
— formation générale	: 26 2/3
— formation spécifique	: 28
Nombre d'heures-contact totales	: 1 335
— formation générale	: 660
— formation spécifique	: 675
Champ d'études	: Arts et lettres
Il comprend les disciplines autorisées : Français, langue et littérature, Anglais, langue et littérature, Français, langue seconde, Anglais, langue seconde, Espagnol, Italien, Allemand, Russe, Hébreu, Yiddish, Chinois, Arabe, Langues autochtones, Langues anciennes, Arts plastiques, Esthétique et histoire de l'art, Théâtre, Musique, Danse, Cinéma, Communication, Mathématique, Philosophie, Science de la religion, Informatique, Sciences de la parole.	
Le programme comprend deux options	: Arts et lettres, Langues
Modification :	
<ul style="list-style-type: none"> Fractionnement de l'objectif 01DA en quatre standards permettant aux collèges de choisir entre l'objectif 01DA ou au moins un des quatre standards 01P1, 01P2, 01P3 et 01P4. 	
Session et année d'entrée en vigueur	: Automne 2003
Recommandations :	
	<u>02-07-02</u>
Sous-ministre adjointe	Date
	<u>02-08-12</u>
Sous-ministre	Date
Approbation du ministre :	
	<u>02-09-18</u>
	Date

Identification of the program

Program title : Creative Arts, Literature and Languages

Program number : 500.A1

Type of certification : Diploma of college studies

Prerequisites : None

Number of credits : 54 2/3

— General education component : 26 2/3

— Specific program component : 28

Total hours of instruction : 1 335

— General education component : 660

— Specific program component : 675

Field of study : Creative Arts, Literature and Languages

It includes the disciplines of : English language and literature, French language and literature, English as a second language, French as a second language, Spanish, Italian, German, Russian, Hebrew, Yiddish, Chinese, Arabic, Aboriginal languages, Classical languages, Art, Aesthetics, Art History, Theatre, Music, Dance, Film, Communication, Mathematics, Philosophy, Religion, Computer Sciences, Oral Communication Arts.

Options :

The program offers two options : Creative Arts and Literature, and Languages.



Ministère
de l'Éducation

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

IDENTIFICATION DU PROGRAMME		
Titre et numéro du programme :	Arts et lettres (500.A1)	
Type de sanction :	Diplôme d'études collégiales	
Nombre total d'unités allouées pour le programme :	54 2/3	
Nombre d'heures-contact allouées pour le programme :	1 335	
Modifications proposées :	<ul style="list-style-type: none">▪ ajouter le tableau d'équivalences entre la formation générale complémentaire et le programme Sciences, lettres et arts (700.A0);▪ ajouter le tableau d'équivalences entre la formation générale complémentaire du régime 3 et celle du régime 2.	
Session et année d'entrée en vigueur :	Automne 2004	
APPROBATION		
Recommandations :	 Sous-ministre adjoint Enseignement supérieur	<u>19/11/03</u> Date
	 Sous-ministre	<u>03.11.24</u> Date
Approbation du ministre :		<u>03.11.27</u> Date

Acknowledgments

The development of the *Creative Arts, Literature and Languages* 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 Committee for the Follow-up and Coordination of Field Testing Projects for *Creative Arts, Literature and Languages* Program and the Advisory Committee for the Pre-University *Creative Arts, Literature and Languages* 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.

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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>

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Introduction to the Program

The *Creative Arts, Literature and Languages* program is a pre-university program of the ministère de l'Éducation, du Loisir et du Sport. It was designed in accordance with the framework for the development of pre-university programs of the Direction de l'enseignement collégial. This framework:

- provides for genuine continuity between pre-university programs and university programs;
- favours a program-based approach;
- aims at an education focusing on the mastery of learning, using a «competency-based» approach;
- aims at an education that contributes to the development of the whole 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 from colleges.

The *Creative Arts, Literature and Languages* program includes a component of general education that is common to all college programs (16 2/3 credits), a component of general education that is specific to the program (6 credits), a component of general education that is complementary to its other components (4 credits) and a specific program component (28 credits).

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 *Creative Arts, Literature and Languages* college program is designed to give students a balanced education by enabling them to assimilate the basic elements of a rigorous literary and artistic education and providing effective preparation for university studies in the creative arts (with the exception of music and dance), literature and languages.

General Goals of the Program

The general goals of the program are to help students:

- to become familiar with the world of contemporary culture and cultural history;
- to use different forms of languages and means of expression;
- to communicate in the language of instruction;
- to communicate in a language other than the language of instruction;
- to use appropriate information-processing technology;
- to demonstrate the ability for reflection, analysis and criticism;
- to experience the creative process;
- to develop their capacity to integrate and to transfer learning and to make connections between various types of learning.

How to accommodate the general goals of the program is up to the individual college-level institution. The general goals of programs selected by the institution for implementation may be expressed using the vocabulary and logic of the discipline. Each course may contribute to the attainment of one or more of these goals. What is important is that they all be represented in one or more courses, and that they become specific focuses of teaching and learning, because they have been recognized as essential to university studies in creative arts, literature and languages and the diploma of college studies in creative arts, literature and languages must attest to their achievement.

Explanation of the General Goals of the Program

Each general goal is explained as follows:

To become familiar with the world of contemporary culture and cultural history

The term *culture* refers particularly, although not exclusively, to the creative arts, literature and languages. The history of culture concerns works, artists and authors, as well as artistic and literary currents, from prehistory to the present day.

To use different forms of languages and means of expression

Each discipline within each field of study in the Creative Arts, Literature and Languages program has its own language. A *means of expression* may refer to a particular system of vocal, physical or graphic signs that has a specific form in a type of language, or it may refer to a language itself.

To communicate in the language of instruction

Mastery of the language of instruction is important because language problems can make it difficult for students to succeed in the other courses in the program.

To communicate in a language other than the language of instruction

This goal concerns the students' second language as well as other modern or classical languages.

To use appropriate information-processing technology

In the era of global communications, all sorts of technological means are used for studies in the arts and literature. Students in the Creative Arts, Literature and Languages program should be capable of choosing and using the available technological tools, such as computers and their peripherals and the main types of software (word-processing programs, specialized software, etc.).

To demonstrate the ability for reflection, analysis and criticism

Criticism is not the spontaneous expression of an opinion; it is the result of the integration of personal reflection with acquired information, which the students assimilate by using it.

To experience the creative process

Emphasis is placed on the process of creation itself, rather than on the quality of the students' final productions. This approach counters the widespread preconception of creation as the result of a sudden, definitive inspiration. It also shows the importance of the medium, techniques and materials, as well as research, preparation, reworking, completion and presentation. This approach includes adaptation, interpretation and translation.

To develop their capacity to integrate and transfer learning and to make connections between various types of learning

Whether the learning acquired is of a basic nature or related to a particular field of study, students must understand the necessity of applying this learning in other activities and adapting it to different contexts.

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Improve communication in the second language. • Master the basic rules of discourse and argumentation. • Refine oral and written communication in the language of instruction.
<p>For information purposes, the Minister has identified five basic common competencies, which it hopes to see associated with the educational aims;</p> <ul style="list-style-type: none"> • 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 $\frac{2}{3}$ credits distributed as follows:
 - Language of Instruction and Literature: 7 $\frac{1}{3}$ credits.
 - Philosophy or Humanities: 4 $\frac{1}{3}$ credits.
 - Physical Education: 3 credits.
 - Second Language: 2 credits.

- 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 education 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.

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.

Presentation of the Subject Areas of Complementary General Education

Social Sciences

In the subject area of Social Sciences, students meet the two sets of objectives and standards by learning to view the social sciences as a specific approach to the study of human existence.

The first set of objectives and standards gives rise to learning activities designed to enable students to assess the contribution of one or more of the social sciences to our understanding of major contemporary issues: the focus of the social sciences, the contribution of the social sciences to an understanding of contemporary issues, future questions which the social sciences will be called upon to examine.

The second set of objectives and standards gives rise to learning activities designed to enable students to rigorously analyze one of the major problems of our time using one or more social scientific approaches.

Science and Technology

In the subject area of Science and Technology, the educational goal is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This general goal may cover various aspects of the field of knowledge, primarily experimentation with methodological instruments and the study of the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology.

The second set emphasizes experimentation with the scientific method.

Modern Language

Students meet the three sets of objectives and standards for Modern Language by learning the basic structures and vocabulary of a third language, while developing an awareness for the culture of the people who speak this language.

Some modern languages use different structures and different writing systems. The three sets of objectives and standards have been developed to take this into account. The degree of competency acquired therefore varies, depending on how far removed these languages are from our own language structure and thought process. Awareness of the culture of the people who speak a modern language is not considered an element of the competency because learning a modern language necessitates awareness of the culture.

Mathematics Literacy and Computer Science

In the subject area of Mathematics Literacy and Computer Science, the two sets of objectives and standards are based on the educational goal of developing a mathematics and computer culture.

Students meet the first set of objectives and standards by studying the place, role and evolution of mathematics and computers in our society and by describing their different applications. This is a general approach to mathematics literacy and computer science and is not geared to providing students with specific training.

Students meet the second set of objectives and standards by developing their capacity to understand and use mathematics and computers in order to perform common tasks. More specifically, this set covers related concepts and tools and the general applications of mathematics and computers in everyday life.

The general approach to the objectives and standards makes it possible to define numerous learning activities intended to promote the development of a mathematics- or computer-based competency, or a combination of these two areas.

Art and Aesthetics

In Art and Aesthetics, the educational goal is to provide students with a general knowledge by exploring various forms of art, in one or more artistic fields. This basic education allows students to develop aesthetic awareness through exposure to works and experimentation with an artistic medium. In addition, students acquire the basic elements of artistic language and the ability to establish connections between the elements of this language.

Students meet the first set of objectives and standards by studying works of contemporary art and art from other eras. In so doing, they learn to develop an appreciation for the dynamics of the imagination in art and become familiar with the methods of analyzing works of art.

Students meet the second set of objectives and standards by undertaking creative or interpretative activities that involve using an artistic medium. Students also come into contact with works created through this medium so as to learn to recognize the main forms of expression.

Contemporary Issues

In the subject area Contemporary Issues, the two sets of objectives and standards involve current concerns that are cross-disciplinary. The concept of cross-disciplinarity does not reflect a degree of specialization, but rather a type of approach that addresses a contemporary issue from the perspective of various disciplines and areas of knowledge, while going beyond the mere juxtaposition of subjects studied.

The first set of objectives and standards gives rise to learning activities that allow students to identify major contemporary issues and demonstrate the contribution of various disciplines to the understanding of an issue through theories, concepts and analytical methods.

The second set involves dealing with a contemporary issue as a research problem. Students have to present and analyze the problem, propose solutions and justify those solutions.

List of Program Objectives

Common and Specific General Education

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

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.

Complementary General Education

4 credits

2 objectives to be met from the following:

000V To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W To analyze one of the major problems of our time using one or more social scientific approaches.

000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y To resolve a simple problem by applying the basic scientific method.

000Z To communicate with limited skill in a modern language.

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

0011 To recognize the role of mathematics or informatics in contemporary society.

- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.
- 021L To consider contemporary issues from a cross-disciplinary perspective.
- 021M To deal with a contemporary issue from a cross-disciplinary perspective.

Specific Education

28 credits

Objectives Common to All Students

- 01D0 To explore the creative arts and literature.
- 01D1 To identify the major currents in the creative arts and literature.
- 01D2 To integrate skills and knowledge acquired in the program.

Objectives Common to Students in the *Creative Arts and Literature Option*¹

- 01D3 To discuss practices related to the dissemination of artistic or literary works.
- 01D4 To give examples of forms of languages used in the creative arts or literature.
- 01D5 To discuss elements of culture and civilization in artistic or literary works.
- 01D6 To use techniques of creation or interpretation in the creative arts or literature.
- 01D7 To analyze an artistic or literary work.
- 01D8 To criticize an artistic or literary work.
- 01D9 To produce an artistic or literary work.

¹ College-level institutions may integrate an objective from one option, representing no more than 4 credits, into the objectives of another option.

Objectives Common to Students in the *Languages Option*²

- 01DA To communicate in a language other than the language of instruction.³
- 01DB To identify and discuss artistic or literary topics in a language other than the language of instruction.
- 01DC To become familiar with basic concepts of linguistics.
- 01DD To situate a language other than the language of instruction in its socio-historical and cultural context.
- 01DE To analyze and criticize elements of culture and civilization in a language other than the language of instruction.
- 01DF To produce a work relevant to the study of a language other than the language of instruction.

² College-level institutions may integrate an objective from one option, representing no more than 4 credits, into the objectives of another option.

³ When using objective 01DA in the *Creative Arts and Literature* option, a college-level institution may choose either objective 01DA itself or at least one of the standards 01P1, 01P2, 01P3 and 01P4. This choice may differ from one option to another or from one profile to another.

01P1 To communicate in a language other than the language of instruction (Elementary level I).

01P2 To communicate in a language other than the language of instruction (Elementary level II).

01P3 To communicate in a language other than the language of instruction (Intermediate level).

01P4 To communicate in a language other than the language of instruction (Advanced level).

**SECOND PART:
PROGRAM
OBJECTIVES AND STANDARDS**

Objective

Standard

Statement of the Competency

To analyze and produce various forms of discourse.

Elements of the Competency

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.

Performance Criteria

- 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

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.

Performance Criteria

- 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

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.

Performance Criteria

- 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

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

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

To apply a critical thought process to world views.

Elements of the Competency

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.

Performance Criteria

- 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

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

1. Rédiger et réviser un texte simple.

2. Interpréter un texte écrit.

3. Produire un texte oral planifié.

4. Interpréter un texte oral simple.

Critères de performance

- 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.
- 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.
- 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.
- 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

1. Rédiger un texte de complexité moyenne.
2. Réviser et corriger un texte de complexité moyenne.
3. Commenter un texte écrit de complexité moyenne.
4. Produire un texte oral planifié de complexité moyenne.

Critères de performance

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

1. Rédiger un texte sur un sujet culturel ou littéraire.
2. Réviser et corriger un texte portant sur un sujet culturel ou littéraire.
3. Analyser un texte culturel ou littéraire.

Critères de performance

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

1. Rédiger un texte lié à son champ d'études.
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.
3. Distinguer les types de textes propres à son champ d'études.
4. Interpréter des textes représentatifs de son champ d'études.

Critères de performance

- 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.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
- 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

1. Produire 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. Commenter des textes propres 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.
- 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.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- 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

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

To communicate in standard French with some ease.

Elements of the Competency

1. To write and revise a simple text.

2. To interpret a written text.

3. To produce a planned oral text.

4. To interpret a simple oral text.

Performance Criteria

- 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.
-
- 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.
-
- 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.
-
- 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

1. To write a text of moderate complexity.
2. To revise and correct a text of moderate complexity.
3. To comment on a written text of moderate complexity.
4. To produce a planned oral text of moderate complexity.

Performance Criteria

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

1. To write a text on a cultural or literary topic.
2. To revise and correct a text on a cultural or literary topic.
3. To analyze a cultural or literary text.

Performance Criteria

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

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.

Performance Criteria

- 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

Objective

Standard

Statement of the Competency

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

Elements of the Competency

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.

Performance Criteria

- 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

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

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.

Performance Criteria

- 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

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

Performance Criteria

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

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

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

Elements of the Competency

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.

Performance Criteria

- 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

1. To plan a personal program of physical activities.

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

3. To manage a personal physical activity program.

Performance Criteria

- 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.

- 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.

- 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**Standard****Statement of the Competency**

To estimate the contribution of the social sciences to an understanding of contemporary issues.

Achievement Context

Students will work alone.

They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues.

Documents and data from the field of social sciences may be used.

Elements of the Competency

1. To recognize the focus of one or more of the social sciences and their main approaches.
2. To identify some of the issues currently under study in the social sciences.
3. To demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.

Performance Criteria

- Formulation of the focus specific to one or more of the social sciences.
- Description of the main approaches used in the social sciences.
- Association of issues with the pertinent areas of research in the social sciences.
- Presentation of contemporary issues by emphasizing the interpretation of the social sciences.
- Illustration of the interaction between certain social changes and the contribution of the social sciences.

Learning Activities

Number of contact hours: 45
Number of credits: 2

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

To analyze one of the major problems of our time using one or more social scientific approaches.

Achievement Context

Students will work alone.

They will write an essay of approximately 750 words on a topic related to human existence.

Reference materials from the field of social sciences may be used.

Elements of the Competency

1. To formulate a problem using one or more social scientific approaches.
2. To deal with an issue using one or more social scientific approaches.
3. To draw conclusions.

Performance Criteria

- Presentation of the background to the problem.
- Use of appropriate concepts and language.
- Brief description of individual, collective, spatio-temporal and cultural aspects of the problem.
- Clear formulation of an issue.
- Selection of pertinent reference materials.
- Brief description of historical, experimental and survey methods.
- Appropriate use of the selected method.
- Determination of appropriate evaluation criteria.
- Identification of strengths and weaknesses of the conclusions.
- Broadening of the issue analyzed.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

Achievement Context

Students will work alone.

They will use a written commentary on a scientific discovery or technological development.

They will write an essay of approximately 750 words.

Elements of the Competency

1. To describe the standard scientific mode of thought and method.
2. To demonstrate how science and technology are complementary.
3. To explain the context and the stages related to several scientific and technological discoveries.
4. To deduce different consequences and questions resulting from certain recent scientific and technological developments.

Performance Criteria

- Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration.
- Organized list and brief description of the essential characteristics of the main steps in the standard scientific method.
- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions.
- Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries.
- List of the main stages of scientific and technological discoveries.
- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries.
- Formulation of relevant questions and credibility of responses to the questions formulated.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To resolve a simple problem by applying the basic scientific method.

Achievement Context

Students will work alone or in groups.

They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method.

Common scientific instruments and reference materials (written or other) may be used.

Elements of the Competency

1. To describe the main steps of the standard scientific method.
2. To formulate a hypothesis designed to solve a simple scientific and technological problem.
3. To verify a hypothesis by applying the fundamental principles of the basic experimental method.

Performance Criteria

- Organized list and brief description of the characteristics of the steps of the standard scientific method.
- Clear, precise description of the problem
- Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.).
- Pertinence, reliability and validity of the experimental method used.
- Observance of established experimental method.
- Appropriate choice and use of instruments.
- Clear, satisfactory presentation of results.
- Validity of the connections established between the hypothesis, the verification and the conclusion.

Learning Activities

Number of contact hours: 45
Number of credits: 2

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

To communicate with limited skill* in a modern language.

Elements of the Competency

1. To understand the meaning of a verbal message.
2. To understand the meaning of a written message.

Achievement Context

For modern languages that use the Latin alphabet, students will:

- have a conversation that includes at least 8 lines of dialogue;
- write a text consisting of at least 8 sentences.

For modern languages that use a writing system other than the Latin alphabet, students will:

- have a conversation that includes at least 6 lines of dialogue;
- write a text consisting of at least 6 sentences.

Students will be exposed to learning situations on familiar themes.

Reference materials may be used.

Performance Criteria

The acquisition of a modern language requires an awareness of the culture of the people who use the language.

- Accurate identification of words and idiomatic expressions.
- Clear recognition of the general meaning of simple messages.
- Logical connection between the various elements of the message.
- Accurate identification of words and idiomatic expressions.
- Clear recognition of the general meaning of simple messages.
- Logical connection between the various elements of the message.

Modern Language

Code: 000Z

3. To express a simple message verbally.
- Appropriate use of language structures in main and coordinate clauses.
 - Appropriate application of grammar rules.
 - Use of verbs in the present indicative.
 - Appropriate use of basic vocabulary and idiomatic expressions.
 - Understandable pronunciation.
 - Coherent sequence of simple sentences.
 - Spontaneous and coherent sequence of sentences during a conversation.
4. To write a text on a given subject.
- Appropriate use of language structures in main and coordinate clauses.
 - Appropriate application of basic grammar rules.
 - Use of verbs in the present indicative.
 - Appropriate use of basic vocabulary and idiomatic expressions.
 - Coherent sequence of simple sentences.
 - Acceptable application of graphic rules for writing systems other than the Latin alphabet.
- * This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To communicate on familiar topics in a modern language.

Achievement Context

Students will have a conversation that includes at least 15 lines of dialogue.

They will write a text consisting of at least 20 sentences for Latin-alphabet languages.

They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.

Students will be exposed to:

- common situations in everyday life;
- simple topics from everyday life.

Reference materials may be used.

Elements of the Competency**Performance Criteria**

The acquisition of a modern language requires an awareness of the culture of the people who use the language.

1. To understand the meaning of a verbal message.

- Accurate identification of words and idiomatic expressions.
- Clear recognition of the general meaning and essential ideas of messages of average complexity.
- Logical connection between the various elements of the message.

2. To understand the meaning of a written message.

- Accurate identification of words and idiomatic expressions.
- Clear recognition of the general meaning and essential ideas of messages of average complexity.
- Logical connection between the various elements of the message.

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Code: 0010

3. To express a simple message verbally, using sentences of average complexity.
- Appropriate use of language structures in main or subordinate clauses.
 - Appropriate application of grammar rules.
 - Use of verbs in the present indicative.
 - Appropriate use of enriched basic vocabulary and idiomatic expressions.
 - Understandable pronunciation.
 - Coherent sequence of sentences of average complexity.
 - Conversation.
4. To write a text on a given subject, using sentences of average complexity.
- Appropriate use of language structures in main or subordinate clauses.
 - Appropriate application of grammar rules.
 - Use of verbs in the present and past indicative.
 - Appropriate use of enriched basic vocabulary and idiomatic expressions.
 - Coherent sequence of sentences of average complexity.
 - Acceptable application of graphic rules for writing systems other than the Latin alphabet.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To communicate with relative ease in a modern language.

Achievement Context

Students will work alone.

They will have a conversation that includes at least 20 lines of dialogue.

They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages).

They will use documents of a sociocultural nature.

Reference materials for the written text may be used.

Elements of the Competency**Performance Criteria**

The acquisition of a modern language requires an awareness of the culture of the people who use the language.

1. To understand the meaning of a verbal message in everyday language.
2. To understand the meaning of a text of average complexity.
3. To have a conversation on a subject.
4. To write a text of average complexity.

- Accurate explanation of the general meaning and essential ideas of the message.
- Clear identification of structural elements of the language.
- Accurate explanation of the general meaning and essential ideas of the text.
- Clear identification of structural elements of the language.
- Appropriate use of the structural elements of the language according to the message to be expressed.
- Appropriate use of everyday vocabulary.
- Accurate pronunciation and intonation.
- Normal flow in a conversation in everyday language.
- Coherence of the message expressed.
- Pertinent responses to questions.
- Appropriate use of the structural elements of the language according to the text to be written.
- Accurate vocabulary.
- Coherence of the text as a whole.
- Observance of presentation and writing rules applicable to the text.

Learning Activities

Number of contact hours: 45

Number of credits: 2

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

To recognize the role of mathematics or informatics in contemporary society.

Achievement Context

Students will work alone.

They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.

Elements of the Competency

1. To demonstrate the acquisition of basic general knowledge of mathematics or informatics.
2. To describe the evolution of mathematics or informatics.
3. To recognize the contribution of mathematics or informatics to the development of other areas of knowledge.
4. To illustrate the diversity of mathematical or informatics applications.
5. To evaluate the impact of mathematics or informatics on individuals and organizations.

Performance Criteria

- Identification of basic notions and concepts.
- Identification of main branches of mathematics or informatics.
- Appropriate use of terminology.
- Descriptive summary of several major phases.
- Demonstration of the existence of important contributions, using concrete examples.
- Presentation of a range of applications in various areas of human activity, using concrete examples.
- Identification of several major influences.
- Explanation of the way in which mathematics or informatics have changed certain human and organizational realities.
- Recognition of the advantages and disadvantages of these influences.

Learning Activities

Number of contact hours: 45
Number of credits: 2

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

To use various mathematical or computer concepts, procedures and tools for common tasks.

Achievement Context

Students will work alone.
They will carry out a task or solve a problem based on everyday needs.
Familiar tools and reference materials may be used.

Elements of the Competency

1. To demonstrate the acquisition of basic functional knowledge in mathematics or informatics.
2. To select mathematical or computer tools and procedures on the basis of specific needs.
3. To use mathematical or computer tools and procedures to carry out tasks and solve problems.
4. To interpret the quantitative data or results obtained using mathematical or computer tools and procedures.

Performance Criteria

- Brief definition of concepts.
- Correct execution of basic operations.
- Appropriate use of terminology.
- List of numerous possibilities available with mathematical and computer tools and procedures.
- Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures.
- Appropriate choice according to needs.
- Planned, methodical process.
- Correct use of tools and procedures.
- Satisfactory results, given the context.
- Appropriate use of terminology specific to a tool or procedure.
- Accurate interpretation, given the context.
- Clear, precise formulation of the interpretation.

Learning Activities

Number of contact hours: 45
Number of credits: 2

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

To consider various forms of art produced by aesthetic practices.

Achievement Context

Students will work alone.

They will use a specified work of art and write a commentary of approximately 750 words.

Elements of the Competency

1. To develop an appreciation for the dynamics of the imagination in art.
2. To describe art movements.
3. To give a commentary on a work of art.

Performance Criteria

- Precise explanation of a creative process connected to the construction of an imaginary universe.
- Descriptive list of the main characteristics of three art movements from different eras, including a modern movement.
- Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To produce a work of art.

Achievement Context

Students will work alone.

This is a practical exercise in creation or interpretation in which students will use the basic elements of the language and techniques specific to the medium selected.

Elements of the Competency

1. To recognize the primary forms of expression of an artistic medium.
2. To use the medium.

Performance Criteria

- Identification of specific features: originality, essential qualities, means of communication, styles, genres.
- Personal, coherent use of elements of language.
- Satisfactory application of artistic techniques.
- Observance of the requirements of the method of production.

Learning Activities

Number of contact hours: 45
 Number of credits: 2

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

To consider contemporary issues from a cross-disciplinary perspective.

Achievement Context

Individually or in groups.

Drawing on different areas of knowledge and based on documents and data from various disciplines.

Elements of the Competency

1. To identify major contemporary issues.
2. To recognize the specific role of several disciplines in the understanding of an issue.
3. To demonstrate the contribution of several disciplines to the understanding of an issue.

Performance Criteria

- Exploration of various contemporary issues.
- Description of the main perspectives.
- Clear formulation of objects to study related to these issues.
- Description of some of the theories used in analyzing the issue.
- Clear description of the concepts and methods used.
- Clear formulation of the perspectives of the issue.
- Precise description of the main contributions of the disciplines.
- Pertinent explanation of the interaction among various disciplines.
- Appropriate use of language and concepts from the disciplines.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: This objective lends itself to teaching by one or more teachers.

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

To deal with a contemporary issue from a cross-disciplinary perspective.

Achievement Context

Individually or in groups.

Drawing on different areas of knowledge and based on documents and data from various disciplines.

Elements of the Competency

1. To present a research problem.

Performance Criteria

- Justification of the choice of research problem.
- Brief description of the main issues involved in the problem.
- Clear formulation of the main dimensions of the problem.
- Appropriate use of language and concepts from the disciplines.
- Clear formulation of the research question.

2. To analyze the research problem.

- Relevant description of a research approach or method.
- Appropriate selection of research data.
- Proper application of the approach or method used.
- Appropriate use of an analytical framework.

3. To propose solutions.

- Clear description of the main contributions from the disciplines.
- Pertinent explanation of the interaction among various disciplines.
- Justification of solutions proposed.
- Assessment of the strengths and weaknesses of the proposed solutions.

Learning Activities

Number of contact hours: 45

Number of credits: 2

Note: This objective lends itself to teaching by one or more teachers.

Objective

Standard

Statement of the Competency

To explore the creative arts and literature.

Elements of the Competency

1. To recognize the main cultural institutions in the creative arts and literature.
2. To adopt an orderly work method.

Performance Criteria

- Correct recognition of cultural institutions.
- Establishment of contact with an organization in the creative arts and literature.
- Appropriate connections between the field of study and cultural institutions.
- Adherence to an orderly work method and to the proper rules for the presentation of results.
- Effective use of research and reference tools particular to this field of study.
- Correct language usage.

Objective

Standard

Statement of the Competency

To identify the major currents* in the creative arts and literature.

Elements of the Competency

1. To recognize the characteristics of main currents in the creative arts and literature.
2. To place major currents in their chronological and socio-historical contexts.
3. To distinguish different currents from each other.

Performance Criteria

- Accurate recognition of the key factors that characterize currents.
- Precise location of currents on a time line.
- Awareness of the phenomena of opposition, continuity, and breaks with the past.
- Concise description of the general characteristics of major currents.
- Knowledge of works and authors representing major currents.
- Relevant connections between currents and their socio-historical context or the conditions of their emergence.
- Comparison of the general and particular characteristics of major currents from a disciplinary and an interdisciplinary perspective.
- Relevant illustration of the specific features of currents from a disciplinary and interdisciplinary perspective.
- Correct language usage.

* The word *current* may mean "period", "movement" or "trend", depending on the context.

Objective

Standard

Statement of the Competency

To integrate skills and knowledge acquired in the program.

Elements of the Competency

1. To become familiar with the world of contemporary culture and cultural history.
2. To use different forms of languages and means of expression.
3. To communicate in the language of instruction and another language.
4. To use appropriate information-processing technology.
5. To demonstrate the ability for reflection, analysis and criticism.
6. To experience the creative process.

Performance Criteria

- Identification of known aspects of culture.
- Effective use of language and of forms of languages.
- Correct use of appropriate information-processing technology.
- Structured formulation of ideas, analysis and criticism.
- Demonstration of main aspects of the creative process.

Objective

Standard

Statement of the Competency

To discuss practices related to the dissemination of artistic or literary works.

Elements of the Competency

1. To consider economic, sociological and aesthetic aspects of the dissemination of artistic or literary works.
2. To explain the interpretation and reception by the public of artistic or literary works.
3. To situate an artistic or literary work within the communication process.
4. To evaluate the expressive and aesthetic functions of an artistic or literary work.

Performance Criteria

- Accurate recognition of the production context of an artistic or literary work in order to explain its reception.
- Correct association of the elements of the communication process and the functions of artistic or literary language.
- Clear description of a communication situation.
- Illustration of a communication situation.
- Identification of the goals of the genre in order to illustrate its rules and the phenomena of code transgression.
- Use of representative works of art or literature.

Objective

Standard

Statement of the Competency

To give examples of forms of languages used in the creative arts or literature.

Elements of the Competency

1. To recognize the nature of signs.
2. To examine the dynamics of the forms of languages chosen.
3. To differentiate among the forms of languages chosen.
4. To explore different means of expression of a form of language.

Performance Criteria

- Correct description of signs.
- Representative inventory of the specific features of certain forms of languages.
- Identification of components of these languages, such as means of expression, genres, methods and tools of production.
- Accurate perception of the differences and similarities among the forms of languages considered.
- Observation of the structure and dynamics of the forms of languages considered.
- Relevant explanation of the contribution of various means of expression to the production of meaning.
- Appropriate use of means of expression.
- Recognition of instances of code transgression.
- Correct language usage.

Objective

Standard

Statement of the Competency

To discuss elements of culture and civilization in artistic or literary works.

Elements of the Competency

1. To identify elements of culture and civilization in artistic or literary works.
2. To relate elements of culture and civilization to social phenomena.
3. To interpret elements of culture and civilization in artistic or literary works.

Performance Criteria

- Representative inventory of elements of culture and civilization in artistic or literary works.
- Relevant correlation of the selected elements of culture and civilization with the society to which they pertain.
- Clear demonstration of elements of culture and civilization present in artistic or literary works.
- Correct language usage.

Objective

Standard

Statement of the Competency

To use techniques of creation or interpretation in the creative arts or literature.

Elements of the Competency

1. To explore different procedures or techniques of creation or interpretation.
2. To experiment with different procedures or techniques of creation or interpretation.
3. To relate the production of meaning to the use of techniques or procedures of creation or interpretation.

Performance Criteria

- Clear demonstration of a preparatory procedure used in creation or interpretation.
- Effective use of procedures or techniques of creation or interpretation.
- Correct use of vocabulary related to the procedures or techniques selected.
- Appropriate explanation of the relationship between the procedures or techniques used and the meaning produced.
- Correct language usage.

Objective

Standard

Statement of the Competency

To analyze an artistic or literary work.

Elements of the Competency

1. To develop an analytical framework.
2. To break down an artistic or literary work into its elements.
3. To relate the elements.
4. To extract the general meaning of the work.

Performance Criteria

- Clear explanation of an analytical approach.
- Thorough examination of components in connection with the approach selected.
- Correct use of terminology and concepts related to the approach selected.
- Appropriate presentation of the results of the analysis.
- Correct language usage.

Objective

Standard

Statement of the Competency

To criticize an artistic or literary work.

Elements of the Competency

1. To analyze the work.
2. To interpret the work.
3. To form and justify a critical judgment.

Performance Criteria

- Appropriate use of the criteria selected for the critique of the work considered.
- Clear interpretation of the meaning of the work considered.
- Clear statement of the critical point of view taken.
- Structured demonstration of the point of view taken.
- Correct language usage.

Objective

Standard

Statement of the Competency

To produce an artistic or literary work.

Elements of the Competency

1. To define a creative project.
2. To carry out the project.
3. To discuss the creative process involved.

Performance Criteria

- Elaboration of the content and form of the project.
- Effective use of techniques or procedures appropriate to the type of artistic or literary work.
- Individual or collective finished product.
- Observance of the standards specific to the object of creation chosen.
- Coherent presentation of the finished product.
- Critical examination of the creative process with respect to the initial project.

Objective

Standard

Statement of the Competency

To communicate in a language other than the language of instruction.

Achievement Context

The college chooses the criteria best suited to the learning context and the linguistic competencies the students have acquired and are expected to acquire.

Elements of the Competency

1. To extract the meaning of an oral message.
2. To extract the meaning of a written text.
3. To express oneself orally.
4. To write a text.

Performance Criteria

Comprehension

- Correct interpretation of a written or spoken message.
- Recognition of the general meaning and key ideas of a written or spoken message.
- Recognition of the chronological and sequential organization of the elements of a written or spoken message.
- Use of the information in a written or spoken message to accomplish a given task.
- Understanding of the cultural and socio-affective content and aesthetic standards of a written or spoken message.
- Deduction based on the cultural and socio-affective content and aesthetic norms of a written or spoken message.

Expression

- Clear, well-structured, coherent speech and writing.
- Relevant oral and written exchanges.
- Association, in a communication situation, of elements learned.
- Active participation in conversations.
- Ability to express one's opinion, give details and make deductions.
- Oral and written communication of cultural and socio-affective content.
- Correct pronunciation, intonation and rate of speech.
- Precision and richness of vocabulary.
- Observance of spelling, grammar, syntax and punctuation rules.
- Appropriate level of language.
- Observance of the rules of oral and written communication.

Note : When using objective 01DA in the *Creative Arts and Literature* option, a college-level institution may choose either objective 01DA itself or at least one of the standards 01P1, 01P2, 01P3 and 01P4.

Objective

Standard

Statement of the Competency

To identify and discuss artistic or literary topics in a language other than the language of instruction.

Elements of the Competency

1. To formulate an artistic or literary research topic.
2. To gather information using the technologies and resources available.
3. To present the results of the research.

Performance Criteria

- Clear presentation of a well-ordered outline.
- Precise identification of selected information sources.
- Statement of the purpose of the research project including artistic or literary characteristics.
- Presentation of a bibliography of well-chosen and credible sources.
- Personal analytical commentary identifying the similarities and differences in the material gathered from various sources.
- Pertinence of the content.
- Precision and richness of vocabulary.
- Observance of spelling, grammar, syntax and punctuation rules.
- Appropriate level of language.
- Observance of the rules of oral and written communication.

Objective

Standard

Statement of the Competency

To become familiar with basic concepts of linguistics.

Elements of the Competency

1. To recognize the basic concepts of etymological and phonetic analysis.
2. To apply these concepts to a language other than the language of instruction.

Performance Criteria

- Inventory of the sounds in the targeted language and the corresponding signs in the international phonetic alphabet.
- Transcription and decoding of words and sentences.
- Awareness of phonetic problems associated with learning the target language.
- Recognition of the constituents words.
- Recognition of the origin and the meaning of elements of words.
- Appropriate use of constituents to define words.

Objective

Standard

Statement of the Competency

To situate a language other than the language of instruction in its socio-historical and cultural context.

Elements of the Competency

1. To be aware of the events in various periods that shaped the development of the language studied.
2. To describe how these events gradually transformed the language.

Performance Criteria

- Recognition of the main periods in the history of the language studied.
- Placement of key events on a timeline.
- Description of the influence of these events on the language (external influences and internal evolution: phonetic, morphological, lexical and grammatical changes).
- Precision and richness of vocabulary.
- Observance of spelling, grammar, syntax and punctuation rules.
- Appropriate level of language.
- Observance of the rules of oral and written communication.

Objective

Standard

Statement of the Competency

To analyze and criticize elements of culture and civilization in a language other than the language of instruction.

Elements of the Competency

1. To recognize the nature and significance of elements of culture and civilization.
2. To situate these elements of culture and civilization in an appropriate socio-historical context.
3. To provide a pertinent analytical commentary.

Performance Criteria

- Clear description of an analytical process.
- Identification of appropriate elements of culture and civilization.
- Rigorous examination of the nature and significance of the selected elements.
- Careful correlation of the selected elements with the identified socio-historical context.
- Appropriate individual presentation of the results of the critical analysis.
- Precision and richness of vocabulary.
- Observance of spelling, grammar, syntax and punctuation rules.
- Appropriate level of language.
- Observance of the rules of oral and written communication.

Objective

Standard

Statement of the Competency

To produce a work relevant to the study of a language other than the language of instruction.

Elements of the Competency

1. To define a project.
2. To carry out the project.
3. To discuss the production process.

Performance Criteria

- Elaboration of the content and form of the project.
- Pertinence of the content.
- Use of appropriate techniques.
- Appropriate use of elements of the language.
- Individual or collective finished product.
- Coherent presentation of the finished product.
- Critical examination of the production process with respect to the initial project.

Objective

Standard

Statement of the Competency

To communicate in a language other than the language of instruction (Elementary level I).

Elements of the Competency

1. To extract the meaning of an oral message.
2. To extract the meaning of a written text.
3. To express oneself orally.
4. To write a text.

Performance Criteria

- The college chooses, from among the performance criteria of objective 01DA, those best suited to the learning context and the linguistic competencies the students have acquired and are expected to acquire.

Objective

Standard

Statement of the Competency

To communicate in a language other than the language of instruction (Elementary level II).

Elements of the Competency

1. To extract the meaning of an oral message.
2. To extract the meaning of a written text.
3. To express oneself orally.
4. To write a text.

Performance Criteria

- The college chooses, from among the performance criteria of objective 01DA, those best suited to the learning context and the linguistic competencies the students have acquired and are expected to acquire.

Objective

Standard

Statement of the Competency

To communicate in a language other than the language of instruction (Intermediate level).

Elements of the Competency

1. To extract the meaning of an oral message.
2. To extract the meaning of a written text.
3. To express oneself orally.
4. To write a text.

Performance Criteria

- The college chooses, from among the performance criteria of objective 01DA, those best suited to the learning context and the linguistic competencies the students have acquired and are expected to acquire.

Objective

Standard

Statement of the Competency

To communicate in a language other than the language of instruction (Advanced level).

Elements of the Competency

1. To extract the meaning of an oral message.
2. To extract the meaning of a written text.
3. To express oneself orally.
4. To write a text.

Performance Criteria

- The college chooses, from among the performance criteria of objective 01DA, those best suited to the learning context and the linguistic competencies the students have acquired and are expected to acquire.

