GENERAL EDUCATION

COMMON, SPECIFIC AND COMPLEMENTARY TO PROGRAMS
LEADING TO A DIPLOMA OF COLLEGE STUDIES

In effect from 1998 to 2012

Québec

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VOCABULARY USED

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards.

Objectives

The objectives of general education determine the results expected of the students. The acheivement of the objective and the respect of the standard ensure the acquisition or the mastery of the college-level general education competencies. Each objective is formulated in terms of a competency and includes a statement of the competency and its elements.

Statement of the competency

The statement of the competency is a result of the analysis of the needs of general education.

Elements

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

Standard

The standard is the level of performance at which an objective is considered to be achieved (*Règlement sur le régime des études collégiales*, article 1). It is by attaining the objectives and standards that the students acquire or master the college-level general education comptencies.

Performance criteria

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

Learning activities

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

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The Common Cultural Core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

➢ mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
➢ the ability to communicate in other languages, primarily French or English;
➢ openness to the world and to cultural diversity;
➢ appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
➢ the ability to situate themselves with respect to the major schools of thought;
➢ the ability to think critically, independently and reflectively;
➢ personal and social ethics;
➢ mastery of knowledge relevant to the development of physical and intellectual well-being;
➢ awareness of the need to develop habits conducive to good health.

Generic Skills

General education allows students to acquire and develop the following generic skills:

➢ conceptualization, analysis and synthesis;
➢ coherent reasoning;
➢ critical judgment;
➢ articulate expression;
➢ the ability to apply what they have learned in analyzing situations;

➢ the ability to apply what they have learned in determining appropriate action;
➢ mastery of work methods;
➢ the ability to reflect on what they have learned.

Desirable Attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

➢ autonomy;
➢ a critical sense;
➢ awareness of their responsibilities toward themselves and others;
➢ openmindedness;
➢ creativity;
➢ openness to the world.

These outcomes apply to the three general education components, more specifically:

➢ General education common to all programs, which is allotted $16^{2/3}$ credits distributed as follows:

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

➢ General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:

   ➢ language of instruction and literature: 2 credits;
   ➢ humanities or *philosophie*: 2 credits;
   ➢ second language: 2 credits.

➢ Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

   ➢ social sciences;
   ➢ science and technology;
   ➢ modern languages;
   ➢ mathematics literacy and computer science;
   ➢ art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

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

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

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

Outcome Objectives

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to :

➢ Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
➢ Develop their own ideas into arguments and theses, organize them and edit their work.
➢ Understand basic vocabulary and terminology used when discussing literature.
➢ Analyze literary works.

Humanities

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

Principles

1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.

2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.

3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.

4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to :

➢ Describe, explain and organize main elements, ideas, values and implications of a world view in a coherent fashion.
➢ Compare world views.

- ➢ Recognize the basic elements in a specific example of the organization, transmission, and use of knowledge.
- ➢ Define the dimensions, limits, and uses of knowledge in appropriate historical contexts.
- ➢ Identify, organize and synthesize the salient elements of a particular example of knowledge.
- ➢ Situate important ethical and social issues in their appropriate historical and intellectual contexts.
- ➢ Explain, analyze and debate ethical issues in a personal and professional context.

Sequence of Objectives and Standards

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

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

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

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

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.

2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.

3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :

  ➢ sait faire une présentation orale structurée;
  ➢ connaît les différentes formes du discours;
  ➢ connaît les différentes techniques de lecture et d'écriture;

- sur le plan des habiletés, qu'il ou elle :

  ➢ est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  ➢ est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  ➢ est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- sur le plan des attitudes, qu'il ou elle :

  ➢ fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  ➢ a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  ➢ a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.

2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).

3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.

4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :

  ➢ The relationship between physical activity, lifestyle and health based on the findings of scientific research.
  ➢ The scientific principles for improving or maintaining one's fitness.

- Ways to assess their abilities and needs with respect to activities which can enhance their health.
- The rules, techniques and conditions involved in different types of physical activity.
- A method for setting goals.
- The factors which facilitate making physical activity part of one's lifestyle.

- their ability to :

  - Choose physical activities on the basis of their motivation, abilities and needs.
  - Establish relationships between lifestyle and health.
  - Apply the rules, techniques and conditions involved in different types of physical activity.
  - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
  - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
  - Use their creative and communication skills, particularly in group activities.
  - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
  - Maintain or increase their physical activity level and fitness level on their own.
  - Manage a personal physical activity program and assume responsibility in the organization of physical activities.

- their capacity to (i.e., their attitudes):

  - Recognize the importance of taking charge of their health.
  - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
  - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
  - Respect the environment in which the activities are held.
  - Appreciate the aesthetic and play value of physical activity.
  - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment,

students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.

COMPLEMENTARY GENERAL EDUCATION

Social sciences

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

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

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

Science and technology

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

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

The second set emphasizes experimentation with the scientific method.

Modern languages

Students meet the three sets of objectives and standards for Modern Languages by learning the basic structures and vocabulary of a third language, while becoming sensitized to the culture of the people who speak this language.

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

Mathematics literacy and computer science

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

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

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

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

Art and aesthetics

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

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

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

OBJECTIVES AND STANDARDS :

GENERAL EDUCATION COMMON TO ALL PROGRAMS

OBJECTIVE	STANDARD
Statement of the competency To analyze and produce various forms of discourse.	
Elements	**Performance criteria**
1. To identify the characteristics and functions of the components of discourse.	1.1 Accurate explanation of the denotation of words. 1.2 Adequate recognition of the appropriate connotation of words. 1.3 Accurate definition of the characteristics and function of each component.
2. To determine the organization of facts and arguments of a given discourse.	2.1 Clear and accurate recognition of the main idea and structure. 2.2 Clear presentation of the strategies employed to develop an argument or thesis.
3. To prepare ideas and strategies for a projected discourse.	3.1 Appropriate identification of topics and ideas. 3.2 Adequate gathering of pertinent information. 3.3 Clear formulation of a thesis. 3.4 Coherent ordering of supporting material.
4. To formulate a discourse.	4.1 Appropriate choice of tone and diction. 4.2 Correct development of sentences. 4.3 Clear and coherent development of paragraphs. 4.4 Formulation of a 750-word discourse
5. To edit the discourse.	5.1 Thorough revision of form and content.
ACTIVITÉS D'APPRENTISSAGE	
Discipline : English **Weighting :** 2-2-4, 1-3-4 **Credits :** 2 2/3	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE	CODE : 0005

OBJECTIVE	STANDARD

Statement of the competency

To apply a critical approach to literary genres.

Elements	**Performance criteria**
1. To distinguish genres of literary discourse.	1.1 Clear recognition of the formal characteristics of a literary genre.
2. To recognize the use of literary conventions within a specific genre.	2.1 Accurate recognition of the figurative communication of meaning.
	2.2 Adequate explanation of the effects of significant literary and rhetorical devices.
3. To situate a discourse within its historical and literary period.	3.1 Appropriate recognition of the relationship of a text to its period.
4. To explicate a discourse representative of a literary genre.	4.1 Selective use of appropriate terminology.
	4.2 Effective presentation of a 1000-word integrated response to a text.

ACTIVITÉS D'APPRENTISSAGE

Discipline :   English
Weighting : 2-2-3
Credits :   2 1/3

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE	CODE : 0006

OBJECTIVE	STANDARD

Statement of the competency

To apply a critical approach to a literary theme.

Elements	Performance criteria
1. To recognize the treatment of a theme within a literary text.	1.1 Clear recognition of elements within the text which define and reinforce a theme and its development.
	1.2 Adequate demonstration of the effects of significant literary and rhetorical devices.
2. To situate a literary text within its cultural context.	2.1 Appropriate recognition of a text as an expression of cultural context.
	2.2 Adequate demonstration of the effects of significant literary and rhetorical devices.
3. To detect the value system inherent in a literary text.	3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text.
4. To explicate a text from a thematic perspective.	4.1 Selective use of an appropriate terminology.
	4.2 Effective presentation of a 1000-word integrated response to a text.

ACTIVITÉS D'APPRENTISSAGE

Discipline : English
Weighting : 2-2-3
Credits : 2 1/3

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES	CODE : 00B2
OBJECTIVE	STANDARD

OBJECTIVE	STANDARD
Statement of the competency	
To apply a logical analytical process to how knowledge is organized and used.	
Elements	**Performance criteria**
1. To recognize the basic elements of a field of knowledge.	1.1 Appropriate description of the basic elements.
	1.2 Appropriate use of terminology relevant to fields of knowledge.
2. To define the modes of organization and utilization of a field of knowledge.	2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge.
3. To situate a field of knowledge within its historical context.	3.1 Accurate identification of the main components in the historical development of fields of knowledge.
	3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge.
4. To organize the main components into coherent patterns.	4.1 Coherent organization of the main components.
5. To produce a synthesis of the main components.	5.1 Appropriate analysis of the components.
	5.2 Coherent synthesis of the main components.
	5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.

ACTIVITÉS D'APPRENTISSAGE

Discipline :   Humanities
Weighting :   3-1-3
Credits :   2 1/3

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES	CODE : 000G

OBJECTIVE	STANDARD
Statement of the competency To apply a critical thought process to world views.	
Elements	**Performance criteria**
1. To describe world views.	1.1 Accurate description of a society or group with a distinctive world view.
	1.2 Appropriate use of terminology relevant to these societies or groups.
2. To explain the major ideas, values, and implications of a world view.	2.1 Adequate explanation of the salient components of a world view.
3. To organize the ideas, values and experiences of a world view into coherent patterns.	3.1 Coherent organization of ideas about a world view.
	3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.
4. To compare world views.	4.1 Comparative analysis of these world views.
	4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.

ACTIVITÉS D'APPRENTISSAGE
Discipline : Humanities **Weighting :** 3-0-3 **Credits :** 2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I)	CODE : 0017
OBJECTIF	STANDARD

Énoncé de la compétence

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

Éléments	**Critères de performance**
1. Dégager le sens d'un message oral simple.	1.1 Repérage précis des difficultés de compréhension du message.
	1.2 Utilisation pertinente des techniques d'écoute choisies.
	1.3 Distinction précise du sens général et des idées essentielles du message.
	1.4 Description précise du sens général et des idées essentielles du message.
2. Émettre un message oral simple.	2.1 Repérage précis des difficultés d'expression.
	2.2 Utilisation pertinente des techniques d'expression orales choisies.
	2.3 Emploi pertinent du vocabulaire courant.
	2.4 Expression intelligible du propos.
3. Dégager le sens d'un texte.	3.1 Repérage précis des difficultés de compréhension du texte.
	3.2 Utilisation pertinente des techniques de lecture choisies.
	3.3 Distinction claire des principaux éléments du texte.
	3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.
4. Rédiger un texte simple.	4.1 Repérage précis des difficultés d'écriture.
	4.2 Utilisation pertinente des techniques d'écriture choisies.
	4.3 Emploi pertinent du vocabulaire courant.
	4.4 Formulation claire et cohérente d'un texte de 100 mots.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Français, langue seconde
Pondération : 2-1-3
Unités : 2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)	CODE : 000A
OBJECTIF	STANDARD

Énoncé de la compétence

Communiquer en français avec une certaine aisance.

Éléments	**Critères de performance**
1. Interpréter un texte oral simple de trois minutes en français courant.	1.1 Distinction claire des principaux éléments du texte oral.
	1.2 Explication précise du sens des mots dans le texte.
	1.3 Repérage précis des idées et des sujets traités dans le texte.
2. Produire un texte oral planifié de cinq minutes en français courant.	2.1 Emploi pertinent du vocabulaire courant.
	2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation.
	2.3 Formulation claire et cohérente du propos.
3. Interpréter un texte écrit en français courant.	3.1 Distinction claire des principaux éléments du texte.
	3.2 Explication précise du sens des mots dans le texte.
	3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4. Rédiger un texte simple en français courant.	4.1 Respect du code grammatical et orthographique.
	4.2 Utilisation judicieuse des principaux éléments du corpus.
	4.3 Formulation claire et cohérente des phrases.
	4.4 Articulation cohérente des paragraphes.
	4.5 Rédaction d'un texte de 200 mots.

ACTIVITÉS D'APPRENTISSAGE

Discipline :   Français, langue seconde
Pondération : 2-1-3
Unités :   2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)	CODE : 000B
OBJECTIF	STANDARD

Énoncé de la compétence

Communiquer avec aisance en français.

Éléments	**Critères de performance**
1. Produire un texte oral planifié de cinq minutes de complexité moyenne.	1.1 Emploi pertinent du vocabulaire courant.
	1.2 Adaptation à l'interlocuteur ou à l'interlocutrice.
	1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation.
	1.4 Formulation claire et cohérente du propos.
	1.5 Agencement pertinent des idées.
2. Commenter un texte écrit de complexité moyenne.	2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.
	2.2 Explication précise du sens des mots dans le texte.
	2.3 Distinction précise des idées principales et secondaires, des faits et des opinions.
	2.4 Formulation d'éléments implicites.
3. Rédiger un texte de complexité moyenne.	3.1 Respect du code grammatical et orthographique.
	3.2 Adaptation au lecteur ou à la lectrice.
	3.3 Utilisation judicieuse des principaux éléments du corpus.
	3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes.
	3.5 Articulation cohérente des paragraphes.
	3.6 Rédaction d'un texte de 350 mots.

ACTIVITÉS D'APPRENTISSAGE
Discipline : Français, langue seconde **Pondération :** 2-1-3 **Unités :** 2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV)	CODE : 000C
OBJECTIF	STANDARD

Énoncé de la compétence

Traiter d'un sujet culturel et littéraire.

Éléments	Critères de performance
1. Analyser un texte culturel ou littéraire.	1.1 Formulation personnelle des éléments principaux du texte.
	1.2 Inventaire des thèmes principaux.
	1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.
	1.4 Repérage des valeurs véhiculées.
	1.5 Repérage juste de la structure du texte.
	1.6 Articulation claire d'un point de vue personnel.
2. Rédiger un texte sur un sujet culturel ou littéraire.	2.1 Respect du sujet.
	2.2 Respect du code grammatical et orthographique.
	2.3 Adaptation au lecteur ou à la lectrice.
	2.4 Utilisation judicieuse des principaux éléments du corpus.
	2.5 Formulation claire et cohérente d'un texte de 500 mots.
	2.6 Articulation claire d'un point de vue personnel.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Français, langue seconde
Pondération : 3-0-3
Unités : 2

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION	CODE : 0064

OBJECTIVE	STANDARD

Statement of the competency

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements	**Performance criteria**
1. To establish the relationship between one's lifestyle and one's health.	1.1 Proper use of documentation.
	1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health.
2. To be physically active in a manner which promotes health.	2.1 Observance of the rules involved in the physical activity, including safety guidelines.
	2.2 Respect of one's abilities when practising physical activities.
3. To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis.	3.1 Appropriate use of the physical quantitative and qualitative data.
	3.2 Statement of one's main physical needs and abilities.
	3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis.
4. To propose physical activities which promote health.	4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.

ACTIVITÉS D'APPRENTISSAGE

Discipline :   Physical Education
Weighting :   1-1-1
Credits :   1

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION	CODE : 0065
OBJECTIVE	STANDARD

Statement of the competency

To improve one's effectiveness when practising a physical activity.

Element

1. To use a process designed to improve one's effectiveness in the practice of a physical activity.

Performance criteria

1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.

1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.

1.3 Appropriate formulation of personal objectives.

1.4 Statement of the means to achieve one's objectives.

1.5 Observance of the rules involved in the physical activity, including safety guidelines.

1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.

1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.

1.8 Pertinent and periodic adjustments of objectives or action plan.

1.9 Appreciable improvement of the motor skills required by the activity.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Physical Education
Weighting : 0-2-1
Credits : 1

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION	CODE : 0066

OBJECTIVE	STANDARD
Statement of the competency To demonstrate one's responsibility for being physically active in a manner which promotes health. **Elements** 1. To combine effective practice with a health promotional approach to physical activity. 2. To manage a personal physical activity program.	
	Performance criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.

ACTIVITÉS D'APPRENTISSAGE
Discipline : Physical Education **Weighting :** 1-1-1 **Credits :** 1

OBJECTIVES AND STANDARDS :

GENERAL EDUCATION ADAPTED TO PROGRAMS

GENERAL EDUCATION ADAPTED TO PROGRAMS :	CODE : 000L
LANGUAGE OF INSTRUCTION AND LITERATURE	

OBJECTIVE	STANDARD

Statement of the competency

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

Elements	**Performance criteria**
1. To identify the forms of discourse appropriate to given fields of study.	1.1 Accurate recognition of specialized vocabulary and conventions.
	1.2 Accurate recognition of the characteristics of the form of discourse.
2. To recognize the discursive frameworks appropriate to given fields of study.	2.1 Clear and accurate recognition of the main ideas and structure.
	2.2 Appropriate distinction between fact and argument
3. To formulate a discourse.	3.1 Appropriate choice of tone and diction.
	3.2 Correctly developed sentences.
	3.3 Clearly and coherently developed paragraphs.
	3.4 Appropriate use of program-related communication strategies.
	3.5 Formulation of a 1000-word discourse.
	3.6 Thorough revision of form and content.

ACTIVITÉS D'APPRENTISSAGE

Discipline : English
Total Contact Hours : 60
Credits : 2

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES	CODE : 000U

OBJECTIVE	STANDARD
Statement of the competency	
To apply a critical thought process to ethical issues relevant to the field of study.	
Elements	**Performance criteria**
1. To situate significant ethical issues, in appropriate world views and fields of knowledge.	1.1 Accurate recognition of the basic elements of ethical issues.
	1.2 Appropriate use of relevant terminology.
	1.3 Adequate identification of the main linkages with world views and fields of knowledge.
2. To explain the major ideas, values, and social implication of ethical issues.	2.1 Adequate description of the salient components of the issues.
3. To organize the ethical questions and their implications into coherent patterns.	3.1 Coherent organization of the ethical questions and their implications.
	3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues.
4. To debate the ethical issues.	4.1 Adequate development of substantiated argumentation including context and diverse points of view.
	4.2 Clear articulation of an individual point of view.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Humanities
Total Contact Hours : 45
Credits : 2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)	CODE : 0018
OBJECTIF	STANDARD

Énoncé de la compétence

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

Éléments	**Critères de performance**
1. Dégager le sens d'un message oral simple lié à un champ d'études.	1.1 Repérage précis des difficultés de compréhension du message.
	1.2 Distinction juste des caractéristiques du message.
	1.3 Repérage juste du vocabulaire spécialisé.
	1.4 Utilisation pertinente des techniques d'écoute choisies.
	1.5 Distinction claire des principaux éléments du message.
	1.6 Description précise du sens général et des idées essentielles du message.
2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.	2.1 Repérage précis des difficultés de compréhension du texte.
	2.2 Distinction juste des caractéristiques du texte.
	2.3 Repérage précis du vocabulaire spécialisé.
	2.4 Utilisation pertinente des techniques de lectures choisies.
	2.5 Distinction claire des principaux éléments du texte.
	2.6 Description précise du sens général et des idées essentielles du texte.
3. Émettre un message oral simple lié à un champ d'études.	3.1 Repérage précis des difficultés d'expression orale.
	3.2 Utilisation pertinente des techniques d'expression orale choisies.
	3.3 Utilisation pertinente du vocabulaire courant et spécialisé.
	3.4 Expression intelligible du propos.
4. Rédiger un court texte lié à un champ d'études.	4.1 Repérage précis des difficultés d'écrire.
	4.2 Utilisation pertinente des techniques d'écriture choisies.
	4.3 Utilisation pertinente du vocabulaire courant et spécialisé.
	4.4 Formulation claire et cohérente du texte.

ACTIVITÉS D'APPRENTISSAGE

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

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)	CODE : 000Q

OBJECTIF	STANDARD

Énoncé de la compétence

Communiquer en français dans un champ d'études particulier.

Éléments	**Critères de performance**
1. Distinguer les types de textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2. Interpréter des textes représentatifs du champ d'études.	2.1 Distinction claire des principaux éléments du texte.
	2.2 Interprétation claire du vocabulaire spécialisé.
	2.3 Repérage précis des idées et des sujets traités.
	2.4 Utilisation pertinente des techniques de lecture et d'écoute.
3. Utiliser des techniques de production de textes appropriées au champ d'études.	3.1 Emploi pertinent du vocabulaire spécialisé et des conventions.
	3.2 Respect du niveau de langue et du code grammatical.
	3.3 Formulation claire et cohérente du propos.
	3.4 Utilisation pertinente des techniques d'expression.

ACTIVITÉS D'APPRENTISSAGE

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

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU III)	CODE : 000R

OBJECTIF	STANDARD

Énoncé de la compétence

Communiquer avec aisance en français dans un champ d'études particulier.

Éléments	Critères de performance
1. Commenter des textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
	1.2 Explication précise du sens des mots dans le texte.
	1.3 Repérage précis de la structure du texte.
	1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.
	1.5 Emploi juste du vocabulaire spécialisé.
2. Produire un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet.
	2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.
	2.3 Respect du niveau de langue et du code grammatical.
	2.4 Formulation claire et cohérente du propos.
	2.5 Agencement pertinent des idées.
	2.6 Adéquation entre forme et fond.

ACTIVITÉS D'APPRENTISSAGE

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

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV)	CODE : 000S
OBJECTIF	STANDARD

Énoncé de la compétence

Disserter en français sur un sujet lié au champ d'études.

Éléments	**Critères de performance**
1. Analyser un texte lié au champ d'études.	1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.
	1.2 Formulation personnelle des éléments principaux.
	1.3 Inventaire des thèmes principaux.
	1.4 Repérage juste de la structure du texte.
	1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.
	1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.
	1.7 Association juste des éléments du texte au sujet traité.
2. Rédiger un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet.
	2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.
	2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.
	2.4 Formulation claire et cohérente du texte.
	2.5 Respect du code grammatical et orthographique.
	2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.

ACTIVITÉS D'APPRENTISSAGE

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

OBJECTIVES AND STANDARDS :

COMPLEMENTARY GENERAL EDUCATION

Social Sciences   Code: 000V

Objective

Standard

Statement of the Competency

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

Achievement Context

Students will work alone.

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

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

Elements of the Competency

1. To recognize the focus of one or more of the social sciences and their main approaches.

2. To identify some of the issues currently under study in the social sciences.

3. To demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.

Performance Criteria

- Formulation of the focus specific to one or more of the social sciences.
- Description of the main approaches used in the social sciences.

- Association of issues with the pertinent areas of research in the social sciences.

- Presentation of contemporary issues by emphasizing the interpretation of the social sciences.
- Illustration of the interaction between certain social changes and the contribution of the social sciences.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 300 or 400 series code to link a course to objective 000V, with the exception of codes 300 and 360.

Use code 305 for a multidisciplinary course.

Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Social Sciences   **Code: 000W**

Objective

Statement of the Competency

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

Elements of the Competency

1. To formulate a problem using one or more social scientific approaches.

2. To deal with an issue using one or more social scientific approaches.

3. To draw conclusions.

Standard

Achievement Context

Students will work alone.

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

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

Performance Criteria

- Presentation of the background to the problem.
- Use of appropriate concepts and language.
- Brief description of individual, collective, spatio-temporal and cultural aspects of the problem.

- Clear formulation of an issue.
- Selection of pertinent reference materials.
- Brief description of historical, experimental and survey methods.

- Appropriate use of the selected method.
- Determination of appropriate evaluation criteria.
- Identification of strengths and weaknesses of the conclusions.
- Broadening of the issue analyzed.

Learning Activities

Number of contact hours:	45
Number of credits:	2

Note:	Use a 300 or 400 series code to link a course to objective 000W, with the exception of codes 300 and 360.
	Use code 305 for a multidisciplinary course.
	Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Science and Technology	Code: 000X

Objective

Standard

Statement of the Competency

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

Achievement Context

Students will work alone.

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

They will write an essay of approximately 750 words.

Elements of the Competency

1. To describe the standard scientific mode of thought and method.

Performance Criteria

- Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration.
- Organized list and brief description of the essential characteristics of the main steps in the standard scientific method.

2. To demonstrate how science and technology are complementary.

- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions.

3. To explain the context and the stages related to several scientific and technological discoveries.

- Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries.
- List of the main stages of scientific and technological discoveries.

4. To deduce different consequences and questions resulting from certain recent scientific and technological developments.

- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries.
- Formulation of relevant questions and credibility of responses to the questions formulated.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 100 or 200 series code to link a course to objective 000X.

Use code 105 for a multidisciplinary course.

Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Science and Technology	Code: 000Y

Objective

Standard

Statement of the Competency

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

Achievement Context

Students will work alone or in groups.

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

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

Elements of the Competency

1. To describe the main steps of the standard scientific method.

2. To formulate a hypothesis designed to solve a simple scientific and technological problem.

3. To verify a hypothesis by applying the fundamental principles of the basic experimental method.

Performance Criteria

- Organized list and brief description of the characteristics of the steps of the standard scientific method.

- Clear, precise description of the problem
- Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.).

- Pertinence, reliability and validity of the experimental method used.
- Observance of established experimental method.
- Appropriate choice and use of instruments.
- Clear, satisfactory presentation of results.
- Validity of the connections established between the hypothesis, the verification and the conclusion.

Learning Activities

Number of contact hours:	45
Number of credits:	2

Note: Use a 100 or 200 series code to link a course to objective 000Y.

Use code 105 for a multidisciplinary course.

Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Modern Language	Code: 000Z

Objective

Standard

Statement of the Competency

To communicate with limited skill* in a modern language.

Achievement Context

For modern languages that use the Latin alphabet, students will:
- have a conversation that includes at least 8 lines of dialogue;
- write a text consisting of at least 8 sentences.

For modern languages that use a writing system other than the Latin alphabet, students will:
- have a conversation that includes at least 6 lines of dialogue;
- write a text consisting of at least 6 sentences.

Students will be exposed to learning situations on familiar themes.

Reference materials may be used.

Elements of the Competency

Performance Criteria

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

1. To understand the meaning of a verbal message.

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

2. To understand the meaning of a written message.

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

Modern Language	Code: 000Z

3. To express a simple message verbally.
- Appropriate use of language structures in main and coordinate clauses.
- Appropriate application of grammar rules.
- Use of verbs in the present indicative.
- Appropriate use of basic vocabulary and idiomatic expressions.
- Understandable pronunciation.
- Coherent sequence of simple sentences.
- Spontaneous and coherent sequence of sentences during a conversation.

4. To write a text on a given subject.
- Appropriate use of language structures in main and coordinate clauses.
- Appropriate application of basic grammar rules.
- Use of verbs in the present indicative.
- Appropriate use of basic vocabulary and idiomatic expressions.
- Coherent sequence of simple sentences.
- Acceptable application of graphic rules for writing systems other than the Latin alphabet.

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* This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 600 series code to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Modern Language	Code: 0010

Objective

Standard

Statement of the Competency

To communicate on familiar topics in a modern language.

Achievement Context

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

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

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

Students will be exposed to:
- common situations in everyday life;
- simple topics from everyday life.

Reference materials may be used.

Elements of the Competency

Performance Criteria

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

1. To understand the meaning of a verbal message.

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

2. To understand the meaning of a written message.

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

Modern Language	Code: 0010

3. To express a simple message verbally, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses.
- Appropriate application of grammar rules.
- Use of verbs in the present indicative.
- Appropriate use of enriched basic vocabulary and idiomatic expressions.
- Understandable pronunciation.
- Coherent sequence of sentences of average complexity.
- Conversation.

4. To write a text on a given subject, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses.
- Appropriate application of grammar rules.
- Use of verbs in the present and past indicative.
- Appropriate use of enriched basic vocabulary and idiomatic expressions.
- Coherent sequence of sentences of average complexity.
- Acceptable application of graphic rules for writing systems other than the Latin alphabet.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 600 series code to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Modern Language	Code: 0067

Objective

Standard

Statement of the Competency

To communicate with relative ease in a modern language.

Achievement Context

Students will work alone.

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

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

They will use documents of a sociocultural nature.

Reference materials for the written text may be used.

Elements of the Competency

Performance Criteria

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

1. To understand the meaning of a verbal message in everyday language.

- Accurate explanation of the general meaning and essential ideas of the message.
- Clear identification of structural elements of the language.

2. To understand the meaning of a text of average complexity.

- Accurate explanation of the general meaning and essential ideas of the text.
- Clear identification of structural elements of the language.

3. To have a conversation on a subject.

- Appropriate use of the structural elements of the language according to the message to be expressed.
- Appropriate use of everyday vocabulary.
- Accurate pronunciation and intonation.
- Normal flow in a conversation in everyday language.
- Coherence of the message expressed.
- Pertinent responses to questions.

4. To write a text of average complexity.

- Appropriate use of the structural elements of the language according to the text to be written.
- Accurate vocabulary.
- Coherence of the text as a whole.
- Observance of presentation and writing rules applicable to the text.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 600 series code to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Mathematics Literacy and Computer Science   Code: 0011

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To recognize the role of mathematics or informatics in contemporary society.	Students will work alone.
	They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.

Elements of the Competency	**Performance Criteria**
1. To demonstrate the acquisition of basic general knowledge of mathematics or informatics.	• Identification of basic notions and concepts. • Identification of main branches of mathematics or informatics. • Appropriate use of terminology.
2. To describe the evolution of mathematics or informatics.	• Descriptive summary of several major phases.
3. To recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	• Demonstration of the existence of important contributions, using concrete examples.
4. To illustrate the diversity of mathematical or informatics applications.	• Presentation of a range of applications in various areas of human activity, using concrete examples.
5. To evaluate the impact of mathematics or informatics on individuals and organizations.	• Identification of several major influences. • Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. • Recognition of the advantages and disadvantages of these influences.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.

Use code 204 for a multidisciplinary course.

Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Mathematics Literacy and Computer Science   Code: 0012

Objective	*Standard*

Statement of the Competency

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

Achievement Context

Students will work alone.

They will carry out a task or solve a problem based on everyday needs.

Familiar tools and reference materials may be used.

Elements of the Competency

1. To demonstrate the acquisition of basic functional knowledge in mathematics or informatics.

Performance Criteria

- Brief definition of concepts.
- Correct execution of basic operations.
- Appropriate use of terminology.

2. To select mathematical or computer tools and procedures on the basis of specific needs.

- List of numerous possibilities available with mathematical and computer tools and procedures.
- Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures.
- Appropriate choice according to needs.

3. To use mathematical or computer tools and procedures to carry out tasks and solve problems.

- Planned, methodical process.
- Correct use of tools and procedures.
- Satisfactory results, given the context.
- Appropriate use of terminology specific to a tool or procedure.

4. To interpret the quantitative data or results obtained using mathematical or computer tools and procedures.

- Accurate interpretation, given the context.
- Clear, precise formulation of the interpretation.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Only the following codes can be used to link a course to objective 0012: 105, 201, 204, 420.

Use code 204 for a multidisciplinary course.

Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Art and Aesthetics   Code: 0013

Objective

Standard

Statement of the Competency

To consider various forms of art produced by aesthetic practices.

Achievement Context

Students will work alone.

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

Elements of the Competency

1. To develop an appreciation for the dynamics of the imagination in art.

2. To describe art movements.

3. To give a commentary on a work of art.

Performance Criteria

- Precise explanation of a creative process connected to the construction of an imaginary universe.

- Descriptive list of the main characteristics of three art movements from different eras, including a modern movement.

- Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 500 series code to link a course to objective 0013, with the exception of code 502.

Use code 504 for a multidisciplinary course.

Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Art and Aesthetics	Code: 0014

Objective

Standard

Statement of the Competency

To produce a work of art.

Achievement Context

Students will work alone.

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

Elements of the Competency

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

Performance Criteria

- Identification of specific features: originality, essential qualities, means of communication, styles, genres.

2. To use the medium.

- Personal, coherent use of elements of language.
- Satisfactory application of artistic techniques.
- Observance of the requirements of the method of production.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: Use a 500 series code to link a course to objective 0014, with the exception of code 502.

Use code 504 for a multidisciplinary course.

Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.