

**GENERAL EDUCATION IN THE YOUTH SECTOR: PRESCHOOL,
ELEMENTARY SCHOOL AND SECONDARY SCHOOL**

2010-2011 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

MAY 2010

GENERAL EDUCATION IN THE YOUTH SECTOR

2010-2011 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

Coordination

Direction du Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

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Approved on:

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Responsible for regions

CHRISTIANE BARBE,
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2010-2011 school year

ABBREVIATIONS

EA: *Education Act (R.S.Q., c. I-13.3)*

APE: *Act respecting private education (R.S.Q., c. E-9.1)*

BSR: *Basic school regulation for preschool, elementary and secondary education*
Order in Council 651-2000, 1 June 2000, *Gazette officielle du Québec*, Part 2, 14 June 2000, page 2593
Amended by Order in Council 865-2001, 4 July 2001, *Gazette officielle du Québec*, Part 2, 11 July 2001, page 3534, by Order in Council 488-2005, 25 May 2005, *Gazette officielle du Québec*, Part 2, 8 June 2005, page 1655, by Order in Council 699-2007, 22 August 2007, *Gazette officielle du Québec*, Part 2, 25 August 2007, page 2398A and by Order in Council 380-2008, 16 April 2008, *Gazette officielle du Québec*, Part 2, 30 April 2008, page 1254

RDLS: *Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education* (M.O., 14 March 2006, *Gazette officielle du Québec*, Part 2, 29 March 2006, page 1159)

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The purpose of these Directives is to inform the school boards and private schools of decisions made by the Minister of Education, Recreation and Sports for the 2010-2011 school year under the *Basic school regulation for preschool, elementary and secondary education* and the *Education Act*.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>1 Departures From the List of Subjects and Exemptions From Provisions Regarding the Number of School Days</p> <p>1.1 Departures Authorized by School Boards and Private Schools</p> <p>School boards and private schools that grant departures from the list of subjects by virtue of the <i>Regulation respecting departures from the list of subjects of the Basic school regulation for preschool, elementary and secondary education</i> (RDLS), for the purpose of carrying out a special school project applicable to a group of students, must send the information required under section 3 (at the beginning of the project) and section 5 (at the end of the project) in writing to the Minister.</p> <p>In accordance with the provisions of the RDLS, school boards may grant a departure from the list of subjects to facilitate the transition to vocational training of students who are 16 years of age or older.</p> <p>1.2 Departures Authorized by the Minister</p> <p>Except for those that facilitate the transition to vocational training of students 16 years of age and older, the Minister's authorization is still needed for all special school projects that require the removal of subjects. A request for departure must be sent to the Minister before February 15.</p> <p>2 Local and Ministerial Programs</p> <p>2.1 Approval of Local Programs of Five Credits or More</p> <p>A local program of five credits or more must be authorized by the Minister.</p>	<p>The form in Schedule 2 should be used to forward the information required under section 3.</p> <p>The information required under sections 3 and 5 must be sent to the following address: Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 17e étage Québec (Québec) G1R 5A5</p> <p>The school board or private school must submit the request to the Ministère on Form 50-1 (Schedule 2) and attach two copies of the program so that the Ministère may examine it and determine the number of credits it shall be assigned.</p> <p>The request must be sent to the following address: Ministère de l'Éducation, du Loisir et du Sport Direction générale des services à l'enseignement 1035, rue De La Chevrotière, 17e étage</p>	<p>EA, s. 222, third para. APE, s. 30, second para. RDLS Schedule 1: Information for the Minister on Departures From the List of Subjects Authorized by the School Board or Private School</p> <p>EA, s. 222</p> <p>EA, s. 96.16, s. 463, second para. APE, s. 33 BSR, s. 25 Schedule 2: FORM 50-1</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2 List of Elective Subjects for Which the Minister Establishes Programs of Study</p> <p>The Minister determines the list of elective subjects for which she establishes a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>Québec (Québec) G1R 5A5</p> <p>Schedule 3 contains a list of these elective subjects.</p>	<p>EA, s. 463</p> <p>Schedule 3: List of Elective Subjects for Which the Minister Establishes the Programs of Study</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>School boards that wish to exempt students receiving special welcoming services or French-language instructional services from the application of the provisions concerning the subject-time allocation must use the following programs of study approved by the Minister: At the elementary level: <i>Français d'accueil</i> At the secondary level: <i>Intégration linguistique, scolaire et sociale</i></p> <p>In the case of students integrated into welcoming classes, the subject-time allocation must be as follows:</p> <ul style="list-style-type: none"> • <i>Français d'accueil</i> (elementary) or <i>Intégration linguistique, scolaire et sociale</i> (secondary) 65 per cent • Mathematics 20 per cent • Other subjects 15 per cent <p>In the case of students directly integrated into regular classes with support measures, and exempted from the subject-time allocation, the school board can replace the periods allotted to French, language of instruction, with periods allotted to <i>Français d'accueil</i> or <i>Intégration linguistique, scolaire et sociale</i>.</p> <p>2.4 Elementary- and Secondary-Level Programs of Study: Compulsory Content</p> <p>Under the powers conferred to the Minister by section 461 of the <i>Education Act</i>, the Minister modified the programs of study she established for the teaching of the compulsory elementary-level subjects by adding information on</p>	<p>Cycles of instruction The concept of a cycle as defined in section 15 of the <i>Basic school regulation</i> does not apply to students receiving special welcoming services or special French-language instructional services and who have been exempted from the provisions of the subject-time allocation.</p> <p>Decisions pertaining to students' training paths The purpose of decisions pertaining to the training paths of students receiving special welcoming services or special French-language instructional services is to determine whether they are able, within the meaning of section 7 of the <i>Basic school regulation</i>, "to keep up with a regular class."</p> <p>In the case of students who are exempted from the provisions concerning the subject-time allocation, the subject <i>Français d'accueil</i> or <i>Intégration linguistique, scolaire et sociale</i> will be evaluated, and not French, language of instruction.</p> <p>Number of communications The provisions of section 29 of the <i>Basic school regulation</i> concerning the number of communications provided to parents to inform them of their child's academic progress also apply to students receiving special welcoming services or special French-language instructional services or who have been exempted from the provisions concerning the subject-time allocation.</p> <p>Parents must therefore receive four communications per year or, if the student is enrolled in school during the course of the school year, a number of communications proportional to the number of months of school attendance. These communications must enable parents to follow the progress of their child in terms of the objective of facilitating the student's integration so that he or she can "keep up with a regular class" (BSR, s. 7).</p> <p>The progression of learning documents for the elementary-level programs of study are available on the MELS Web site and those for most of the secondary-level programs will be available at the beginning of the 2010-2011 school year.</p>	<p>BSR, s. 7, 15, 23.2, 29</p> <p>EA, s. 461</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>students' progression of learning.</p> <p>2.5 Integrative Project: No Compulsory Application in 2010-2011</p> <p>Teaching of the Integrative Project program is not compulsory in 2010-2011.</p> <p>On February 15, 2010, in a letter addressed to the chairs of school boards and directors general of private educational institutions, the Minister of Education, Sports and Recreation stated: "I have taken the decision to extend the experimentation with this program for one more year. This extension will allow for an evaluation of the first real year of experimentation and for adjustments to be made to it, where necessary, and even for offering it to students on an elective basis."</p>	<p>The progression of learning documents for each program of study set out what students must know and be able to do each year. In this way, these documents modify the programs of study by complementing them.</p> <p>There will be no progression of learning documents for programs that are only taught for one year and are focused on the development of skills and attitudes: Personal Orientation Project, Exploration of Vocational Training, Entrepreneurship and Integrative Project.</p>	<p>Letter from the Minister of Education, Sports and Recreation to the chairs of school boards and directors general of private educational institutions, February 15, 2010</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3 Evaluation of Learning and Certification of Studies</p> <p>3.1 Scales of Competency Levels for Prework Training</p>	<p>Prework Training. In the case of Prework Training in the Work-Oriented Training Path, scales of competency levels are proposed for evaluating each competency in the programs. These scales increase the uniformity of the evaluations at the end of the year and make it easier to compare results when a student switches to Training for a Semiskilled Trade. These scales and the correspondence tables are available on the reserved MELS Web site for ministry programs.</p>	<p>http://documents.educationquebec.qc.ca/programmes/</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3.2 Simplified Competencies</p> <p>In the report cards and competency reports for preschool, elementary and secondary education, the competencies for programs of activities or programs of study must, in accordance with the <i>Basic school regulation</i>, be formulated in the terms used in the programs, with preference given to ordinary terms.</p> <p>3.3 Admission to Uniform Examinations</p> <p>No student may be barred from writing a uniform examination because he or she has not attended a sufficient number of classes or because his or her school marks are too low.</p>		<p>BSR, s. 30 and s. 30.1</p> <p>Simplified competencies on the MELS Web site: http://www.mels.gouv.qc.ca/sections/programmeFormation/index.asp?page=libelles</p> <p>EA, s. 208 and s. 231</p> <p>BSR, s. 31</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>3.4 Examination Sessions</p> <p>The Ministère holds three examination sessions each school year for the examinations set by the Minister for the certification of studies: in January, June and August.</p> <p>The dates and times for the uniform and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule.</p>	<p>Measures that adapt the conditions for administering ministerial examinations can be established for students with specific needs, in accordance with the requirements set out in Chapter 5 of the <i>Administrative Manual for the Certification of Secondary School Studies</i>.</p>	<p>EA, s. 231 and s. 470</p> <p>Schedule 4: Examination Schedule for the January 2011 Examination Session</p> <p><i>Administrative Manual for the Certification of Secondary School Studies, General Education, section 5.2 Info/Sanction, no. 09-10-021</i></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>These special requirements are as follows:</p> <ul style="list-style-type: none"> • The student must have reached at least level 4 on the scales of competency levels for Prework Training for the competencies <i>Uses language/talk to communicate and to learn</i> and <i>Uses mathematical reasoning</i>. • The student must have reached at least level 3 on the scales of competency levels for Prework Training for one of the other competencies in each of language of instruction and mathematics. <p>These requirements are in addition to the specific admission requirements already stipulated for certain semiskilled trades and, where applicable, set out in the Directory of Semiskilled Trades available on the MELS Web site.</p> <p>4.2 Students With Moderate to Severe Intellectual Impairments</p> <p>4.2.1 Preschool-Level Program</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p> <p>4.2.2 Elementary-Level Program</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocation must use the following adapted programs of study:</p> <ul style="list-style-type: none"> • Français, Mathématique and Sciences humaines • Language for Life, Mathematics and Social Studies 	<p>These adapted programs of study are available on the MELS Web site. It should be noted that they may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have moderate to severe intellectual impairments.</p>	<p>The Directory of Semiskilled Trades on the MELS Web site: http://www.mels.gouv.qc.ca/sections/metiers/index_en.asp</p> <p>EA, s. 461</p> <p>BSR, s. 23.2 BSR, Schedule II The French version of the adapted programs on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4.2.3 Secondary-Level Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocation must offer students aged 13 to 15 the adapted <i>Programmes d'études adaptés avec compétences transférables essentielles</i> (PACTE) (available in French only). Students aged 16 to 21 must be offered the adapted program <i>Démarche éducative favorisant l'intégration sociale</i> (DEFIS) or the adapted program <i>Challenges: An Educational Approach That Facilitates Integration</i> (CHALLENGES).</p> <p>Confessional religious and moral instruction and moral education may no longer be taught as part of the CHALLENGES program.</p> <p>4.2.4 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the <i>Basic school regulation</i>) from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the <i>Basic school regulation</i>, which concern information to be included in report cards and competency reports, respectively, on the following conditions:</p> <p>The student's report card—in addition to the information stipulated in subparagraphs 1 through 14 (inclusive) of section 30 of the <i>Basic school regulation</i>—must include a rating reflecting the student's progression regarding the competencies in the programs that were taught.</p> <p>The competency report must include an indication of the status of the development of each of the competencies in the program that the student was taught.</p> <p>The aforementioned provisions apply to all students with moderate to severe intellectual impairments, irrespective of the program that they are being taught.</p>	<p>These adapted programs of study are available on the MELS Web site. It should be noted that they may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have moderate to severe intellectual impairments.</p> <p>It is important that the course codes assigned to students with moderate to severe intellectual impairments correspond to the programs that they are actually being taught. If a student is being taught a program of study designed for students as a whole but the requirements have been modified, the individualized education plan must mention this and the course code recorded on his or her report card must be changed.</p>	<p>BSR, s. 23.2 BSR, Schedule II</p> <p>The French version of the adapted programs on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html</p> <p>BSR, s. 30.3</p> <p><i>Info-Sanction</i>, no. 567</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>4.3 Students With Profound Intellectual Handicaps</p> <p>4.3.1 Programs</p> <p>School boards that wish to exempt students with profound intellectual handicaps (within the meaning of section 2 of Schedule I to the <i>Basic school regulation</i>) from the application of the provisions concerning the subject-time allocations for elementary and secondary school must offer these students programs designed to help them acquire practical skills in the areas of cognitive development, communication skills, motor skills, social skills, emotional development and life skills. School boards may also use the <i>Programme éducatif adapté aux élèves handicapés par une déficience intellectuelle profonde</i> (trial version, October 2004) or the <i>Adapted Education Program for Students With a Profound Intellectual Impairment</i> (trial version, October 2005). This program is aimed at students who are 4 to 21 years of age.</p> <p><i>If the Minister approves the new program of study for students with a moderate intellectual impairment before publication of the Directives for 2010-2011, this document will indicate that:</i></p> <ul style="list-style-type: none"> • <i>the new program can be used in 2010-2011</i> • <i>implementation of the program will be compulsory in 2011-2012 for students with a moderate intellectual impairment who have been exempted from the provisions of the subject-time allocation</i> <p>4.3.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with profound intellectual handicaps (within the meaning of section 2 of Schedule II to the <i>Basic school regulation</i>) from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the <i>Basic school regulation</i>, which concern information to be included in report cards and competency reports, respectively, on the following conditions:</p> <p>In addition to the information stipulated in subparagraphs 1 through 14 (inclusive) of section 30 of the <i>Basic school regulation</i>, the student's report card must include a rating reflecting the student's progression regarding the skills or competencies that were taught.</p>	<p>This adapted program is available on the Web site of the Direction de l'adaptation scolaire. It should be noted that the program may be used for other students with handicaps (e.g. students with pervasive developmental disorders) if these students also have profound intellectual handicaps within the meaning of the <i>Basic school regulation</i>.</p>	<p>BSR, s. 23.2 BSR, Schedule II <i>Le Programme éducatif adapté aux élèves handicapés par une déficience intellectuelle profonde</i> and the <i>Adapted Education Program for Students With a Profound Intellectual Impairment</i> on the MELS Web site: http://www.mels.gouv.qc.ca/DGFJ/das/orientations/deficienceprofonde.html</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>The competency report must include an indication of the status of the development of each of the skills or each of the competencies in the program that the student was taught.</p> <p>The aforementioned provisions apply to all students with profound intellectual handicaps, irrespective of the program that they are being taught.</p> <p>5 Admission of Students Over the Age Limit</p> <p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may, beginning on the first day of the calendar for the 2010-2011 school year, receive educational services provided in a school if he or she is likely to fulfill the requirements set by the <i>Basic school regulation</i> for obtaining, during this school year, one of the following:</p> <ul style="list-style-type: none"> • Secondary School Diploma • prework training certificate • training certificate for a semiskilled trade • certificate in life skills and work skills education (youth sector) • certificate in on-the-job training in a recycling facility <p>Any person to whom section 14 of the <i>Basic school regulation</i> applies may also receive educational services if he or she has been admitted to a vocational training program without obtaining the general education credits required as prerequisites for the program.</p> <p>6 Provisional Bridge From Semiskilled Trades to Certain Vocational Training Programs</p>	<p>In accordance with the <i>Basic school regulation</i>, the Ministère grants an additional year of funding in the budgetary rules of the school boards (see the section of the budgetary rules pertaining to students over the age limit).</p> <p>It should be noted that the annual vocational training directives mention that, for 2010-2011, the Minister has approved a provisional bridge that allows the holder of a Training Certificate in a Semiskilled Trade to be admitted into a program leading to a Diploma of Vocational Studies (DVS), upon meeting certain requirements set out in the directives.</p>	<p>BSR, s. 30.3</p> <p>BSR, s. 14</p> <p>The budgetary rules of the school boards on the MELS Web site: http://www.mels.gouv.qc.ca/dgfe/Regles/reg_cs/regles.html</p> <p>2010-2011 Vocational Training Directives</p>

Schedule 1: Information for the Minister on Departures From the List of Subjects Authorized by the School Board or Private School

Form to provide the Minister with information on departures from the list of subjects offered by a school board or private school

Departures from the list of subjects for a special school project facilitating the transition to vocational training of students 16 years of age and older

Please return to MELS before November 30, 2010, at the following address: jean-francois.giguere@mels.gouv.qc.ca

Name of school board or private school: _____

Signature of the director general: _____

For further information, please contact Jean-François Giguère, in charge of the Basic school regulation at the Ministère's Direction du Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire:

Telephone: 418-643-3452, extension 2546

E-mail: jean-francois.giguere@mels.gouv.qc.ca

School	Title of project and brief description	Type of request for authorization	Request		Subject(s) removed	Duration of project year(s) concerned
			1st	2nd or subsequent		
			<i>Place an "X"</i>			
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						
		Facilitates the transition to vocational training of students 16 years of age and older	()	()		
Objectives and needs met by the project:						

Schedule 2 Local Programs of Five Credits or More

REQUEST FOR AUTHORIZATION

FORM 50-1

SUBJECT OF THE REQUEST
Local Programs of Five Credits or More

Schools that wish to implement a local program of studies of 5 credits or more in the context of a special arts education project must use form 50-1-B.¹

REGIONAL OFFICE	ADMINISTRATIVE REGION
SCHOOL BOARD OR SCHOOL	INSTITUTION CODE
NUMBER OF DELEGATION RESOLUTION OR BY-LAW	
PERSON IN CHARGE OF FILE	TELEPHONE
SIGNATURE OF THE SCHOOL BOARD DIRECTOR GENERAL	DATE
RETURN TO THE REGIONAL OFFICE	DATE
DOES PROGRAM IMPLEMENTATION REQUIRE AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS? IF YES, ATTACH THE FORM REQUESTING AUTHORIZATION FOR DEPARTURE FROM THE LIST OF SUBJECTS FOR A SPECIAL SCHOOL PROJECT APPLICABLE TO A GROUP OF STUDENTS.	

I General information on the program

Name of school	
Title of program	
Number of hours per year	
Number of credits assigned to the program	

¹ The form 50-1-B can be found at this address: http://www.mels.gouv.qc.ca/sections/formationArts/index_en.asp

Students concerned

Secondary I

Secondary II

Secondary III

Secondary IV

Secondary V

Other information

- II The program and the needs of the students
- III The students concerned and the selection criteria
- IV The organization of instruction, the learning context and the percentage of time allotted to each of the program components
- V An overview of the program
- VI The program
- VII Conditions for evaluation

Schedule 3: List of Elective Subjects for Which the Minister Establishes the Programs of Study

Secondary Cycle Two

General Education and Applied General Education Paths

Science and the Environment (058-402 or 558-402) 2 credits	Secondary IV, Applied General Education Path
Environmental Science and Technology (058-404 or 558-404) 4 credits	Secondary IV, General Education Path
Physics (053-504 or 553-504) 4 credits	Secondary V
Chemistry (051-504 or 551-504) 4 credits	Secondary V

The programs General Biology, Geology and Tools and Methods of Science can no longer be used.

Drama (170-404 or 670-404; 170-504 or 670-504) 4 credits	Cycle Two
Visual Arts (168-404 or 668-404; 168-504 or 668-504) 4 credits	Cycle Two
Dance (172-404 or 672-404; 172-504 or 672-504) 4 credits	Cycle Two
Music (169-404 or 669-404; 169-504 or 669-504) 4 credits	Cycle Two
Drama and Multimedia (170-494 or 670-494; 170-594 or 670-594) 4 credits	Cycle Two
Visual Arts and Multimedia (168-494 or 668-494; 168-594 or 668-594) 4 credits	Cycle Two
Dance and Multimedia (172-494 or 672-494; 172-594 or 672-594) 4 credits	Cycle Two
Music and Multimedia (169-494 or 669-494; 169-594 or 669-594) 4 credits	Cycle Two

Spanish as a Third Language

(141-304 or 641-304; 141-404 or 641-404;
141-504 or 641-504)

4 credits

The Spanish program has been developed for use in Secondary III, IV and V. Four credits are assigned for each year.

Personal Orientation Project

(106-304 or 606-304; 106-404 or 606-404)

4 credits

Compulsory subject in Secondary III of the Applied General Education Path that may also be offered as an elective in General Education.

Elective subject that must be offered in Secondary IV in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two and in Secondary V of the Applied General Education Path.

Students who take the compulsory program Personal Orientation Project in Secondary III can receive recognition for the credits for the Secondary IV course (106-404 or 606-404) if they meet the requirements of the elective program (*Info/Sanction*, no. 520). The differences between the two programs are set out on the MELS Web site:

http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/10b-pfeq_pro.pdf

Introduction to Entrepreneurship

(104-402 or 604-402; 104-404 or 604-404)

2 or 4 credits

Elective subject that must be offered in Secondary IV and V in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two.

Exploration of Vocational Training

(198-402 or 698-402; 198-404 or 698-404)

2 or 4 credits

Elective subject that must be offered in Secondary IV and V in the Applied General Education Path and that may also be offered in the General Education Path during the three years of Cycle Two.

Geographic Organization of the Modern World

(092-534 and 592-534)

4 credits

This program approved in 1986 may still be offered to students in 2010-2011.

A new elective geography program will replace it in 2011-2012.

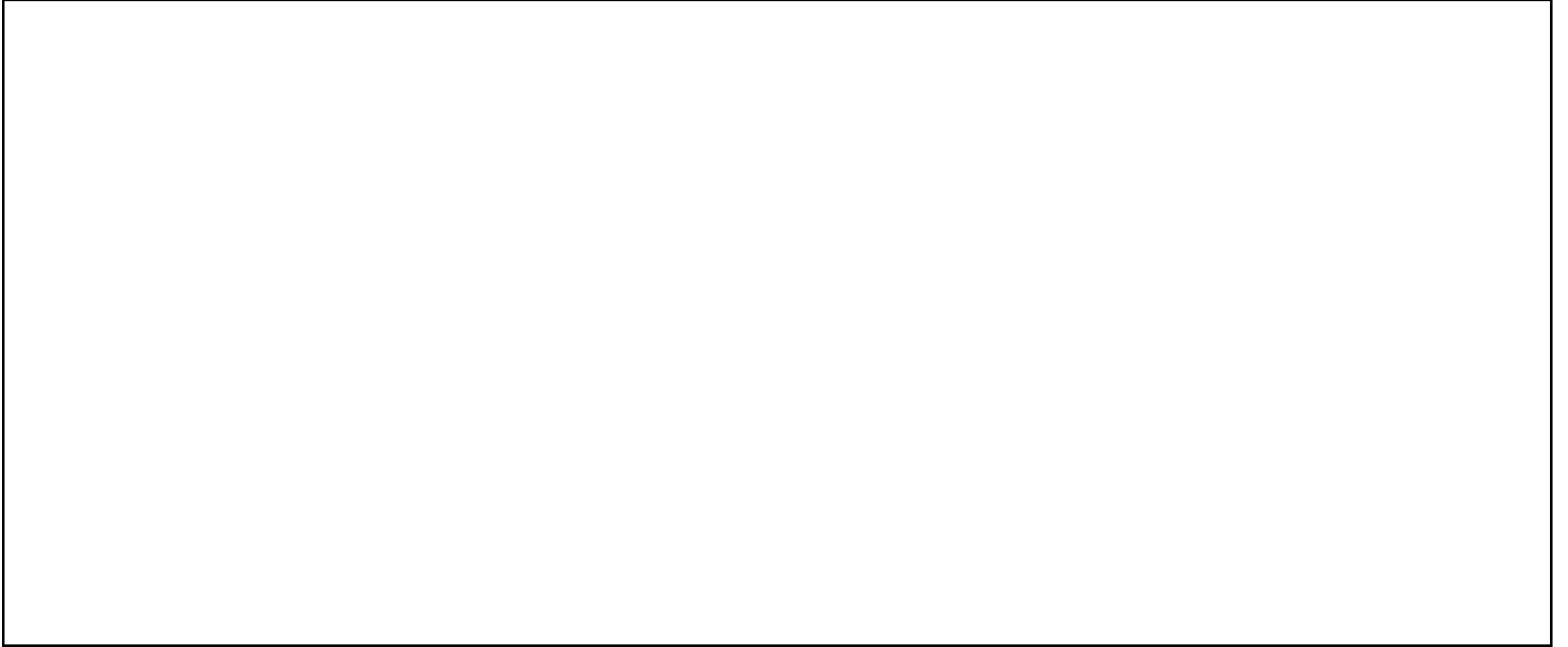
The 20th Century: History and Civilizations

(085-534 and 585-534)

4 credits

This program approved in 1988 may be offered to students in 2010-2011. A new elective history program will replace it in 2011-2012.

Schedule 4: Schedule for the January 2011 Examination Sessions



SCHEDULE FOR THE JANUARY 2011 EXAMINATION SESSION

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH*		
NOVEMBER 26, 2010					
Distribution of preparation booklet - Français, écriture, Secondary V		132-520			
DECEMBER 2, 2010			JANUARY 10, 2011		
8:45 A.M. – 12:00 P.M.	Français, écriture, Secondary V	132-520	9:00 A.M. – 12:00 P.M.	Preparation activities English Language Arts, Sec. V	Reading 612-520
			1:00 P.M. – 3:00 P.M.	English Language Arts, Sec. V	Reading 612-520
			Distribution of preparation booklet English Language Arts, Production		612-530
JANUARY 11, 2011			JANUARY 11, 2011		
8:30 A.M. – 9:45 A.M.	Anglais, langue seconde, Secondary V Oral interaction	134-510	9:00 A.M. – 12:00 P.M.	English Language Arts, Sec. V	612-530 Production
10:00 A.M. – 12:00 P.M.	Written production	134-530			
			JANUARY 12, 2011		
			9:00 A.M. – 11:00 A.M.	Français, langue seconde, Sec. V	634-520 Oral and written comprehension
			1:00 P.M. – 3:00 P.M.	Français, langue seconde, Sec. V	634-530 Written production

EXAMINATIONS IN FRENCH	EXAMINATIONS IN ENGLISH*

* Schools may administer the French, second language, examination, Oral interaction, Secondary V (634-510), before January 10, 2011.