

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

2007-2008 DIRECTIVES

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

September 2007

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2007-2008 DIRECTIVES

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Coordination

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2007-2008 school year

ABBREVIATIONS

- EA: **Education Act (R.S.Q., c. I-13.3)**
- PE: **An 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, and by Order in Council 488-2005, 25 May 2005, *Gazette officielle du Québec*, Part 2, 8 June 2005, page 1655 and by Order in Council 699-2007, 22 August 2007, *Gazette officielle du Québec*, Part 2, 25 August 2007, page 2398A
- 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)**
- Bill 95: **An Act to amend various legislative provisions of a confessional nature in the education field (statutes of 2005, c. 20)**
- Bill 32: **An Act to amend the Act respecting school elections and the Education Act (statutes of 2006, c. 51)**

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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 2007-2008 school year under the *Education Act*, and to provide them with information on the application of the new provisions of the *Basic school regulation for preschool, elementary and secondary education*. With a few exceptions, these new provisions (enacted in May 2005 and in August 2007) come into effect for the 2007-2008 school year. The Minister of Education, Recreation and Sports has, however, delayed the application of certain provisions by virtue of the powers conferred on him or her by law. These Directives include all the new provisions.

1. COMING INTO EFFECT AND PROGRESSIVE APPLICATION OF MISCELLANEOUS REGULATORY PROVISIONS

YEAR		REFERENCES
2007-2008	<p>Preschool, elementary and secondary education</p> <ul style="list-style-type: none"> • Report cards with number grades and grade repetition. The <i>Regulation to amend the Basic school regulation for preschool, elementary and secondary education</i>, which was enacted by Order in Council 699-2007 on August 22, 2007 and which primarily concerns the report card, the competency report and grade repetition in elementary school, came into force on August 25, 2007. Its provisions apply to the 2007-2008 school year, except for those pertaining to the subject-specific and cross-curricular competencies, which are not applicable in Secondary IV and V. <p>Secondary education</p> <ul style="list-style-type: none"> • The new provisions of the <i>Basic school regulation for preschool, elementary and secondary education</i> pertaining to the subject-time allocation will continue to be applied gradually. For 2007-2008, their application is compulsory in Secondary III. For Secondary IV and V, the provisions of section 35 of the former <i>Basic school regulation for secondary school education</i> (Order in Council 74-90) continue to apply, except with respect to the subjects of Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, and Moral Education. In Secondary IV, these subjects are replaced by Ethics and Religious Culture (with the transitional program indicated below), and they will no longer be taught in Secondary V, as has been the case for several years now. • The obligation to teach the Ethics and Religious Culture program in Secondary IV has been delayed until 2008-2009. The transitional Moral Education program, composed of modules from the Secondary IV and V Moral Education program, will be used. The codes for this transitional Moral Education program are as follows: <ul style="list-style-type: none"> – 081412 (French) – 581412 (English) • In Secondary Cycle Two, students may choose the General Education Path or the Applied General Education Path. With respect to teaching the compulsory Science and Technology or Applied Science and Technology programs in Secondary III, schools may, depending on their assessment of the situation, use the programs of study established by the Minister or the ministerial Human Biology 314 program. Schools using the Human Biology program must, for this subject alone, record only one final mark for the subject on a student's report card and competency report, given that this program does not have any competencies prescribed for it in the Québec Education Program. 	<p>Order in Council 699-2007</p> <p>EA, s. 459 BSR, s. 23.1 Order in Council 74-90, s. 35 (former subject-time allocation)</p> <p>EA, s. 461 BSR, s. 23.1, 29, 30 and 30.1</p>

YEAR		REFERENCES
	<ul style="list-style-type: none"> • A school board may delay for one year, until 2008, the compulsory application of the new provisions of the Basic school regulation pertaining to the Work-Oriented Training Path. These new provisions replace the repealed provisions concerning the individualized path for learning in life skills and work skills education. However, students admitted to this individualized path prior to July 1, 2007, may continue to pursue their studies and may receive the relevant certificate, where applicable. • A school board may, with the Minister's authorization, offer a transitional life skills and work skills education program, for which the subject-time allocation and conditions for admission and certification are described in Schedule 1. In accordance with section 471 of the <i>Education Act</i>, the Minister will award, jointly with the school board, a certificate in life skills and work skills education to students who have satisfied the certification conditions pertaining to this type of program. <ul style="list-style-type: none"> ○ A school board wishing to offer this type of program must submit a request for authorization to the Minister using the form in Schedule 1. 	<p>EA, s. 459 BSR, s. 23.3 to 23.5, 33 and 34</p> <p>EA, s. 223 and 471</p> <p>Schedule 1: Life Skills and Work Skills Education (Transitional Program)</p>
2008-2009	<p>Preschool, elementary and secondary education</p> <ul style="list-style-type: none"> • The <i>Education Act</i> no longer contains provisions of a confessional nature, in particular a student's right to receive Catholic Religious and Moral Instruction or Protestant Moral and Religious Education. Also, by July 1, 2008, the Government will amend the Basic school regulation to replace Catholic Religious and Moral Instruction, Protestant Moral and Religious Education and Moral Education with a compulsory secular subject. The application of this new program of study will be compulsory from the first year of elementary school through to Secondary IV, inclusively (excluding Secondary III). • Report cards with number grades and grade repetition. The <i>Regulation to amend the Basic school regulation for preschool, elementary and secondary education</i>, which was enacted by Order in Council 699-2007 on August 22, 2007, and which primarily concerns the report card, the competency report and grade repetition in elementary school, came into force on August 25, 2007. Its provisions apply to the 2007-2008 school year, except for those pertaining to the subject-specific and cross-curricular competencies, which are not applicable in Secondary V. <p>Secondary education</p> <ul style="list-style-type: none"> • A competency report will be transmitted to the parents of students who complete Secondary IV or training for a semiskilled trade or a year of prework training. • The new provisions of the Basic school regulation pertaining to the subject-time allocation will continue to be applied gradually. For 2008-2009, their application is compulsory in Secondary IV. Meanwhile, section 35 of the former <i>Basic school regulation for secondary education</i> (Order in Council 74-90) will continue to apply to Secondary V, except with respect to the subjects of Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, and Moral Education, which will no longer be taught. 	<p>Bill 95</p> <p>Order in Council 699-2007</p> <p>BSR, s. 29, 30 and 30.1</p> <p>EA, s. 459 BSR, s. 23.1 Order in Council 74-90, s. 35 (former subject-time allocation)</p>

YEAR		REFERENCES
	<ul style="list-style-type: none"> • In Secondary Cycle Two, students may choose the General Education Path or the Applied General Education Path. Moreover, with respect to teaching the compulsory Science and Technology or Applied Science and Technology programs in Secondary IV, schools may, depending on their assessment of the situation, use the programs of study established by the Minister or the ministerial Physical Science 416/436 program. Schools using the Physical Science 416/436 program must, for this subject alone, record only one final mark for the subject on a student's report card and competency report, given that these programs do not have any competencies prescribed for them in the Québec Education Program. The Ministère will produce Secondary IV examinations for the purposes of certification for these three programs for the June 2009 examination session. • The Human Biology 314 program may no longer be used in teaching the compulsory Secondary III Science and Technology or Applied Science and Technology programs. • Secondary IV and V elective subjects are required for admission to certain college-level pre-university or technical programs. For example, students enrolled in Secondary IV Science and Technology or Applied Science and Technology may take the elective courses Environmental Science and Technology, in the first case, or Science and the Environment, in the second. These courses will allow them to enroll in Secondary V elective science courses the following year, in either Chemistry 534 or Physics 534, which will be taught for the last year in 2009-2010, or in the two new elective, four-credit Science and Technology courses, for which the Minister will establish programs. • Application of the new regulatory provisions pertaining to the Work-Oriented Training Path is compulsory. <ul style="list-style-type: none"> ○ Students admitted to life skills and work skills education under the Basic school regulation prior to July 1, 2007 may continue to pursue their studies and may receive the relevant certificate, where applicable. ○ Students who, by virtue of the Minister's decision, begin a transitional life skills and work skills education program between July 1, 2007 and July 1, 2008 may continue to pursue their studies and may receive the relevant certificate, where applicable. 	<p>BSR, s. 23.1 and 32</p> <p>BSR, s. 23.1</p> <p>Schedule 2: Progression of Students in Secondary-Level Science and Technology or Applied Science and Technology Programs</p> <p>EA, s. 459; BSR, s. 23.4, 23.5, 33 and 33.1</p> <p>Order in Council 488-2005</p> <p>EA, s. 223 and 471</p>

YEAR		REFERENCES
2009-2010	<p>Secondary education</p> <ul style="list-style-type: none"> All of the provisions of the Basic school regulation, in particular those pertaining to the list of subjects, the report card and the competency report, are applicable to students in Secondary I to V. The Physical Science 416/436 program may no longer be used to teach Secondary IV Science and Technology or Applied Science and Technology. A competency report will be transmitted to the parents of students who complete Secondary V or a year of prework training. The requirements for obtaining a Secondary School Diploma (SSD) are extended to the five subject areas. As of May 1, 2010, students will have to have successfully completed a Secondary IV Arts Education program established by the Minister as well as the Secondary V Ethics and Religious Culture program or a Secondary V Physical Education and Health program. These requirements are in addition to those already in effect since May 1, 2007 with respect to the other subject areas. 	<p>EA, s. 459; BSR, s. 23 to 23.5, 30 and 30.1; Order in Council 488-2005, s. 18 (2°)</p> <p>BSR, s. 23.1</p> <p>BSR, s. 30.1</p> <p>EA, s. 459, BSR, s. 32</p>

2. MISCELLANEOUS INFORMATION

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.1 Departure From the List of Subjects and Exemptions to Provisions Regarding the Number of School Days</p> <p>2.1.1 Departures Authorized by School Boards and Private Schools</p> <p>School boards and private schools that depart 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) 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>2.1.2 Departures Authorized by the Minister</p> <p>The Minister’s authorization is still needed for all special school projects that require the removal of subjects other than those stipulated in the RDLS. A request for departure must be sent to the Minister before February 7, 2008.</p> <p>2.1.3 Four-Year-Old Students With Handicaps or Living in Low-Income Areas</p> <p>A school board may exempt any four-year-old child with a handicap or living in a low-income area from the application of the second paragraph of section 16 and the third paragraph of section 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i>, which deal with the number of school days in the school calendar and the minimum number of hours per week that must be devoted to educational services, on the following conditions:</p> <p>In the organization of kindergarten classes with parent effectiveness training sessions, school boards must devote:</p> <ul style="list-style-type: none"> – the equivalent of a minimum of 144 half-days to educational services – a minimum of 9 hours and 25 minutes per week to educational services, and of 2 hours and 20 minutes per week to parent effectiveness training 	<p>Schedule 3 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:</p> <p style="padding-left: 40px;">Direction générale de la formation des jeunes 1035, rue De La Chevrotière, 17^e étage Québec (Québec) G1R 5A5</p>	<p>RDLS</p> <p>Schedule 3: 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. 447 BSR, s. 12, 16, 17 and Schedule I (Handicapped Students and Students Living in Low-Income Areas)</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2 Local and Ministerial Programs</p> <p>2.2.1 Local Program in Ecumenism or in Ethics and Religious Culture</p> <p>2.2.2 Local Programs of Four Credits or Less</p> <p>2.2.3 Local Career Exploration Programs and Field-Testing of the New Ministerial Program</p>	<p>Until the implementation of the new Ethics and Religious Culture program in July 2008: only those schools that were authorized by the Minister, prior to July 1, 2005, to replace the Secondary Cycle One Catholic Religious and Moral Instruction program or the Protestant Moral and Religious Education program established by the Minister by a program in ecumenism or in ethics and religious culture may continue to offer such a local program to its students until June 30, 2008.</p> <p>Local programs of four credits or less are approved by the school principal according to the provisions of the <i>Education Act</i> or <i>An Act respecting private education</i>.</p> <p>If none of the SESAME codes correspond to a local program representing no more than four credits, the school board, on behalf of the school, must ask the Ministère for a code using the form entitled <i>Code Request for a Local Program of Four Credits or Less</i>.</p> <p>The request must be accompanied by confirmation that the principal has approved the local program, in accordance with the guidelines established by the governing board.</p> <p>A local career exploration program may be offered to students in general education.</p> <p>The main purpose of this program is to allow students to explore one or more vocational training programs and to investigate different career options and determine their degree of interest in vocational training.</p>	<p>EA, s. 5 and 222.1</p> <p>EA, s. 96.15, PE, s. 33 BSR, s. 25 <i>Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector (16-7175A), Appendix 2: Form 1</i></p> <p>EA, s. 85 and 96.15</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2.4 Approval of Local Programs of Five Credits or More</p> <p>2.2.5 Approval of a Local Program to Replace a Ministerial Program</p>	<p>Students who successfully complete a local career exploration program obtain the credits attributed to that program. No more than four credits can be assigned to a career exploration program without the prior authorization of the Minister.</p> <p>Such programs for Secondary III, IV and V students must be developed locally by the schools. In particular circumstances, certain authorized schools may offer this type of program as early as Secondary I. Appropriate program codes can be found in the SESAME system.</p> <p>The adjustment for the basic allocation for a student enrolled in a career exploration program is maintained for the 2007-2008 school year.</p> <p>A preliminary version of the ministerial program <i>Exploration of Vocational Training</i> for students in the Applied General Education Path is available. For the 2007-2008 school year, schools may offer a local program or this preliminary version of the ministerial program.</p> <p>The assignment of five credits or more to a secondary-level local program of study must be authorized by the Minister.</p> <p>The school board must submit the school's request to the Ministère on Form 50-1 and attach two copies of the program so that the Ministère may examine the program and determine the number of credits to be assigned to it.</p> <p>The Minister of Education, Recreation and Sports may authorize, subject to the conditions he or she determines, a local program to replace an official program where a student or category of students is unable to benefit from the program established by the Minister.</p> <p>School boards must submit a request for the replacement of an official program for the Minister's approval. The local program must also be submitted to the Minister for approval.</p>	<p>EA, s. 96.16 and 463, <i>Règles budgétaires pour l'année scolaire 2007-2008. Commissions scolaires</i></p> <p>Web site containing the preliminary versions of the Secondary Cycle Two programs: <http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index_en.asp></p> <p>EA, s. 96.16 and 463, BSR, s. 25 Schedule 4: Form 50-1</p> <p>EA, s. 222.1</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.2.6 List of Elective Subjects for Which the Minister Establishes Programs of Study</p> <p>The Minister determines the list of elective subjects for which he or she establishes a program of study as well as the number of credits assigned to each of these subjects.</p> <p>2.2.7 Elementary-Level Arts Education</p> <p>2.2.8 Students Receiving Special Welcoming Services or Special French-Language Instructional Services</p> <p>School boards that wish to exempt this category of students from the application of provisions concerning the subject-time allocation may use the following subject-time allocation:</p> <ul style="list-style-type: none"> ▪ French 65 per cent ▪ Mathematics 20 per cent ▪ Other subjects 15 per cent 	<p>The list of elective subjects is included in Schedule 5.</p> <p>One of the two arts education subjects taught in elementary school must be offered successively in every year, 1 through 6.</p>	<p>EA, s. 463 Schedule 5: List of Elective Subjects for Which the Minister Establishes a Program of Study</p> <p>BSR, s. 22</p> <p>EA, s. 447 BSR, s. 23.2</p>
<p>2.3 Evaluation of Learning and Certification of Studies</p> <p>2.3.1 Report Cards and Competency Reports With Number Grades</p> <p>In August 2007, the <i>Basic school regulation for preschool, elementary and secondary education</i> was amended such that information pertaining to the development of subject-specific competencies, the subject and the class average is to be expressed in percentage form in elementary and secondary school.</p>		

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.1.1 Scales of Competency Levels</p> <p>2.3.1.2 Class Average</p> <p>2.3.1.3 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 recent amendments to the Basic school regulation (August 22, 2007), appear in the simplified formulations indicated in Schedule 10.</p>	<p>If scales of competency levels exist, they must be used to determine the subject result in the elementary- and secondary-level competency reports. The scales of competency levels published in 2002 for elementary education were not designed to be used in preparing the competency report; such scales will be developed in the coming years and must be used when they become available. Until then, teachers may continue to use the tools already in place at their school as well as those produced by the Ministère.</p> <p>In Secondary Cycle One, the scales of competency levels published in 2006 must be used. The scales for Secondary III must be used for the June 2008 competency report. They will be published in the fall of 2007.</p> <p>The class average that must be indicated in the report cards and competency reports for each subject will be calculated using the results of only those students who are working together on acquiring the same learning.</p> <p>For example: In a class of 30 students where 18 are in year 3 of elementary school and 12 are in year 4, the class average for the year 3 students is calculated on the basis of the results of the 18 students in that year.</p>	<p>BSR, s. 30.1</p> <p><i>Scales of Competency Levels. Secondary School Education, Cycle One. 2006. ISBN 978-2-550-48499-8 (printed version), 13-4609A</i></p> <p>BSR, s. 30 and 30.1</p> <p>BSR, s. 30 and 30.1</p> <p>Schedule 10: Simplified Competencies</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.1.4 Conversion Tables and Results Expressed in Percentage Form</p> <p>The conversion tables in Schedule 6 indicate the weighting of the competencies (relative importance expressed as percentages) for each subject. These conversion tables are applicable starting in 2007-2008 for elementary education as well as for Secondary Cycle One and the first year of Cycle Two (Secondary III).</p> <p>In accordance with amendments to the Basic school regulation, teachers must use these weightings to determine the subject result in the course of a cycle for report cards and at the end of a cycle or year (Secondary III) for competency reports.</p>	<p>While recognizing that the <i>Education Act</i> stipulates that teachers are entitled to select the means of evaluating the progress of their students, the following section illustrates how to calculate the percentages for the subject-specific competencies and the programs of study.</p> <p>Level of development of a competency expressed as a percentage in the report card</p> <ul style="list-style-type: none"> ▪ When preparing report cards, teachers assess the level of the development of the competencies evaluated and assign a percentage mark. ▪ To do so, teachers may assign a number value to the requirements that they set for the end of a term when preparing report cards. 	<p>Schedule 6: Conversion Tables</p> <p>EA, s. 19</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES															
	<ul style="list-style-type: none"> ▪ Teachers may also use a scale as follows: <table border="1" data-bbox="1166 342 1870 704"> <tbody> <tr> <td data-bbox="1166 342 1628 415">Competency development is above the requirements</td> <td data-bbox="1628 342 1704 415">+</td> <td data-bbox="1704 342 1870 415">95-100 88-94</td> </tr> <tr> <td data-bbox="1166 415 1628 488">Competency development clearly meets the requirements</td> <td data-bbox="1628 415 1704 488">+</td> <td data-bbox="1704 415 1870 488">81-87 74-80</td> </tr> <tr> <td data-bbox="1166 488 1628 561">Competency development meets the requirements to a limited extent</td> <td data-bbox="1628 488 1704 561">+</td> <td data-bbox="1704 488 1870 561">67-73 60-66</td> </tr> <tr> <td data-bbox="1166 561 1628 634">Competency development is below the requirements</td> <td data-bbox="1628 561 1704 634">+</td> <td data-bbox="1704 561 1870 634">51-59 42-50</td> </tr> <tr> <td data-bbox="1166 634 1628 704">Competency development is well below the requirements</td> <td data-bbox="1628 634 1704 704">+</td> <td data-bbox="1704 634 1870 704">33-41 24-32</td> </tr> </tbody> </table> ▪ In this case, after having situated a student at the appropriate level, the teacher assigns a mark that reflects as accurately as possible the degree to which the competency has been developed. This decision may also take into account other criteria such as the frequency with which the student satisfies the requirements and the quality of the student's work. ▪ A teacher's evaluation process also takes into account the nature of the competencies and the subject evaluated. 	Competency development is above the requirements	+	95-100 88-94	Competency development clearly meets the requirements	+	81-87 74-80	Competency development meets the requirements to a limited extent	+	67-73 60-66	Competency development is below the requirements	+	51-59 42-50	Competency development is well below the requirements	+	33-41 24-32	
Competency development is above the requirements	+	95-100 88-94															
Competency development clearly meets the requirements	+	81-87 74-80															
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Competency development is below the requirements	+	51-59 42-50															
Competency development is well below the requirements	+	33-41 24-32															

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES																									
	<p>Subject result expressed in percentage form in the report card</p> <ul style="list-style-type: none"> When preparing report cards and determining a subject result, teachers must take into account the weightings of the competencies presented in Schedule 6. <p>For example, in the secondary-level Mathematics program, only two of the competencies were evaluated. This is how a student's subject result would be calculated:</p> <table border="1" data-bbox="1185 581 1983 1013"> <thead> <tr> <th colspan="5"><i>Mathematics</i></th> </tr> <tr> <th></th> <th>Weighting</th> <th>Teacher's mark</th> <th>Subject result</th> <th></th> </tr> </thead> <tbody> <tr> <td>Uses mathematical reasoning</td> <td>45%</td> <td>70</td> <td>32/45</td> <td>58/75</td> </tr> <tr> <td>Solves a situational problem</td> <td>30%</td> <td>85</td> <td>26/30</td> <td>↓</td> </tr> <tr> <td>Communicates by using mathematical vocabulary and symbols</td> <td>25%</td> <td>Not evaluated</td> <td>Not evaluated</td> <td>77%</td> </tr> </tbody> </table> <p>Note: Only the highlighted results appear on the report card.</p> <p>Level of competency and subject result expressed in percentage form in the competency report</p> <ul style="list-style-type: none"> At the end of a cycle or Secondary III, after teachers have used their preferred evaluation instruments, they must prepare competency reports by referring to the scales of competency levels in order to determine the level achieved by the student and then assigning a percentage mark for each of the competencies prescribed for a subject. 	<i>Mathematics</i>						Weighting	Teacher's mark	Subject result		Uses mathematical reasoning	45%	70	32/45	58/75	Solves a situational problem	30%	85	26/30	↓	Communicates by using mathematical vocabulary and symbols	25%	Not evaluated	Not evaluated	77%	
<i>Mathematics</i>																											
	Weighting	Teacher's mark	Subject result																								
Uses mathematical reasoning	45%	70	32/45	58/75																							
Solves a situational problem	30%	85	26/30	↓																							
Communicates by using mathematical vocabulary and symbols	25%	Not evaluated	Not evaluated	77%																							

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.2 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>2.3.3 Examination Sessions</p> <p>The Ministère holds three examination sessions each school year: 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>2.3.4 Requirements for Awarding Secondary School Diplomas</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 <i>Info/Sanction</i>, no. 451 and 480.</p> <p>On May 1, 2007, regulatory provisions came into force that concern the raising of requirements for awarding the Secondary School Diploma (SSD). As of this date, and until April 30, 2010, an SSD will only be awarded to students who earn at least 54 credits at the Secondary IV or V level; among those credits, there must be at least 20 credits at the Secondary V level and:</p> <ol style="list-style-type: none"> (1) 6 credits in Secondary V language of instruction (2) 4 credits in Secondary V second language (3) 6 credits in Secondary IV mathematics (4) 6 credits in Secondary IV Physical Science (5) 4 credits in Secondary IV History of Québec and Canada 	<p>EA, s. 208 and 231, BSR, s. 31</p> <p>EA, s. 231 and 470 Schedules 7, 8 and 9: Schedules for the June, August and January examination sessions</p> <p><i>Administrative Manual for the Certification of Studies</i> 16-7175-06 and 16-7175-06A</p> <p><i>Info/Sanction</i>, no. 463, 2005-09-13 BSR, s. 32</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.3.5 Certificate in On-the-Job Training in a Recycling Facility</p> <p>2.3.6 Work-Oriented Training Path</p>	<p>Certification in on-the-job training in a recycling facility may be awarded jointly by the school board and the Minister to students who have successfully completed the <i>On-the-Job Training in a Recycling Facility</i> program.</p> <p>Any school board that wishes to award a certificate in on-the-job training in a recycling facility to students who have successfully completed the program must submit to the Minister a request for recognition of the training provided by the Centre de formation en entreprise et récupération (CFER) under the authority of the school board.</p> <p>Specific competencies. The programs of study established by the Minister for the compulsory subjects of <i>Work Skills</i> in prework training and <i>Preparation for a Semiskilled Trade</i> in training for a semiskilled trade allow students to develop specific competencies associated with one or more trades. These competencies vary from one student to another, according to their abilities and career-related interests.</p> <p>Competencies specific to the competency report. These competencies, as well as the competencies for which the Minister has developed scales of competency levels, should appear in the competency report, as this information could help students enter the job market.</p>	<p>EA, s. 223 and 471 <i>Info/Sanction</i>, no. 244, 1997-10-28</p> <p>BSR, s. 23.4 and 23.5</p>
<p>2.4 Preschool Education: Provisions Regarding Welcoming Services</p>	<p>In preschool education, some days may be used to welcome parents and children, subject to the applicable provisions.</p> <p>School boards and schools must, however, comply with the applicable provisions, in particular, sections 16 and 17 of the <i>Basic school regulation for preschool, elementary and secondary education</i>.</p>	<p>BSR, s. 16 and 17</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5 Students With Handicaps, Social Maladjustments or Learning Difficulties</p> <p>2.5.1 Definitions: At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties</p> <p>2.5.2 Preschool Education: Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.3 Elementary Education: Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.3.1 Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments from the application of provisions concerning the subject-time allocation must use the following adapted programs of study:</p> <ul style="list-style-type: none"> ▪ français or Language for Life ▪ mathématique or Mathematics ▪ sciences humaines or Social Studies 	<p>The definitions regarding these students are set out in a document entitled <i>Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties</i>.</p> <p>The program of preschool activities is offered to all students, including those with moderate to severe intellectual impairments.</p> <p>These adapted programs are available (in French only) on the Web site of the Direction de l'adaptation scolaire. 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><i>Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties (19-7065A)</i> <http://www.mels.gouv.qc.ca/DGFJ/das/orientations/ehdaa.html></p> <p>EA, s. 461</p> <p><http://www.mels.gouv.qc.ca/DGFJ/das/orientations/programmes.html></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.3.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the Basic school regulation, which respectively concern information to be included in report cards and competency reports, on the following conditions:</p> <p>If the student is enrolled in an adapted program (indicated in section 2.5.3.1 of these Directives):</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the Basic school regulation, a mark indicating the student’s progress in relation to the objectives set in his or her individualized education plan, with reference to the program of study taught.</p> <p>The competency report must include a mark indicating the level of development achieved by the student for each component of each subject.</p> <p>If the student is not enrolled in an adapted program (indicated in section 2.5.3.1 of these Directives):</p> <p>If a school board does not exempt a student with a moderate to severe intellectual impairment from the application of provisions pertaining to the subject-time allocation, this student will be taught the programs of study established for students as a whole, but the requirements will be modified. In this case:</p> <p>The report card must indicate the changes made to the requirements set by the programs of study established by the Minister. In addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the Basic school regulation, the student’s report card must include a mark reflecting the level of development achieved by the student for the competencies in the individualized education plan if these competencies were evaluated.</p> <p>The competency report must include a mark indicating the level of development achieved by the student for each competency of the programs of study established by the Minister and taking into account any changes contained in the student’s individualized education plan.</p>	<p>When teachers calculate a class average, the results of such students integrated into a regular class are not taken into account.</p> <p>When teachers calculate a class average, the results of such students integrated into a regular class are not taken into account.</p>	<p>BSR, s. 30.3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.4 Secondary Education: Students With Moderate to Severe Intellectual Impairments</p> <p>2.5.4.1 Programs</p> <p>School boards that wish to exempt students with moderate to severe intellectual impairments from the application of 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 entitled <i>Challenges: An Educational Approach That Facilitates Integration</i>.</p> <p>2.5.4.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with moderate to severe intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the Basic school regulation, which respectively concern information to be included in report cards and competency reports, on the following conditions:</p> <p>If the student is enrolled in an adapted program (indicated in section 2.5.4.1 of these Directives):</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the Basic school regulation, a mark indicating the student's progress in relation to the objectives set in his or her individualized education plan, with reference to the program of study taught.</p> <p>The competency report must include a mark indicating the level of development achieved by the student for each component of each subject.</p>	<p>These adapted programs are available on the Web site of the Direction de l'adaptation scolaire. 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>When teachers calculate a class average, the results of such students integrated into a regular class are not taken into account.</p>	<p>EA, s. 447 BSR, s. 23.2 and Schedule II <http://www.mels.gouv.qc.ca/DFGJ/das/orientation/s/programmes.html> <http://www.meq.gouv.qc.ca/DFGJ/das/orientations/pdf/ad-defisa.pdf></p> <p>BSR. s. 30.3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.5.5.2 Evaluation of Learning (Report Cards and Competency Reports)</p> <p>School boards may exempt students with profound intellectual impairments from the application of subparagraphs 15 to 15.2 of the first paragraph of section 30 and from section 30.1 of the Basic school regulation, which respectively concern information to be included in report cards and competency reports, on the following conditions:</p> <p>The report card must include, in addition to the information stipulated in subparagraphs 1 through 14 (inclusively) of section 30 of the Basic school regulation, a mark indicating the student's progress in relation to the objectives set in his or her individualized education plan, with reference to the program of study taught.</p> <p>The competency report must include a mark indicating the level of development achieved by the student for each area or subject-specific competency concerned.</p>		BSR, s. 30.3
<p>2.6 Admission for Students Over the Age Limit</p> <p>Any person to whom section 14 of the <i>Basic school regulation for preschool, elementary and secondary education</i> applies may, beginning on the first day of the calendar for the current school year, receive educational services provided in a school if he or she is likely to fulfill the requirements set by the Basic school regulation for obtaining, during this school year, a diploma awarded by the Minister, a certificate in life skills and work skills education or a certificate in on-the-job training in a recycling facility.</p> <p>Any person to whom section 14 of the Basic school regulation 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>		BSR, s. 14

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>2.7 Sharing Responsibilities</p> <p>It is important to recall that under the <i>Education Act</i>, the governing board of each school is responsible for approving the time allocation for each subject as proposed by the school principal.</p>	<p>School boards sometimes propose rules for the schools in their territory to help them plan activities for the coming school year. Any such rule on the time allocation for a particular subject, however, must be viewed as only a proposal, given that governing boards have the authority under the <i>Education Act</i> to approve the time allocation.</p>	<p>EA, s. 86</p>

Schedule 1: Life Skills and Work Skills Education (Transitional Program)

Form for requesting the Minister's authorization to develop and offer a transitional life skills and work skills education program

Transitional life skills and work skills education program for students beginning in September 2007

The _____ school board would like to offer its students a transitional life skills and work skills education program starting in September 2007.

Program name: Transitional life skills and work skills education program

Objectives: To prepare students for entry into the job market and to receive the relevant certificate, where applicable.

Target period: Training beginning in September 2007

Program Description

The individualized path for learning in life skills and work skills education comprises 1800 hours of training spread over a two-year period and using a work-study format. The program is intended for students who are at least 16 years old on September 30, 2007, and who have not earned any Secondary II credits.

Program Content

The training includes a general education component and a practical training component, broken down as follows:

Training	Year 1	Year 2
	Hours	
GENERAL EDUCATION		
Language of instruction	100 h	50 h
Mathematics	100 h	50 h
Second language	50 h	
Catholic Religious and Moral Instruction, Protestant Moral and Religious Education, and Moral Education	50 h	
Preparation for the Job Market	50 h	50 h
Life Skills Education	100 h	100 h
PRACTICAL TRAINING		
Work Skills Education	200 h	450 h
UNAPPORTIONED TIME	250 h	200 h
TOTAL	900 h	900 h

Programs used

The programs developed for life skills and work skills education as well as one or more Work-Oriented Training Path programs will be used for this transitional program.

Certification

The Minister will award, jointly with the school board, a certificate in life skills and work skills education (transitional program) to students who have successfully completed the 1800-hour general education and practical training components targeting social and occupational integration.

Schools involved in the request for authorization to offer a transitional life skills and work skills education program

Name(s) of school(s) offering the transitional program	Number of students	Use of one or more Work-Oriented Training Path programs		
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Reasons for the request for authorization:

The _____ school board requests that the Minister authorize it, in a transitional manner and on the conditions established by the Minister, to develop and offer a transitional life skills and work skills education program during the 2007-2008 school year, in accordance with section 223 of the *Education Act*.

School board representative in charge of the file:

Telephone:

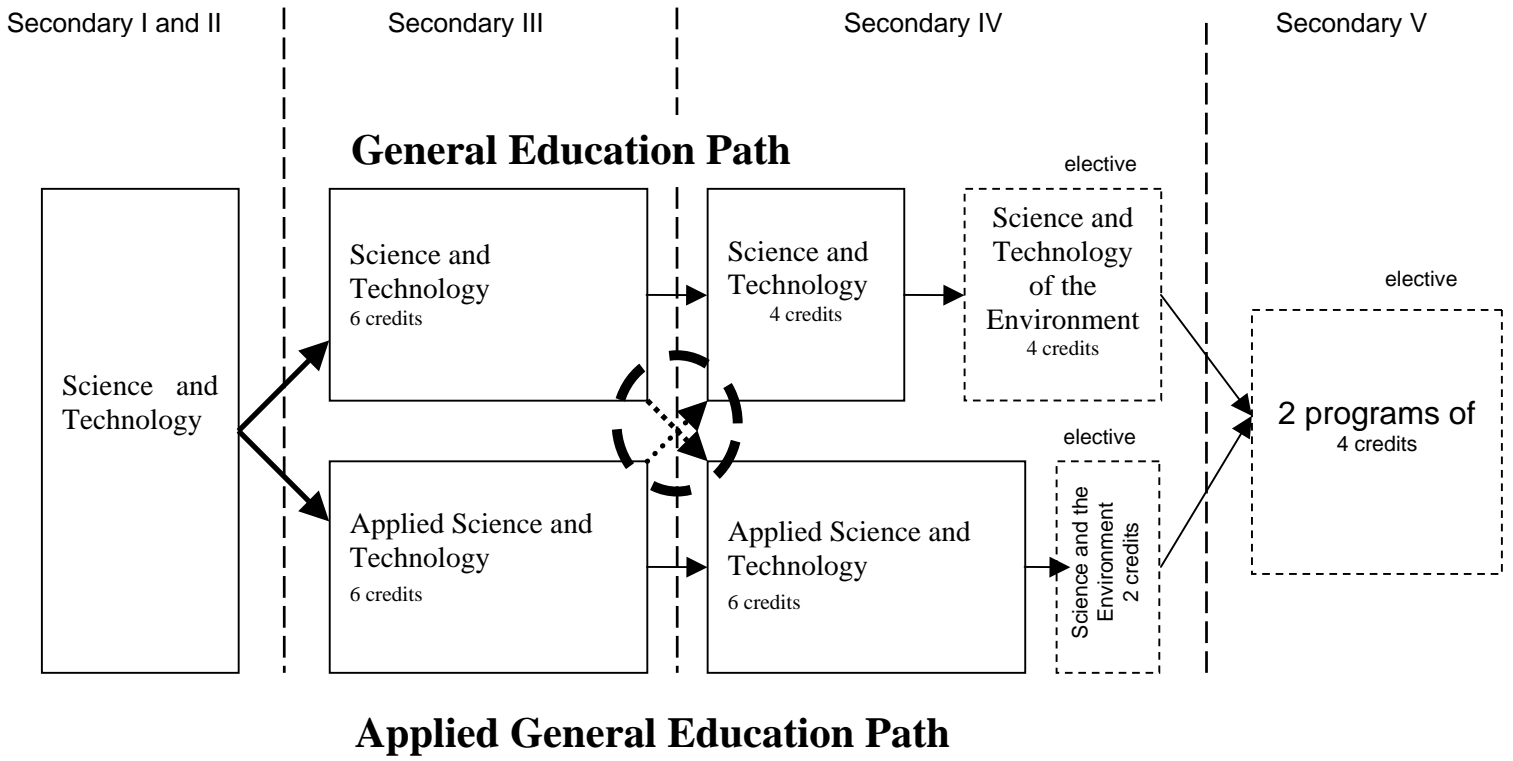
Signature of the director general:

Date: _____

Note

Please return this form to the person in charge of the *Basic school regulation for preschool, elementary and secondary education* at your regional office of the Ministère de l'Éducation, du Loisir et du Sport.

Schedule 2: Progression of Students in Secondary-Level Science and Technology or Applied Science and Technology Programs



Schedule 3: 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 applicable to a group of students
 Please return to the MELS by November 30, 2008, at the following address: carole.shink@mels.gouv.qc.ca

Name of school board or private school:
Signature of the director general:

*For more information, please contact Jean-François Giguère, in charge of the Basic school regulation at the Ministère's Direction générale de la formation des jeunes:
 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
		Students 16 to 18 years old or 16 to 21 years old (with handicaps) in vocational training	Special school project for a group of students	Implementation of the training program in Secondary IV	1st	Renwal		
<i>Place an "X" in the appropriate columns</i>								
		()	()	(x)	(x)	()		
Objectives and needs met by the project: To allow two groups of students who are at ease in French to become more proficient in this language.								
		()	()	()	()	()		
Objectives and needs met by the project:								

**Schedule 4: Local Programs of Five Credits or More
REQUEST FOR AUTHORIZATION**

FORM 50-1

**SUBJECT OF THE REQUEST
Local Programs of Five Credits or More**

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 _____

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 connections between the guiding principles of the local program and those of the official program of study, where applicable
- IV The students concerned and the selection criteria
- V The organization of instruction, the learning context and the percentage of time allotted to each of the program components
- VI An overview of the program
- VII The program
- VIII Conditions for evaluation

Schedule 5: List of Elective Subjects for Which the Minister Establishes a Program of Study

Secondary Cycle Two

General Education and Applied General Education

Science and the Environment <i>2 credits</i>	Secondary IV, Applied General Education
Environmental Science and Technology <i>4 credits</i>	Secondary IV, General Education
Science course 1 (name to be determined) <i>4 credits</i>	Secondary V, General Education and Applied General Education
Science course 2 (name to be determined) <i>4 credits</i>	Secondary V, General Education and Applied General Education
Drama Visual Arts Dance Music Drama and Multimedia Visual Arts and Multimedia Dance and Multimedia Music and Multimedia	Cycle Two. These eight elective programs in arts education are already approved by the Minister. <i>4 credits each</i>
Spanish as a Third Language <i>4 credits</i>	Already approved by the Minister The Spanish program has been developed for use in Secondary III, IV and V. Four credits are assigned for each year.
Personal Orientation Project <i>4 credits</i>	Already approved by the Minister Elective subject necessarily offered 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 Applied General Education.
Entrepreneurship <i>2 or 4 credits</i>	Elective subject necessarily 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 <i>2 or 4 credits</i>	Elective subject necessarily 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.

Schedule 6: Conversion Tables
Elementary Education, Secondary Cycle One and
First Year of Secondary Cycle Two

ELEMENTARY EDUCATION

ENGLISH LANGUAGE ARTS

<i>Reads and listens to different texts</i>	25%
<i>Writes different texts</i>	25%
<i>Uses different media</i>	25%
<i>Uses language to communicate and to learn</i>	25%

**FRENCH AS A SECOND LANGUAGE
(basic program)**

<i>Communicates in French</i>	35%
<i>Understands and reads texts</i>	40%
<i>Writes texts</i>	25%

**FRENCH AS A SECOND LANGUAGE
(immersion)**

<i>Communicates in French</i>	33.33%
<i>Understands and reads texts</i>	33.33%
<i>Writes texts</i>	33.33%

MATHEMATICS

	Cycle		
	1	2	3
<i>Solves a situational problem</i>	20%	30%	30%
<i>Uses mathematical reasoning</i>	60%	50%	50%
<i>Communicates by using mathematical vocabulary and symbols</i>	20%	20%	20%

SCIENCE AND TECHNOLOGY

<i>Solves problems.</i>	40%
<i>Uses his/her knowledge of science and technology</i>	40%
<i>Communicates by using scientific and technological vocabulary and symbols</i>	20%

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

<i>Understands the organization of a society in its territory</i>	45%
<i>Explains change in a society</i>	35%
<i>Shows awareness of the diversity of societies</i>	20%

DRAMA

<i>Invents short scenes</i>	35%
<i>Performs short scenes</i>	35%
<i>Appreciates dramatic works</i>	30%

VISUAL ARTS

<i>Creates personal images</i>	40%
<i>Creates media images</i>	30%
<i>Appreciates works of art</i>	30%

DANCE

<i>Invents dances</i>	35%
<i>Performs dances</i>	35%
<i>Appreciates dances</i>	30%

MUSIC

<i>Invents musical pieces</i>	30%
<i>Performs musical pieces</i>	40%
<i>Appreciates musical works</i>	30%

PHYSICAL EDUCATION AND HEALTH

	Cycle		
	1	2	3
<i>Participates in individual physical activities</i>	50%	40%	30%
<i>Participates in group physical activities</i>	30%	40%	45%
<i>Takes steps to adopt a healthy, active lifestyle</i>	20%	20%	25%

MORAL EDUCATION

<i>Recognizes his/her own values</i>	35%
<i>Forms an opinion about ethical issues</i>	35%
<i>Discusses his/her opinions and values with others</i>	30%

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

<i>Makes connections between his/her life and stories from the Catholic tradition</i>	50%
<i>Forms an opinion on ethical questions</i>	50%

PROTESTANT MORAL AND RELIGIOUS EDUCATION

<i>Explains the influence of the Bible on individuals and society</i>	35%
<i>Respects other religions</i>	30%
<i>Forms an opinion on ethical questions</i>	35%

**SECONDARY EDUCATION:
CYCLE ONE AND FIRST YEAR OF
CYCLE TWO**

ENGLISH LANGUAGE ARTS

Cycle One

Uses language to communicate and to learn	25%
Represents different media	25%
Reads different texts	25%
Writes different texts	25%

First Year of Cycle Two

Uses language to communicate and to learn	33.33%
Reads different texts	33.33%
Writes different texts	33.33%

FRENCH AS A SECOND LANGUAGE (basic program)

Cycle One and First Year of Cycle Two

Communicates in French	40%
Writes texts	30%
Reads texts	30%

FRENCH AS A SECOND LANGUAGE (enriched program)

Cycle One and First Year of Cycle Two

Communicates in French	33.33%
Writes texts	33.33%
Reads everyday and literary texts (Cycle One)	33.33%
Reads everyday, specialized and literary texts (First Year of Cycle Two)	33.33%

SPANISH AS A THIRD LANGUAGE

First Year of Cycle Two

Communicates orally in Spanish	45%
Understands texts	35%
Writes texts	20%

MATHEMATICS

Cycle One and First Year of Cycle Two

Solves a situational problem	30%
Uses mathematical reasoning	45%
Communicates by using mathematical vocabulary and symbols	25%

SCIENCE AND TECHNOLOGY

Cycle One and First Year of Cycle Two

APPLIED SCIENCE AND TECHNOLOGY

First Year of Cycle Two

Solves problems	40%
Uses his/her knowledge of science and technology	40%
Communicates by using scientific and technological vocabulary and symbols	20%

GEOGRAPHY

Cycle One

Understands the organization of a territory	30%
Explains a problem related to a territory	35%
Shows awareness of geographic problems in the world	35%

HISTORY AND CITIZENSHIP EDUCATION

Cycle One and First Year of Cycle Two

Examines society, making connections with the past	30%
Explains important changes that have taken place in history	40%
Shows awareness of his/her place as a citizen in society (Cycle One)	30%
Defines his/her role as a citizen through the study of history (First Year of Cycle Two)	30%

DRAMA

Cycle One and First Year of Cycle Two

Creates dramatic works	35%
Performs dramatic works	35%
Appreciates dramatic works	30%

VISUAL ARTS

Cycle One and First Year of Cycle Two

Creates personal images	40%
Creates media images	30%
Appreciates works of art (Cycle One)	30%
Appreciates images (First Year of Cycle Two)	30%

DANCE

Cycle One and First Year of Cycle Two

Creates dances	35%
Performs dances	35%
Appreciates dances	30%

MUSIC

Cycle One and First Year of Cycle Two

Creates musical works	30%
Performs musical works	40%
Appreciates musical works	30%

PERSONAL ORIENTATION PROJECT**First Year of Cycle Two**

<i>Explores career options</i>	50%
<i>Contemplates his/her learning and work possibilities</i>	50%

PHYSICAL EDUCATION AND HEALTH**Cycle One**

<i>Participates in individual physical activities</i>	25%
<i>Participates in group physical activities</i>	50%
<i>Takes steps to adopt a healthy, active lifestyle</i>	25%

First Year of Cycle Two

<i>Participates in individual physical activities</i>	20%
<i>Participates in group physical activities</i>	50%
<i>Takes steps to adopt a healthy, active lifestyle</i>	30%

MORAL EDUCATION**Cycle One**

<i>Recognizes his/her own values</i>	35%
<i>Forms an opinion about ethical issues</i>	35%
<i>Discusses his/her opinions and values with others</i>	30%

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION**Cycle One**

<i>Makes connections between his/her life and stories from the Catholic tradition</i>	50%
<i>Forms an opinion on ethical questions</i>	50%

PROTESTANT MORAL AND RELIGIOUS EDUCATION**Cycle One**

<i>Explains the influence of the Bible on individuals and society</i>	35%
<i>Respects other religions</i>	30%
<i>Forms an opinion on ethical questions</i>	35%

TRAINING LEADING TO A SEMISKILLED TRADE

PREPARATION FOR THE JOB MARKET

<i>Establishes his/her personal and occupational profile</i>	33,3 %
<i>Gains an understanding of the job market</i>	33,3 %
<i>Implements a sociovocational integration plan</i>	33,3 %

PREPARATION FOR A SEMISKILLED TRADE

<i>Develops the specific competencies and practices associated with a semiskilled trade</i>	50 %
<i>Adopts attitudes and behaviours required in the workplace</i>	50 %

Schedule 7: June 2007 Examination Session
SCHEDULE FOR EXAMINATIONS IN FRENCH

January, June and August 2008 examination schedules: <<http://www.mels.gouv.qc.ca/sanction/horaires.htm>>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY – JUNE* MATHÉMATIQUE END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)* 022-610	<u>MAY - JUNE*</u> A.M. FRANÇAIS END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION) 014-600		<u>APRIL 26</u> DISTRIBUTION OF PREPARATION BOOKLET FRANÇAIS ÉCRITURE, SECONDARY V 129-510 (UNIFORM EXAMINATION)	
MAY ANGLAIS, SECONDARY V PRODUCTION D'UN DISCOURS ORAL (UNIFORM EXAMINATION) 156-510			<u>MAY 3</u> 9:00 A.M. – 12:15 P.M. FRANÇAIS ÉCRITURE, SECONDARY V 129-510 (UNIFORM EXAMINATION)	
			<u>MAY 31</u> 9:00 – 11:00 A.M. ANGLAIS, SECONDARY V PRODUCTION D'UN DISCOURS ÉCRIT (UNIFORM EXAMINATION) 156-520	
			<u>JUNE 14</u> 9:00 A.M. – 12:00 P.M. MATHÉMATIQUE 436 068-436 (UNIFORM EXAMINATION) 9:00 A.M. – 12:00 P.M. MATHÉMATIQUE 514 068-514 (UNIFORM EXAMINATION)	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>MAY – JUNE*</p> <p>MATHÉMATIQUE END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)*</p> <p>022-610</p>	<p><u>MAY - JUNE*</u></p> <p>A.M. FRANÇAIS END OF ELEMENTARY CYCLE THREE (COMPULSORY EXAMINATION)</p> <p>014-600</p>		<p><u>APRIL 26</u></p> <p>DISTRIBUTION OF PREPARATION BOOKLET FRANÇAIS ÉCRITURE, SECONDARY V 129-510 (UNIFORM EXAMINATION)</p>	
<p><u>JUNE 18</u></p> <p>9:00 – 11:30 A.M. HISTOIRE DU QUÉBEC ET DU CANADA (UNIFORM EXAMINATION)</p> <p>085-414</p>	<p><u>JUNE 19</u></p> <p>9:00 A.M. – 12:00 P.M. MATHÉMATIQUE 426 068-426 (COMPLEMENTARY EXAMINATION)</p>	<p><u>JUNE 20</u></p> <p>9:00 – 11:00 A.M. SCIENCES PHYSIQUES 416 056-470 (UNIFORM EXAMINATION)</p>	<p><u>JUNE 21</u></p> <p>9:00 – 10:00 A.M. ANGLAIS, ECONDARY V COMPRÉHENSION D'UN 156-530 DISCOURS ORAL (UNIFORM EXAMINATION)</p> <p>10:15 A.M. – 12:00 P.M. ANGLAIS, SECONDARY V COMPRÉHENSION D'UN 156-540 DISCOURS ÉCRIT (UNIFORM EXAMINATION)</p>	<p><u>JUNE 22</u></p> <p>9:00 A.M. – 12:00 P.M. MATHÉMATIQUE 416 068-416 (COMPLEMENTARY EXAMINATION)</p>

* More information on the compulsory examinations will be provided at a later date.

Direction de la sanction des études

Schedule 8: August 2007 Examination Session
EXAMINATION SCHEDULE

January, June and August 2008 examination schedules: <<http://www.mels.gouv.qc.ca/sanction/horaires.htm>>

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH *		
JULY 23 TO 25, 2007					
Distribution of preparation booklet Français, écriture, Secondary V			129-510		
JULY 30, 2007			JULY 30, 2007		
8:45 A.M. – 12:00 P.M.	Français, écriture, Secondary V	129-510	9:00 A.M. – 12:00 P.M.	English Language Arts (Part I)	630-516
1:00 – 3:30 P.M.	Histoire du Québec et du Canada	085-414	1:00 – 3:30 P.M.	History of Québec and Canada	585-414
JULY 31, 2007			JULY 31, 2007		
8:30 – 9:45 A.M.	Anglais, Secondary V Production d'un discours oral	156-510	9:00 A.M. – 12:00 P.M.	English Language Arts (Part II)	630-516
10:00 A.M. – 12:00 P.M.	Production d'un discours écrit	156-520			
1:00 – 2:00 P.M.	Compréhension d'un discours oral	156-530	1:00 – 4:00 P.M.	English Language Arts (Part III)	630-516
2:15 – 4:00 P.M.	Compréhension d'un discours écrit	156-540			
AUGUST 1, 2007			AUGUST 1, 2007		
9:00 A.M. – 12:00 P.M.	Mathématique 436	068-436	9:00 A.M. – 12:00 P.M.	Mathematics 436	568-436
1:00 – 4:00 P.M.	Mathématique 514	068-514	1:00 – 4:00 P.M.	Mathematics 514	568-514
AUGUST 2, 2007			AUGUST 2, 2007		
9:00 – 11:00 A.M.	Sciences physiques 416	056-470	9:00 – 11:00 A.M.	Physical Science 416	556-470
			1:00 – 3:00 P.M.	French Listening	636-530

EXAMINATIONS IN FRENCH	EXAMINATIONS IN ENGLISH *
<p>JULY 23 TO 25, 2007</p> <p>Distribution of preparation booklet Français, écriture, Secondary V</p> <p style="text-align: right;">129-510</p>	
	<p>AUGUST 3, 2007</p> <p>9:00 – 11:00 A.M. French Reading 636-520</p> <p>1:00 – 3:00 P.M. French Writing 636-510</p>

- Schools may administer the French Speaking examination (636-540) before July 30, 2007.

Direction de la sanction des études

Schedule 9: January 2008 Examination Session
EXAMINATION SCHEDULE

January, June and August 2008 examination schedules: <<http://www.mels.gouv.qc.ca/sanction/horaires.htm>>

EXAMINATIONS IN FRENCH			EXAMINATIONS IN ENGLISH *		
NOVEMBER 30, 2007					
Distribution of preparation booklet - Français, écriture, Secondary V		129-510			
DECEMBER 6, 2007					
8:45 A.M. – 12:00 P.M. Français, écriture, Secondary V		129-510			
DECEMBER 2007 – JANUARY 2008					
Anglais, Secondary V - Production d'un discours oral		156-510			
JANUARY 14, 2008			JANUARY 14, 2008		
9:00 – 11:00 A.M. Anglais, Secondary V Production d'un discours écrit		156-520	8:45 – 10:45 A.M.	French Reading	636-520
1:00 – 2:00 P.M. Compréhension d'un discours oral		156-530	1:00 – 3:00 P.M.	French Writing	636-510
2:15 – 4:00 P.M. Compréhension d'un discours écrit		156-540			
JANUARY 15, 2008			JANUARY 15, 2008		
9:00 A.M. – 12:00 P.M. Mathématique 436		068-436	9:00 A.M. – 12:00 P.M.	Mathematics 436	568-436
1:00 – 4:00 P.M. Mathématique 514		068-514	1:00 – 4:00 P.M.	Mathematics 514	568-514
JANUARY 16, 2008			JANUARY 16, 2008		
9:00 – 11:00 A.M. Sciences physiques 416		056-470	9:00 – 11:00 A.M.	Physical Science 416	556-470
			1:00 – 4:00 P.M.	English Language Arts (Part I)	630-516
JANUARY 17, 2008			JANUARY 17, 2008		
9:00 – 11:30 A.M. Histoire du Québec et du Canada		085-414	9:00 – 11:30 A.M.	History of Québec and Canada	585-414
			1:00 – 4:00 P.M.	English Language Arts (Part II)	630-516

EXAMINATIONS IN FRENCH	EXAMINATIONS IN ENGLISH *
<p>NOVEMBER 30, 2007</p> <p>Distribution of preparation booklet - Français, écriture, Secondary V 129-510</p>	
	<p>JANUARY 18, 2008</p> <p>9:00 A.M. – 12:00 P.M. English Language Arts (Part III) 630-516</p> <p>1:00 – 3:00 P.M. French Listening 636-530</p>

- Schools may administer the French Speaking examination (636-540) and the Anglais, production d'un discours oral examination (156-510) before January 14, 2008.
Direction de la sanction des études

Schedule 10: Simplified Competencies

WORDING OF THE COMPETENCIES IN THE QUÉBEC EDUCATION PROGRAM FOR PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION

This document is an integral part of the Québec Education Program (QEP) for Preschool, Elementary and Secondary Education as approved by the Minister. It presents each of the competencies in the QEP, but worded in a manner closer to everyday language. The new wording should be used in communications with parents, particularly on report cards and in competency reports.

Program of Activities in Preschool Education	
Wording in the Québec Education Program	Simplified Wording
<ul style="list-style-type: none"> To perform sensorimotor actions effectively in different contexts 	<ul style="list-style-type: none"> Develops sensorimotor skills
<ul style="list-style-type: none"> To affirm his/her personality 	<ul style="list-style-type: none"> Develops his/her personality
<ul style="list-style-type: none"> To interact harmoniously with others 	<ul style="list-style-type: none"> Relates well to others
<ul style="list-style-type: none"> To communicate using the resources of language 	<ul style="list-style-type: none"> Communicates orally
<ul style="list-style-type: none"> To construct his/her understanding of the world 	<ul style="list-style-type: none"> Becomes familiar with his/her environment
<ul style="list-style-type: none"> To complete an activity or project 	<ul style="list-style-type: none"> Completes projects or activities

Elementary School Programs	
Wording in the Québec Education Program	Simplified Wording
LANGUAGES	
English Language Arts	
<ul style="list-style-type: none"> To read and listen to literary, popular and information-based texts 	<ul style="list-style-type: none"> Reads and listens to different texts
<ul style="list-style-type: none"> To write self-expressive, narrative and information-based texts 	<ul style="list-style-type: none"> Writes different texts
<ul style="list-style-type: none"> To represent her/his literacy in different media 	<ul style="list-style-type: none"> Produces different media
<ul style="list-style-type: none"> To use language to communicate and learn 	<ul style="list-style-type: none"> Uses language to communicate and to learn
French as a Second Language (basic program)	
<ul style="list-style-type: none"> Interagir en français en se familiarisant avec le monde francophone 	<ul style="list-style-type: none"> Reads and communicates in French
<ul style="list-style-type: none"> Produire des textes variés 	<ul style="list-style-type: none"> Writes texts
French as a Second Language (immersion program)	
<ul style="list-style-type: none"> Interagir en français en découvrant le monde francophone par les textes et les disciplines 	<ul style="list-style-type: none"> Reads and communicates in French
<ul style="list-style-type: none"> Produire des textes variés 	<ul style="list-style-type: none"> Writes texts

Elementary School Programs	
Wording in the Québec Education Program	Simplified Wording
MATHEMATICS, SCIENCE AND TECHNOLOGY	
Mathematics	
<ul style="list-style-type: none"> To solve a situational problem related to mathematics 	<ul style="list-style-type: none"> Solves a situational problem
<ul style="list-style-type: none"> To reason using mathematical concepts and processes 	<ul style="list-style-type: none"> Uses mathematical reasoning
<ul style="list-style-type: none"> To communicate by using mathematical language 	<ul style="list-style-type: none"> Communicates by using mathematical vocabulary and symbols
Science and Technology (Cycles Two and Three)	
<ul style="list-style-type: none"> To propose explanations for or solutions to scientific or technological problems 	<ul style="list-style-type: none"> Solves problems
<ul style="list-style-type: none"> To make the most of scientific and technological tools, objects and procedures 	<ul style="list-style-type: none"> Uses his/her knowledge of science and technology
<ul style="list-style-type: none"> To communicate in the languages used in science and technology 	<ul style="list-style-type: none"> Communicates by using scientific and technological vocabulary and symbols
SOCIAL SCIENCES	
Geography, History and Citizenship Education (Cycles Two and Three)	
<ul style="list-style-type: none"> To understand the organization of a society in its territory 	<ul style="list-style-type: none"> Understands the organization of a society in its territory
<ul style="list-style-type: none"> To interpret change in a society and its territory 	<ul style="list-style-type: none"> Explains change in a society
<ul style="list-style-type: none"> To be open to the diversity of societies and their territories 	<ul style="list-style-type: none"> Shows awareness of the diversity of societies
ARTS EDUCATION	
Drama	
<ul style="list-style-type: none"> To invent short scenes 	<ul style="list-style-type: none"> Invents short scenes
<ul style="list-style-type: none"> To interpret short scenes 	<ul style="list-style-type: none"> Interprets short scenes
<ul style="list-style-type: none"> To appreciate dramatic works, personal productions and those of classmates 	<ul style="list-style-type: none"> Appreciates dramatic works
Visual Arts	
<ul style="list-style-type: none"> To produce individual works in the visual arts 	<ul style="list-style-type: none"> Creates personal images
<ul style="list-style-type: none"> To produce media works in the visual arts 	<ul style="list-style-type: none"> Creates visual messages
<ul style="list-style-type: none"> To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates 	<ul style="list-style-type: none"> Appreciates works of art
Dance	
<ul style="list-style-type: none"> To invent dances 	<ul style="list-style-type: none"> Invents dances
<ul style="list-style-type: none"> To interpret dances 	<ul style="list-style-type: none"> Interprets dances
<ul style="list-style-type: none"> To appreciate choreographic works, personal productions and those of classmates 	<ul style="list-style-type: none"> Appreciates dances

Elementary School Programs	
Wording in the Québec Education Program	Simplified Wording
Music	
<ul style="list-style-type: none"> To invent vocal or instrumental pieces 	<ul style="list-style-type: none"> Invents musical pieces
<ul style="list-style-type: none"> To interpret musical pieces 	<ul style="list-style-type: none"> Interprets musical pieces
<ul style="list-style-type: none"> To appreciate musical works, personal productions and those of classmates 	<ul style="list-style-type: none"> Appreciates musical works
PERSONAL DEVELOPMENT	
Physical Education and Health	
<ul style="list-style-type: none"> To perform movement skills in different physical activity settings 	<ul style="list-style-type: none"> Participates in individual physical activities
<ul style="list-style-type: none"> To interact with others in different physical activity settings 	<ul style="list-style-type: none"> Participates in physical activities with other students
<ul style="list-style-type: none"> To adopt a healthy, active lifestyle 	<ul style="list-style-type: none"> Takes steps to adopt a healthy, active lifestyle
Moral Education	
<ul style="list-style-type: none"> To understand life situations with a view to constructing a moral frame of reference 	<ul style="list-style-type: none"> Recognizes his/her own values
<ul style="list-style-type: none"> To take an enlightened position on situations involving a moral issue 	<ul style="list-style-type: none"> Forms an opinion about ethical issues
<ul style="list-style-type: none"> To engage in moral dialogue 	<ul style="list-style-type: none"> Discusses his/her opinions and values with others
Catholic Religious and Moral Instruction	
<ul style="list-style-type: none"> To appreciate the living Catholic tradition 	<ul style="list-style-type: none"> Makes connections between his/her life and stories from the Catholic tradition
<ul style="list-style-type: none"> To take an enlightened position on situations involving a moral issue 	<ul style="list-style-type: none"> Forms an opinion on ethical questions
Protestant Moral and Religious Education	
<ul style="list-style-type: none"> To appreciate the cultural influence of the Bible from a Protestant perspective 	<ul style="list-style-type: none"> Explains the influence of the Bible on individuals and society
<ul style="list-style-type: none"> To act in an appropriate manner with regard to religious phenomena 	<ul style="list-style-type: none"> Respects other religions
<ul style="list-style-type: none"> To take an enlightened position on situations involving a moral issue 	<ul style="list-style-type: none"> Forms an opinion on ethical questions

Secondary School Programs / Compulsory Subjects (Cycle One and First Year of Cycle Two)	
Wording in the Québec Education Program	Simplified Wording
LANGUAGES	
English Language Arts (Cycle One)	
<ul style="list-style-type: none"> • Uses language/talk to communicate and to learn 	<ul style="list-style-type: none"> • Uses language to communicate and to learn
<ul style="list-style-type: none"> • Represents her/his literacy in different media 	<ul style="list-style-type: none"> • Produces different media
<ul style="list-style-type: none"> • Reads and listens to written, spoken and media texts 	<ul style="list-style-type: none"> • Reads and listens to texts
<ul style="list-style-type: none"> • Writes a variety of genres for personal and social purposes 	<ul style="list-style-type: none"> • Writes different texts
English Language Arts (First Year of Cycle Two)	
<ul style="list-style-type: none"> • Uses language/talk to communicate and to learn 	<ul style="list-style-type: none"> • Uses language to communicate and to learn
<ul style="list-style-type: none"> • Reads and listens to written, spoken and media texts 	<ul style="list-style-type: none"> • Reads and listens to texts
<ul style="list-style-type: none"> • Produces texts for personal and social purposes 	<ul style="list-style-type: none"> • Produces different texts
French as a Second Language (basic program)	
<ul style="list-style-type: none"> • Interagir en français 	<ul style="list-style-type: none"> • Communicates in French
<ul style="list-style-type: none"> • Produire des textes variés en français 	<ul style="list-style-type: none"> • Writes texts
<ul style="list-style-type: none"> • Lire des textes variés en français 	<ul style="list-style-type: none"> • Reads texts
French as a Second Language (enriched program)	
<ul style="list-style-type: none"> • Interagir en français 	<ul style="list-style-type: none"> • Communicates in French
<ul style="list-style-type: none"> • Produire des textes variés en français 	<ul style="list-style-type: none"> • Writes texts
<ul style="list-style-type: none"> • Lire des textes courants et littéraires en français (Cycle One) 	<ul style="list-style-type: none"> • Reads everyday and literary texts
<ul style="list-style-type: none"> • Lire des textes courants, spécialisés et littéraires en français (First Year of Cycle Two) 	<ul style="list-style-type: none"> • Reads everyday, specialized and literary texts
MATHEMATICS, SCIENCE AND TECHNOLOGY	
Mathematics	
<ul style="list-style-type: none"> • Solves a situational problem 	<ul style="list-style-type: none"> • Solves a situational problem
<ul style="list-style-type: none"> • Uses mathematical reasoning 	<ul style="list-style-type: none"> • Uses mathematical reasoning
<ul style="list-style-type: none"> • Communicates by using mathematical language 	<ul style="list-style-type: none"> • Communicates by using mathematical vocabulary and symbols

Secondary School Programs / Compulsory Subjects (Cycle One and First Year of Cycle Two)	
Wording in the Québec Education Program	Simplified Wording
Science and Technology	
Applied Science and Technology (First Year of Cycle Two)	
<ul style="list-style-type: none"> Seeks answers or solutions to scientific or technological problems 	<ul style="list-style-type: none"> Solves problems
<ul style="list-style-type: none"> Makes the most of his/her knowledge of science and technology 	<ul style="list-style-type: none"> Uses his/her knowledge of science and technology
<ul style="list-style-type: none"> Communicates in the languages used in science and technology 	<ul style="list-style-type: none"> Communicates by using scientific and technological vocabulary and symbols
SOCIAL SCIENCES	
Geography (Cycle One)	
<ul style="list-style-type: none"> Understands the organization of a territory 	<ul style="list-style-type: none"> Understands the organization of a territory
<ul style="list-style-type: none"> Interprets a territorial issue 	<ul style="list-style-type: none"> Explains a problem related to a territory
<ul style="list-style-type: none"> Constructs his/her consciousness of global citizenship 	<ul style="list-style-type: none"> Shows awareness of geographic problems in the world
History and Citizenship Education (Cycle One)	
<ul style="list-style-type: none"> Examines social phenomena from a historical perspective 	<ul style="list-style-type: none"> Examines society, making connections with the past
<ul style="list-style-type: none"> Interprets social phenomena using the historical method 	<ul style="list-style-type: none"> Explains important changes that have taken place in history
<ul style="list-style-type: none"> Constructs his/her consciousness of citizenship through the study of history 	<ul style="list-style-type: none"> Shows awareness of his/her place as a citizen in society
History and Citizenship Education (First Year of Cycle Two)	
<ul style="list-style-type: none"> Examines social phenomena from a historical perspective 	<ul style="list-style-type: none"> Examines Québec society, making connections with the past
<ul style="list-style-type: none"> Interprets social phenomena using the historical method 	<ul style="list-style-type: none"> Explains the history of Québec society
<ul style="list-style-type: none"> Strengthens his/her exercise of citizenship through the study of history 	<ul style="list-style-type: none"> Defines his/her role as a citizen through the study of history
ARTS EDUCATION	
Drama	
<ul style="list-style-type: none"> Creates dramatic works 	<ul style="list-style-type: none"> Creates dramatic works
<ul style="list-style-type: none"> Performs dramatic works 	<ul style="list-style-type: none"> Performs dramatic works
<ul style="list-style-type: none"> Appreciates dramatic works 	<ul style="list-style-type: none"> Appreciates dramatic works
Visual Arts	
<ul style="list-style-type: none"> Creates personal images 	<ul style="list-style-type: none"> Creates personal images
<ul style="list-style-type: none"> Creates media images 	<ul style="list-style-type: none"> Creates visual messages
<ul style="list-style-type: none"> Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images (Cycle One) 	<ul style="list-style-type: none"> Appreciates works of art
<ul style="list-style-type: none"> Appreciates images (First Year of Cycle Two) 	<ul style="list-style-type: none"> Appreciates images

Secondary School Programs / Compulsory Subjects (Cycle One and First Year of Cycle Two)	
Wording in the Québec Education Program	Simplified Wording
Dance	
• Creates dances	• Creates dances
• Performs dances	• Performs dances
• Appreciates dances	• Appreciates dances
Music	
• Creates musical works	• Creates musical works
• Performs musical works	• Performs musical works
• Appreciates musical works	• Appreciates musical works
PERSONAL DEVELOPMENT	
Physical Education and Health	
• Performs movement skills in different physical activity settings	• Participates in individual physical activities
• Interacts with others in different physical activity settings	• Participates in group physical activities
• Adopts a healthy, active lifestyle	• Takes steps to adopt a healthy, active lifestyle
Moral Education (Cycle One)	
• Constructs a moral frame of reference	• Recognizes his/her own values
• Takes a reflective position on ethical issues	• Forms an opinion about ethical issues
• Engages in moral dialogue	• Discusses his/her opinions and values with others
Catholic Religious and Moral Instruction (Cycle One)	
• Appreciates the contribution of the living Catholic tradition to his/her quest for meaning	• Makes connections between his/her life and stories from the Catholic tradition
• Takes a reflective position on ethical issues	• Forms an opinion on ethical questions
Protestant Moral and Religious Education (Cycle One)	
• Appreciates the influence of the Bible on the individual and on culture from a Protestant perspective	• Explains the influence of the Bible on individuals and society
• Acts respectfully in relation to religious diversity	• Respects other religions
• Takes a reflective position on situations involving an ethical issue	• Forms an opinion on ethical questions
Personal Orientation Project (First Year of Cycle Two)	
• Carries out a process of career exploration	• Carries out a process of career exploration
• Contemplates his/her learning and work possibilities	• Contemplates his/her learning and work possibilities

Secondary School Program / Elective Subjects (First Year of Cycle Two)	
Wording in the Québec Education Program	Simplified Wording
LANGUAGES	
Spanish as a Third Language	
<ul style="list-style-type: none"> • Interacts in Spanish 	<ul style="list-style-type: none"> • Communicates orally in Spanish
<ul style="list-style-type: none"> • Understands a variety of texts in Spanish 	<ul style="list-style-type: none"> • Understands texts
<ul style="list-style-type: none"> • Produces a variety of texts in Spanish 	<ul style="list-style-type: none"> • Writes texts

CROSS-CURRICULAR COMPETENCIES (Preschool, Elementary and Secondary Education)	
Wording in the Québec Education Program	Simplified Wording
Intellectual cross-curricular competencies	
<ul style="list-style-type: none"> • Uses information 	<ul style="list-style-type: none"> • Uses information
<ul style="list-style-type: none"> • Solves problems 	<ul style="list-style-type: none"> • Solves problems
<ul style="list-style-type: none"> • Exercises critical judgment 	<ul style="list-style-type: none"> • Exercises critical judgment
<ul style="list-style-type: none"> • Uses creativity 	<ul style="list-style-type: none"> • Uses creativity
Methodological cross-curricular competencies	
<ul style="list-style-type: none"> • Adopts effective work methods 	<ul style="list-style-type: none"> • Adopts effective work methods
<ul style="list-style-type: none"> • Uses information and communications technologies 	<ul style="list-style-type: none"> • Uses information and communications technologies
Personal and social cross-curricular competencies	
<ul style="list-style-type: none"> • To construct his/her identity (elementary) 	<ul style="list-style-type: none"> • Knows himself/herself
<ul style="list-style-type: none"> • Achieves his/her potential (secondary) 	<ul style="list-style-type: none"> • Makes efforts
<ul style="list-style-type: none"> • Cooperates with others 	<ul style="list-style-type: none"> • Cooperates with others
Communicated-related cross-curricular competency	
<ul style="list-style-type: none"> • Communicates appropriately 	<ul style="list-style-type: none"> • Communicates appropriately