

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

2019-2020 ANNUAL DIRECTIVES

FROM THE MINISTER

Title of original document: *La formation générale des jeunes : l'éducation préscolaire, l'enseignement primaire et l'enseignement secondaire - Instruction annuelle du ministre 2019-2020*

English translation

Direction du soutien au réseau éducatif anglophone
Services linguistiques en anglais
Ministère de l'Éducation et de l'Enseignement supérieur

This document is available
on the website of the Ministère:
www.education.gouv.qc.ca

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Ministère de l'Éducation et de l'Enseignement supérieur

ISBN 978-2-550-84549-2 (PDF)
ISSN 1715-703x (on line)

ISBN 978-2-550-84718-2 (PDF, french version)
ISSN 1715-7021 (on line, french version)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2019

Approved on: 2019-07-24



Jean-François Roberge,
Minister of Education and Higher Education

2019-2020 School Year

ABBREVIATIONS

EA: *Education Act* (chapter I-13.3)

APE: *Act respecting private education* (chapter E-9.1)

BSR: *Basic school regulation for preschool, elementary and secondary school education* (chapter I-13.3, r. 8)

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The purpose of the 2019-2020 Directives is, essentially, to inform the school boards and private schools of decisions made by the Minister of Education and Higher Education for the 2019-2020 school year, mainly under the provisions of the *Education Act* and the *Basic school regulation for preschool, elementary and secondary education*.

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1 Programs of Study		
1.1 List of Elective Subjects for Which the Minister Has Established Programs of Study		
<p>The Minister has determined the list of elective subjects for which he has established a program of study as well as the number of credits assigned to each of these subjects.</p>	<p>The attached Schedule contains a list of these elective subjects.</p>	<p>EA, s. 463</p> <p>Schedule: <i>List of Elective Subjects for Which the Minister Has Established a Programs of Study</i></p>
1.2 Students Receiving Special Welcoming Services and French-Language Instructional Services		
<p>School boards that exempt students who are receiving special welcoming services and special French-Language instructional services from the provisions concerning the subject-time allocation must use the <i>Intégration linguistique, scolaire et sociale</i> programs established by the Minister.</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>Intégration linguistique, scolaire et sociale</i>..... 65% • Mathematics..... 20% • Other subjects..... 15% <p>In the case of students directly integrated into regular classes with support measures, and exempted from the application of the subject-time allocation, the school board can replace the periods allotted to French, language of instruction, with periods allotted to the <i>Intégration linguistique, scolaire et sociale</i> program.</p>	<p>Preschool Education Program</p> <p>Students receiving welcoming and French-language instructional services take the Preschool Education program.</p>	<p>BSR, ss. 7; 23.2, para. 3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1.3 Elementary- and Secondary-Level Programs of Study and Broad Areas of Learning		
1.3.1 Elementary- and Secondary-Level Broad Areas of Learning		
<p>Under the powers conferred by paragraph 3 of section 461 of the EA, with regard to the broad areas of learning he has established, the Minister has prescribed the activities or content to be integrated into the educational services provided to students at the elementary and secondary level:</p> <ul style="list-style-type: none"> • compulsory academic and career guidance content • a compulsory cardiopulmonary resuscitation (CPR) training activity for Secondary III students • compulsory sexuality education content for each year of elementary and secondary school 	<p>Academic and career guidance</p> <ul style="list-style-type: none"> • The Minister has prescribed compulsory academic and career guidance content for Elementary Cycle Three, as well as for Secondary Cycles One and Two. • The Ministère offers training and support to the school boards and private schools. <p>Cardiopulmonary resuscitation (CPR) training</p> <ul style="list-style-type: none"> • The Minister has made a cardiopulmonary resuscitation (CPR) training activity compulsory for Secondary III students. <p>Sexuality education</p> <ul style="list-style-type: none"> • The Minister has made sexuality education content compulsory for every year from the beginning of elementary school to the end of secondary school. Sexuality education content for preschool is also available and may be offered by schools that wish to provide it. • The Ministère offers training and support to the school boards and private schools. 	<p>EA, s. 461</p> <p>APE, s. 32</p> <p><u>Academic and Career Guidance Content</u></p> <p><u>Sexuality education content</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
1.4 Programs for Students With Moderate to Severe Intellectual Impairments		
1.4.1 Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary school		
<p>School boards that exempt students with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <ul style="list-style-type: none"> Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education 	<p>These adapted programs of study are available on the Ministère’s website.</p> <p>The <i>CASP Education Program: A Competency-Based Approach to Social Participation</i>, designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2019-2020 school year as a replacement for the Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education.</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p><u><i>Programmes d’études adaptés : français, mathématique, sciences humaines – Enseignement primaire</i></u></p> <p><u><i>CASP Education Program - A Competency-Based Approach to Social Participation</i></u></p>
1.4.2 Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School		
<p>School boards that exempt students aged 12 to 15 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the programs of study established by the Minister:</p> <ul style="list-style-type: none"> Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School (available in French only) 	<p>These adapted programs of study are available on the Ministère’s website.</p> <p>The <i>CASP Education Program: A Competency-Based Approach to Social Participation</i>, designed for students aged 6 to 15 with moderate to severe intellectual impairments, may be used on a voluntary basis during the 2019-2020 school year as a replacement for the Programmes d’études adaptés avec compétences transférables essentielles (PACTE).</p>	<p>BSR, s. 23.2</p> <p>BSR, Schedule II</p> <p><u><i>Programmes d’études adaptés avec compétences transférables essentielles (PACTE) – Secondary School</i></u></p> <p><u><i>CASP Education Program - A Competency-Based Approach to Social Participation</i></u></p>
1.4.3 Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School		
<p>School boards that exempt students aged 16 to 21 with moderate to severe intellectual impairments (within the meaning of section 1 of Schedule II to the</p>	<p>These programs and detailed information on implementing them are available on the Ministère’s website.</p>	<p>BSR, s. 23.2</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
<p>BSR) from the application of the provisions concerning the subject-time allocation must use the following programs of study established by the Minister:</p> <ul style="list-style-type: none"> Adapted programs of study – Challenges: An educational approach that facilitates social integration – Secondary School. 		<p>BSR, Schedule II</p> <p><u>Adapted programs of study – Challenges: An educational approach that facilitates social integration</u></p>
<p>1.5 Education Program for Students With a Profound Intellectual Impairment</p>		
<p>School boards that exempt students with profound intellectual impairments (within the meaning of section 2 of Schedule II to the BSR) from the application of the provisions concerning the subject-time allocation must use the Education Program for Students With a Profound Intellectual Impairment. This program is for students aged 4 to 21.</p>	<p>This education program established by the Minister is available on the Ministère’s website.</p>	<p>BSR, s. 23.2 and Schedule II</p> <p><u>Education Program for Students With a Profound Intellectual Impairment</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
2 EVALUATION OF LEARNING AND THE PROVINCIAL REPORT CARD		
2.1 Provincial Report Card		
<p>As provided for in the EA, gradual-implementation procedures established by the Minister with regard to the rules for the evaluation of learning for certain subjects will continue to apply.</p>	<p>This provision will continue to be implemented gradually for the 2019-2020 school year, with the result that, for certain subjects, a subject mark and group average may not appear on the report card for Term 1 or Term 2. This may be the case when not enough evaluations have taken place during either of these terms. The subjects to which this may apply are listed below.</p> <p>At the elementary school level:</p> <ul style="list-style-type: none"> • Ethics and Religious Culture • Second language • Physical Education and Health • Arts Education: Drama, Visual Arts, Dance and Music. <p>At the secondary school level:</p> <ul style="list-style-type: none"> • Subjects in Secondary I, II and III for which the number of hours of instruction set out in the BSR is 100 or less. <p>The following procedures must be followed:</p> <ul style="list-style-type: none"> • The gradual-implementation procedures apply to the report card for Term 1 and Term 2, in accordance with the evaluation standards and procedures established by the school. • When the subject mark and group average for these subjects do not appear on the report card for one term, the final mark that appears on the final report card must be out of 100. 	<p>EA, s. 459</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
	<p>Term 3, with a weighting of 60 per cent, mainly involves marks from evaluations that the teacher has carried out since the end of Term 2. Where applicable, the evaluations at the end of the school year that cover the entire year's work for that subject may be included, as well as any compulsory examinations set by the school or school board.</p> <p>Furthermore, section 3 of the provincial report card must include, for Term 1 and Term 3, comments on two of the following four competencies: exercises critical judgment, organizes their work, communicates effectively, and works in a team.</p> <p>However, for the 2019-2020 school year, gradual-implementation procedures, which are still in effect, allow for the possibility of commenting on only one of the four competencies in the term considered to be the most appropriate.</p>	
2.2 Possible Exemption From the Provisions Relating to Results on the Provincial Report Card		
<p>Section 30.4 of the BSR states that, "A school board may, to the extent and on the conditions determined by the Minister, exempt handicapped students or students with social maladjustments or learning disabilities and students receiving welcoming services and support in learning French from the application of the provisions relating to results in this basic school regulation."</p> <p>In this case, the school board or private school may exempt a student from the provisions relating to results in section 2 of the report card prescribed by the BSR.</p>	<p>The modification of expected outcomes in connection with the Québec Education Program (QEP) requirements is an exceptional measure that enables a student to progress to the best of their ability with respect to the learning provided for in the QEP. It is agreed upon when developing the student's individualized education plan.</p>	<p>BSR, s. 30.4</p>

2.2.1 Students With Handicaps, Social Maladjustments or Learning Disabilities Who Are Enrolled in Regular Classes or Special Classes at the Elementary or Secondary Level

An exemption from the provisions relating to section 2 of the report card prescribed by the BSR may be granted to students with handicaps, social maladjustments or learning disabilities, under the following conditions:

- The student has previously benefitted from regular targeted interventions by their teacher and one or more specialists.
- The student’s individualized education plan states that they are incapable of meeting the requirements of the program established by the Minister for that subject and that, as a result, the requirements of the program have been modified for this student.
- This exemption therefore applies to the subject or subjects targeted by the student’s individualized education plan.

The mark entered on the student’s report card reflects how they have met the expectations set for them in their individualized education plan.

The exemption applies to:

- the group average
- the weighting for the terms
- the obligation to use the Framework for the Evaluation of Learning
- the obligation to include the student’s result for an examination set by the Minister (20%) in the student’s final mark

In the *Comments* area of section 2 of the report card, it must be indicated that the requirements of the QEP have been modified for this student.

- The student is not exempted from taking the subject, but only from the application of the provisions relating to results.
- When the exemption is applied, a distinct course code, provided for this purpose and different from the regular course code, is used. This distinct course code signifies that the requirements of the QEP have been modified for this student. In addition, information must be indicated in the *Comments* area for a subject in section 2 of the report card regarding the modified requirements, as stated in the student’s individualized education plan.
- The document entitled *Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students* serves as an aid to decision making, in particular when modifying expected outcomes with regard to QEP requirements.
- The decision to modify the expected outcomes in connection with QEP requirements is taken jointly as part of the individualized education plan process that includes the participation of the parents and the student, if the student is capable of participating.
- The marks entered on these students’ report cards are expressed as percentages.

BSR, s. 30.4
Info/Sanction, no. 12-13-022A
Info/Sanction, no. 13-14-007
Info/Sanction, no. 13-14-30
Info/Sanction, no. 17-18-11
Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students

EA, s.96.14
 BSR, ss. 30.1, 30.2, 30.3 and 30.4

2.2.2 Students Who Have an Intellectual Impairment and Who Are Enrolled in Another Ministerial Program of Study		
<p>a) Students with a moderate to severe intellectual impairment</p> <p>For students who are taking one of the following ministerial programs of study:</p> <ul style="list-style-type: none"> Adapted programs of study: Français, Mathématique and Sciences humaines – Elementary education <i>Programmes d'études adaptés avec compétences transférables essentielles (PACTE) – Secondary School</i> <i>Adapted program of study – Challenges: An educational approach that facilitates social integration.</i> <p>The information concerning the exemptions granted and the marks to be entered for each program of study in section 2 of the report card prescribed by the BSR can be found on each program's webpage available on the Ministère's website.</p>	<ul style="list-style-type: none"> For the CASP Education Program, the information concerning the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère's website. 	<p>BSR, ss. 30.1, 30.2 and 30.3</p> <p><u><i>Programmes d'études adaptés - français, mathématique, sciences humaines – Enseignement primaire</i></u></p> <p><u><i>Programmes d'études adaptés avec compétences transférables essentielles (PACTE) – Secondary School</i></u></p> <p><u><i>Adapted programs of study – Challenges: An educational approach that facilitates social integration</i></u></p> <p><u><i>Guide to the Evaluation of Learning – CASP Education Program</i></u></p>
<p>b) Students With a Profound Intellectual Impairment</p> <p>The information concerning the exemptions granted and the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère's website.</p>		<p>BSR, ss. 30.1, 30.2 and 30.3</p> <p><u><i>Scales of Competency Levels - Education Program for Students with a Profound Intellectual Impairment</i></u></p>
2.2.3 Students Enrolled in Pework Training		
<p>The information concerning the exemptions granted and the marks to be entered in section 2 of the report card prescribed by the BSR is available on the Ministère's website.</p>		<p>BSR, ss. 30.1, 30.2 and 30.3</p> <p><u><i>Frameworks for the Evaluation of Learning - Pework Training</i></u></p>

2.2.4 Students Receiving Special Welcoming and French-Language Instructional Services		
<p>School boards may exempt students who are receiving special welcoming services and special French-language instructional services from the provisions concerning student results, as outlined in the BSR.</p> <p>This exemption applies to all of the following elements:</p> <ul style="list-style-type: none"> • the group average, as described in section 30.1 of the BSR • the weighting for the terms, as described in the second paragraph of section 30.2 of the BSR • the obligation to include the student’s result for an examination set by the Minister (20 per cent) in the student’s final mark, as described in section 30.3 of the BSR 	<p>This exemption applies to students who are receiving special welcoming and French-language instructional services, regardless of how these services are organized in the school.</p> <ul style="list-style-type: none"> • In subjects to which the exemption applies, the result is expressed as a rating. • For the <i>Intégration linguistique, scolaire et sociale</i> programs in elementary and secondary schools, the <i>Paliers pour l’évaluation du français</i> documents (tools for evaluating French) are provided to teachers and serve as a reference when preparing report cards. 	<p>BSR, ss. 6, 7 and 30.4</p> <p>BSR, ss. 6, 7, 30.1, 30.2, 30.3 and 30.4</p> <p><u>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement primaire: Paliers pour l’évaluation du français</u></p> <p><u>Intégration linguistique, scolaire et sociale (ILSS) – Enseignement secondaire: Paliers pour l’évaluation du français</u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
3 ADMISSION TO MINISTERIAL EXAMINATIONS		
<p>With regard to admission to a uniform examination, section 31 of the BSR stipulates: “To be admitted to an examination set by the Minister, secondary students must have been legally enrolled in a school, and must have taken the corresponding program or received appropriate instruction at home following an exemption from school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the Education Act (c. I-13.3).”</p> <p>“However, students exempted from taking the program because they have shown that they have achieved the objectives of that program by passing a compulsory examination set by the school or the school board may be admitted to an examination set by the Minister.”</p>	<p>No student who has taken a program may be prevented from taking a uniform examination because they have not attended a sufficient number of classes or because their school marks are too low.</p>	<p>EA, s. 231 BSR, s. 31</p> <p><i><u>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</u></i></p>
3.1 Compulsory examinations		
<p>Compulsory examinations are administered in Elementary 4, Elementary 6 and Secondary II.</p>	<p>For the 2019-2020 school year, the compulsory examinations are:</p> <p>Elementary 4</p> <ul style="list-style-type: none"> • Français, langue d’enseignement <ul style="list-style-type: none"> – Lecture – Écriture <p>Elementary 6</p> <ul style="list-style-type: none"> • Français, langue d’enseignement <ul style="list-style-type: none"> – Lecture – Écriture • <i>English Language Arts</i> <ul style="list-style-type: none"> – Reading and writing • Mathematics <p>Secondary II</p> <ul style="list-style-type: none"> • Français, langue d’enseignement <ul style="list-style-type: none"> – Écriture 	<p>BSR, s. 30.3</p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
4 CERTIFICATIONS AND ATTESTATIONS		
4.1 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> they have met the requirements of the programs that were taught 	<p>For these programs established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> Students must have completed at least 900 hours of training for all of the competencies under <i>Section I – Basic Subjects</i>. Students must have completed at least 1000 hours of training for both of the competencies under <i>Section II – Social Integration</i>. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, s. 471</p> <p><u><i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></u></p>
4.2 Attestation of Competencies for the Educational Program for Students With a Profound Intellectual Impairment		
<p>On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:</p> <ul style="list-style-type: none"> they have met the requirements of the programs that were taught 	<p>For this program established by the Minister, the requirements for issuing an attestation of competencies are as follows:</p> <ul style="list-style-type: none"> For the last three years of school attendance, students must have accumulated at least 600 hours of schooling each year. Students must have achieved at least the moderate level (level 2) for each of the competencies in the program. <p>For an attestation to be issued, a request must be submitted to the Direction de la sanction des études at: Sanction.DSE@education.gouv.qc.ca. The request must contain the information indicated in section 2.2.3 of the <i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i>.</p>	<p>EA, s. 471</p> <p><u><i>Administrative Guide for the Certification of Studies and Management of Ministerial Examinations</i></u></p>

PROVISIONS	ADDITIONAL INFORMATION	REFERENCES
5 ADMISSION OF STUDENTS OVER THE AGE LIMIT		
<p>Beginning on the first day of the calendar for the 2019-2020 school year, any person to whom section 14 of the BSR applies may receive educational services provided in a school if they are likely to fulfill the requirements set by the BSR 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 On-the-Job Training in a Recycling Facility 	<p>The rules for funding students over the age limit are found in the budget rules in the section entitled <i>Allocation de base pour les activités éducatives de la formation générale des jeunes</i> (base allocation for educational activities for general education in the youth sector).</p>	<p>BSR, s. 14 <u><i>Règles budgétaires de fonctionnement pour les années scolaires 2018-2019 à 2020-2021</i></u></p>

SCHEDULE

LIST OF ELECTIVE SUBJECTS FOR WHICH THE MINISTER HAS ESTABLISHED A PROGRAM OF STUDY

Secondary Cycle Two

General Education and Applied General Education Paths

<p>Spanish as a Third Language <i>(141-304 or 641-304; 141-404 or 641-404; 141-504 or 641-504)</i> 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Science and the Environment <i>(058-402 or 558-402)</i> 2 credits</p>	<p>Secondary IV, Applied General Education Path</p>
<p>Environmental Science and Technology <i>(058-404 or 558-404)</i> 4 credits</p>	<p>Secondary IV, General Education Path</p>
<p>Physics <i>(053-504 or 553-504)</i> 4 credits</p>	<p>Secondary V</p>
<p>Chemistry <i>(051-504 or 551-504)</i> 4 credits</p>	<p>Secondary V</p>
<p>Drama <i>(170-304 or 670-304; 170-404 or 670-404; 170-504 or 670-504)</i> 4 credits</p>	<p>Secondary III, IV and V</p>
<p>Visual Arts <i>(168-304 or 668-304; 168-404 or 668-404; 168-504 or 668-504)</i> 4 credits</p>	<p>Secondary III, IV and V</p>

Dance <i>(172-304 or 672-304; 172-404 or 672-404; 172-504 or 672-504)</i> <i>4 credits</i>	Secondary III, IV and V
Music <i>(169-304 or 669-304; 169-404 or 669-404; 169-504 or 669-504)</i> <i>4 credits</i>	Secondary III, IV and V
Drama and Multimedia <i>(170-394 or 670-394; 170-494 or 670-494; 170-594 or 670-594)</i> <i>4 credits</i>	Secondary III, IV and V
Visual Arts and Multimedia <i>(168-394 or 668-394; 168-494 or 668-494; 168-594 or 668-594)</i> <i>4 credits</i>	Secondary III, IV and V
Dance and Multimedia <i>(172-394 or 672-394; 172-494 or 672-494; 172-594 or 672-594)</i> <i>4 credits</i>	Secondary III, IV and V
Music and Multimedia <i>(169-394 or 669-394; 169-494 or 669-494; 169-594 or 669-594)</i> <i>4 credits</i>	Secondary III, IV and V
Personal Orientation Project <i>(106-304 or 606-304; 106-404 or 606-404)</i> <i>4 credits</i>	Secondary IV and V, General Education Path and Applied General Education Path
Entrepreneurship <i>(104-532 or 604-532; 104-534 or 604-534)</i> <i>2 or 4 credits</i>	Secondary III, IV and V, General Education Path

Exploration of Vocational Training <i>(198-402 or 698-402; 198-404 or 698-404)</i> <i>2 or 4 credits</i>	Secondary III, IV and V, General Education Path
Cultural Geography <i>(092-594 or 592-594)</i> <i>4 credits</i>	Secondary V
History of the 20th Century <i>(085-594 or 585-594)</i> <i>4 credits</i>	Secondary V
Integrative Project <i>(102-502 or 602-502)</i> <i>2 credits</i>	Secondary V, General Education Path and Applied General Education Path

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