MUSIC

*PRE-UNIVERSITY PROGRAM
501.A0*

Identification du programme

Titre du programme	:	Musique
Numéro du programme	:	501.A0
Type de sanction	:	Diplôme d'études collégiales
Conditions particulières d'admission	:	Musique 534
Nombre d'unités	:	$58^{2/3}$
— formation générale	:	$26^{2/3}$
— formation spécifique	:	32
Nombre d'heures-contact totales	:	1500
— formation générale	:	660
— formation spécifique	:	840
Champ d'études	:	Musique

Recommandations

_____   99.10.05
Sous-ministre adjoint   Date

_____   99.10.08
Sous-ministre   Date
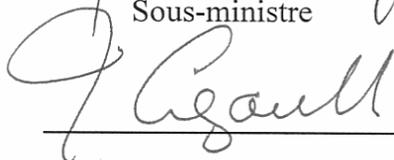
Approbation du ministre

_____   99.10.28
                               Date

Identification of the program

Program title	:	Music
Program number	:	501.A0
Type of certification	:	Diploma of college studies
Prerequisites	:	Music 534
Number of credits	:	58 2/3
— General education component	:	26 2/3
— Specific program component	:	32
Total hours of instruction	:	1500
— General education component	:	660
— Specific program component	:	840
Field of study	:	Music

Québec ⊞

**Ministère
de l'Éducation**

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

IDENTIFICATION DU PROGRAMME

Type de sanction :	Diplôme d'études collégiales
Numéro et titre du programme :	501.A0 (Musique)
Nombre total d'unités allouées pour le programme :	58 2/3
Nombre d'heures-contact allouées à la composante de formation spécifique :	840
Modification(s) proposée(s) :	Remplacer les pondérations prescrites des objectifs 01DG, 01DH ainsi que 01DK par leur équivalent en heures-contact.
Session et année d'entrée en vigueur :	Automne 2002

APPROBATION

Recommandations : _____   02-01-15
                   Sous-ministre adjointe   Date
                   Enseignement supérieur

                   _____   02-02-05
                   Sous-ministre adjoint   Date
                   Formation professionnelle et
                   technique

                   _____   02-02-08
                   Sous-ministre   Date
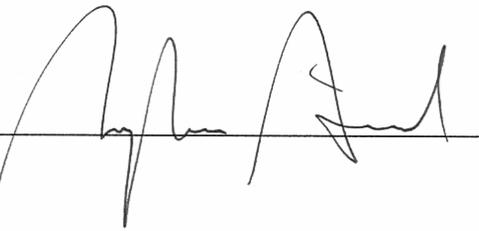
Approbation du Ministre : _____   02/02/05
                                                    Date

Québec ⠶

**Ministère
de l'Éducation**

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

IDENTIFICATION DU PROGRAMME

Titre et numéro du programme :   Musique (501.A0)

Type de sanction :   Diplôme d'études collégiales

Nombre total d'unités allouées pour le programme :   58 2/3

Nombre d'heures-contact allouées pour le
programme :   1 500

Modifications proposées :

- ajouter le tableau d'équivalences entre la formation générale complémentaire et le programme Sciences, lettres et arts (700.A0);
- ajouter le tableau d'équivalences entre la formation générale complémentaire du régime 3 et celle du régime 2.

Session et année d'entrée en vigueur :   Automne 2002

APPROBATION

Recommandations :   _19/11/03_
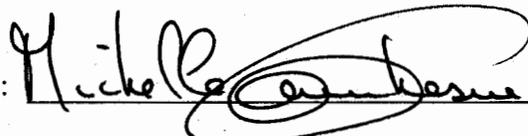Sous-ministre adjoint   Date
Enseignement supérieur

_03.11.24_
Sous-ministre   Date

Approbation du ministre :
_03.11.27_
Date

**Ministère
de l'Éducation,
du Loisir et du Sport**
Québec ❖❖

**Décision relative à la modification
des conditions particulières d'admission
pour certains programmes d'études préuniversitaires**

Type de sanction :	Diplômes d'études collégiales
Modifications proposées :	Modifier, pour les programmes concernés, les conditions particulières d'admission pour celles apparaissant à l'annexe.
Session et année d'entrée en vigueur :	Automne 2010

APPROBATION DES PROGRAMMES

Recommandations :

_____   09/12/08
Sous-ministre adjointe   Date
Enseignement supérieur

_____   2008.12.29
Sous-ministre   Date

Approbation de la ministre : _____   2009/01/20
                                             Date

Annexe

NOUVELLES CONDITIONS PARTICULIÈRES D'ADMISSION
POUR LES PROGRAMMES D'ÉTUDES PRÉUNIVERSITAIRES
À COMPTER DE L'AUTOMNE 2010

No	Titre du programme	Préalable actuel	Préalable A-2010
			La légende au bas de la liste donne la signification des abréviations
200.B0	Sciences de la nature	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5e Physique 5e Chimie 5^e
200.C0	Sciences informatiques et mathématiques	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5e Physique 5e Chimie 5^e
300.A0	Sciences humaines	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5e (pour les objectifs 022X, 022Y et 022Z)
501.A0	Musique	Musique 534	Musique 5^e
700.A0	Sciences, lettres et arts	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5e Physique 5e Chimie 5^e
700.B0	Histoire et civilisation	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5e (pour les objectifs 022X, 022Y et 022Z)

Signification des abréviations des nouveaux cours préalables

Mathématique

TS 5e   Mathématique, séquence Technico-sciences de la 5e secondaire (064506)

SN 5e   Mathématique, séquence Sciences naturelles de la 5e secondaire (065506)

Science et technologie

Chimie 5e   Chimie de la 5e secondaire (051504)

Physique 5e   Physique de la 5e secondaire (053504)

Arts

Musique 5e   Musique, formation obligatoire de la 5e secondaire (169502)

ACKNOWLEDGMENTS

Raymond Ringuette, dean, Faculté de musique, Université Laval
Micheline Roy, academic dean, Collège de Sherbrooke

HARMONIZATION

The pre-university *Music* Program (501.A0) has been revised for the purpose of harmonization with the technical program, *Professional Music and Song Techniques* (551.A0).

These two programs have been harmonized in the interest of providing educational continuity between the pre-university and technical paths, while preserving the goals specific to each program : joining the work force in the case of *Professional Music and Song Techniques* (551.A0) and pursuing university studies in the case of *Music* (501.A0).

The primary objective of this harmonization is to encourage the continuation of studies by making optimal use of students' efforts and accomplishments during their time in school, whether they are resuming studies or reorienting their educational goals. The harmonization facilitates the transfer from one program to another by eliminating the need to repeat learning associated with objectives and standards that have already been attained.

Tables of the sets of objectives and standards that have been declared equivalent for the two programs are given below.

Source program : *Professional Music and Song Techniques* **(551.A0)**
Target program : *Music* **(501.A0)**

A student who has achieved one or more of the objectives of the *Professional Music and Song Techniques* can obtain credit for the equivalent objective or objectives of the *Music* program after enrolling in that program.

Professional Music and Song Techniques (551.A0)		Music (501.A0)
01FB To adapt musical materials.	➔ 1	01DH To demonstrate auditory acuity in the transcription and vocal performance of musical scores.
01FE To interpret musical works.	➔ 2	01DG To interpret musical works.
01FF To appreciate various characteristics of musical works.	➔ 1	01DK To appreciate various characteristics of musical works.

¹   180 hours of instruction.
²   120 hours of instruction in classical or jazz and popular.

Source program : *Music* **(501.A0)**
Target program : *Professional Music and Song Techniques* **(551.A0)**

A student who has achieved one or more of the objectives of the *Music* program can obtain credit for the equivalent objective or objectives of the *Professional Music and Song Techniques* after enrolling in that program.

Music (501.A0)		Professional Music and Song Techniques (551.A0)
01DJ To explore elements of musical language.	➔	01FA To use elements of musical language.
01DH To demonstrate auditory acuity in the transcription and vocal performance of musical scores.	➔	01FB To adapt musical materials.
01DG To interpret musical works.	➔	01FE To interpret musical works.
01DK To appreciate various characteristics of musical works.		01FF To appreciate various characteristics of musical works.

Source program : *Arts and sciences*
Target program : *Complementary general education*

A student who has achieved one or more of the objectives of the *Arts and sciences* program can obtain credit for the equivalent objective or objectives of the general education component after changing programs.

Arts and sciences (700.A0)		Complementary general education
01YM To communicate at a rudimentary level in a modern language.	➜	000Z Communiquer dans une langue moderne de façon restreinte.
01YN To communicate on familiar subjects in a modern language.	➜	0010 Communiquer dans une langue moderne sur des sujets familiers.
01YP To communicate with a certain degree of ease in a modern language.	➜	0067 Communiquer avec une certaine aisance dans une langue moderne.

Source program : *General education common to all programs (Regulation 2)*
Target program : *General education common to all programs (Regulation 3)*

A student who has achieved one or more of the objectives of the general education component under Regulation 2 can obtain credit for the equivalent objective or objectives of the general education component under Regulation 3.

General education common to all programs (Regulation 2)		General education common to all programs (Regulation 3)
000D Traiter d'une question philosophique de façon rationnelle.	➔	00B1 Traiter d'une question philosophique de façon rationnelle.
000H Se situer en regard de l'activité physique.	➔	0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
000J Pratiquer l'activité physique de façon autonome.	➔	0065 To improve one's effectiveness when practicing a physical activity.
000F To apply a logical analytical process to how knowledge is organized and used.	➔	00B2 To apply a logical analytical process to how knowledge is organized and used.

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INTRODUCTION TO THE PROGRAM

The pre-university Music program of the Ministère de l'Éducation has been structured in accordance with the framework for the development of pre-university programs of the Direction de l'enseignement collégial. This framework :

-   harmonizes pre-university programs with university-level programs;
-   encourages the program approach;
-   fosters a type of education centred on mastery of learning, in keeping with a competency-based approach;
-   fosters a type of education that contributes to the overall development of the person.

This framework requires the partnership of colleges and universities. The description of pre-university programs in terms of objectives and standards has been carried out in conjunction with advisory committees made up of representatives of universities, departmental heads and college teachers.

The pre-university music program has been revised in accordance with the orientations of the 1993 program. Developed in consultation with the college and university communities, it offers students a basic theoretical and practical education that encourages artistic expression. The flexibility and versatility that guided the formulation of these objectives were introduced in response to demands arising from developments in education and the diversity of profiles developed by the universities.

The Music program comprises a general education component common to all college programs (16 2/3 credits), a general education component specific to the program (6 credits), a general education component complementary to the program-specific component (4 credits) and a program-specific component (32 credits).

Part I of this document gives an overview of the program, while Part II describes the objectives and standards set for general and specific education.

VOCABULARY USED

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Aim

The aim of pre-university programs is to prepare students for university through training emphasizing the integration of general and specific education and the transfer of learning. The aim must also reflect the requirements of an educational continuum oriented toward success in university.

General Goals

The general goals of pre-university programs guide the development of each program by indicating outcomes that should result in consistency, integration and the transfer of learning. By facilitating the coordination of the educational intent of general education with that of specific education, the general goals clarify the aim of the program, which is for the students to acquire skills essential for success in university.

Competencies

In pre-university education, competencies are based on knowledge, skills, attitudes and so on, whose acquisition or mastery is necessary for success in specific fields in university.

Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

When pre-university programs are developed and presented by the Ministère, each objective is formulated in terms of a competency and includes a statement of the competency and its elements.

Statement of the competency

The statement of the competency, is the result of an analysis of the needs of general education and those of university education.

Elements

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

Standard

The standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1). It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

Performance criteria

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

Learning activities

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

PART ONE :

OVERVIEW

THE AIM OF THE PROGRAM

The college-level Music program is intended to give students a balanced education that includes a general education component and a component specific to music. This will enable them to pursue university studies in the field of music.

GENERAL GOALS OF THE PROGRAM

The general goals of the program are to help students :

✓ integrate the knowledge and skills they have acquired during their college education;
✓ integrate the basic elements of musical language;
✓ demonstrate an artistic sense in the performance of musical works;
✓ explore various aspects of the world of music;
✓ develop the qualities necessary for artistic development;
✓ acquire attitudes that favour interaction in musical activities;
✓ work autonomously and efficiently.

Each college determines the ways in which the general goals of its program will be achieved. The college, at the implementation phase, will also ensure that each subject reflects these goals by respecting their vocabulary and logic. Moreover, each course can contribute to the attainment of a part of one or more of these goals. These goals are essential to course development and must become precise teaching and learning objectives, particularly since they have been recognized as essential to the pursuit of university-level studies in music and since their attainment is a condition for the granting of the Diplôme d'études collégiales (DEC) in Music.

EXPLANATION OF THE GENERAL GOALS OF THE PROGRAM

Each general goal is explained as follows:

To integrate the knowledge and skills students have acquired during their college education

The integration of knowledge and skills presumes that the students have the capacity to:

➢ acquire a common cultural core;
➢ demonstrate the acquisition of generic skills;

1

➢ interrelate the various fields of study in the program;
➢ develop and transfer basic knowledge and skills in dealing with situations and carrying out activities.

To integrate the basic elements of musical language

The integration of the basic elements of musical language refers to the acquisition of knowledge and its application to musical styles and genres, works in the repertoire and performance practice.

To demonstrate an artistic sense in the performance of musical works

The demonstration of an artistic sense in the performance of musical works implies that students develop their musical sensibility, and integrate both technical skills and knowledge of theory and style into their instrumental playing.

To explore various aspects of the world of music

The exploration of various aspects of the world of music involves a sensitization to different musical languages, such as classical, jazz and popular, and an understanding of the technology appropriate to each, thus fostering a varied musical education and an attitude of openness.

To develop the qualities necessary for artistic development

Artistic development is fostered by the students' awareness of their capacities and limitations, the development of artistic curiosity and the determination to excel in their art.

To acquire attitudes that favour interaction in musical activities

The adoption of attitudes that favour interaction implies that the students learn how to listen, to respect others, to develop a sense of responsibility and sharing and to acquire a sense of ethics.

To work autonomously and efficiently

Autonomous, efficient work is facilitated by acquiring a working method that includes a good sense of organization and an ability to analyze and synthesize. It also requires music students to acquire personal thoroughness and discipline in their musical activities.

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

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programmes or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The full text of the educational intentions may be found at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS : 16 2/3 credits

0004   To analyze and produce various forms of discourse.

0005   To apply a critical approach to literary genres.

0006   To apply a critical approach to a literary theme.

00B2   To apply a logical analytical process to how knowledge is organized and used.

000G   To apply a critical thought process to world views.

0017   Appliquer les notions de base de la communication en français courant.
ou
000A   Communiquer en français avec une certaine aisance.
ou
000B   Communiquer avec aisance en français.
ou
000C   Traiter d'un sujet culturel et littéraire.

0064   To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

0065   To improve one's effectiveness when practising a physical activity.

0066   To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS : 6 credits

000L   To communicate in the forms of discourse appropriate to one or more fields of study.

000U   To apply a critical thought process to ethical issues relevant to the field of study.

0018   Appliquer des notions fondamentales de la communication en français, liées à un champ
ou   d'études.

000Q   Communiquer en français dans un champ d'études particulier.
ou

000R   Communiquer avec aisance en français dans un champ d'études particulier.
ou
000S   Disserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION : 4 credits

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

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

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

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

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

0010   To communicate on familiar topics in a modern language.

0067   To communicate with relative ease in a modern language.

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

0012   To use various mathematical or computer concepts, procedures and tools for common tasks.

0013   To consider various forms of art produced by aesthetic practices.

0014   To produce a work of art.

SPECIFIC EDUCATION : 32 credits

01DG   To perform musical works.

01DH   To demonstrate auditory acuity in the transcription and vocal performance of musical scores.

01DJ   To explore elements of musical language.

01DK   To appreciate various characteristics of musical works.

01DL   To perform musical works as a member of an ensemble.

01DM To assimilate concepts and complementary techniques related to music.

01DN   To integrate their knowledge and learning in a musical production.

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SECOND PART :

PROGRAM OBJECTIVES AND STANDARDS

GENERAL EDUCATION COMMON TO ALL PROGRAMS

GENERAL EDUCATION COMMON TO ALL PROGRAMS :	CODE : 0004

GENERAL EDUCATION COMMON TO ALL PROGRAMS : CODE : 0004
LANGUAGE OF INSTRUCTION AND LITERATURE

OBJECTIVE	STANDARD
Statement of the competency To analyze and produce various forms of discourse. **Elements**	
1. To identify the characteristics and functions of the components of discourse.	**Performance criteria** 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.

LEARNING ACTIVITIES

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

LEARNING ACTIVITIES
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.

LEARNING ACTIVITIES

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

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

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.

LEARNING ACTIVITIES

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.

LEARNING ACTIVITIES

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.

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ACTIVITÉS D'APPRENTISSAGE

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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.

LEARNING ACTIVITIES

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

<div align="center">LEARNING ACTIVITIES</div>

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	**Performance criteria**
1. To combine effective practice with a health promotional approach to physical activity.	1.1 Integration of effective practice with factors which promote health in the practice of a physical activity.
2. To manage a personal physical activity program.	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.

LEARNING ACTIVITIES

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

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.

LEARNING ACTIVITIES

Discipline :   English
Total Contact Hours :   60
Credits :   2

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.

LEARNING ACTIVITIES

Discipline : Humanities
Total Contact Hours : 45
Credits : 2

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.

<div align="center">ACTIVITÉS D'APPRENTISSAGE</div>

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

COMPLEMENTARY GENERAL EDUCATION

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES	CODE: 000V

OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To estimate the contribution of the social sciences to an understanding of contemporary issues.	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	**Performance criteria**
1. Recognize the focus of one or more of the social sciences and their main approaches.	1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences.
2. Identify some of the issues currently under study in the social sciences.	2.1 Association of issues with the pertinent areas of research in the social sciences.
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES	CODE: 000W
OBJECTIVE	STANDARD

OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To analyze one of the major problems of our time using one or more social scientific approaches.	Students will work alone.
	They will write an essay of approximately 750 words on a topic related to human existence.
	Reference materials from the field of social sciences may be used.
Elements	**Performance criteria**
1. Formulate a problem using one or more social scientific approaches.	1.1 Presentation of the background to the problem.
	1.2 Use of appropriate concepts and language.
	1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem.
2. Deal with an issue using one or more social scientific approaches.	2.1 Clear formulation of an issue.
	2.2 Selection of pertinent reference materials.
	2.3 Brief description of historical, experimental and survey methods.
3. Draw conclusions.	3.1 Appropriate use of the selected method.
	3.2 Determination of appropriate evaluation criteria.
	3.3 Identification of strengths and weaknesses of the conclusions.
	3.4 Broadening of the issue analyzed.
LEARNING ACTIVITIES	

Number of student-contact hours: 45
Number of credits: 2

OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	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	**Performance criteria**
1. Describe the standard scientific mode of thought and method.	1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration.
	1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method.
2. Demonstrate how science and technology are complementary.	2.1 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. Explain the context and the stages related to several scientific and technological discoveries.	1.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries.
	1.2 List of the main stages of scientific and technological discoveries.
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries.
	4.2 Formulation of relevant questions and credibility of responses to the questions formulated.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To resolve a simple problem by applying the basic scientific method.	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	**Performance criteria**
1. Describe the main steps of the standard scientific method.	1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method.
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	1.1 Clear, precise description of the problem.
	1.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.).
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	3.1 Pertinence, reliability and validity of the experimental method used.
	3.2 Observance of established experimental method.
	3.3 Appropriate choice and use of instruments.
	3.4 Clear, satisfactory presentation of results.
	1.3 Validity of the connections established between the hypothesis, the verification and the conclusion.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: CODE: 000Z
MODERN LANGUAGES

OBJECTIVE	STANDARD

Statement of the competency	Achievement context
To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.)	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	**Performance criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning of simple messages. 1.3 Logical connection between the various elements of the message.
2. Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 1.3 Logical connection between the various elements of the message.
3. Express a simple message verbally.	3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation.

4. Write a text on a given subject.	4.1	Appropriate use of language structures in main and coordinate clauses.
	4.2	Appropriate application of basic grammar rules.
	4.3	Use of verbs in the present indicative.
	4.4	Appropriate use of basic vocabulary and idiomatic expressions.
	4.5	Coherent sequence of simple sentences.
	4.6	Acceptable application of graphic rules for writing systems other than the Latin alphabet.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 0010
OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To communicate on familiar topics in a modern language.	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	**Performance criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	1.1 Accurate identification of words and idiomatic expressions.
	1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.
	1.3 Logical connection between the various elements of the message.
2. Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions.
	2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.
	2.3 Logical connection between the various elements of the message.
3. Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses.
	3.2 Appropriate application of grammar rules.
	3.3 Use of verbs in the present indicative.
	3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.
	3.5 Understandable pronunciation.
	3.6 Coherent sequence of sentences of average complexity.
	3.7 Conversation.

4. Write a text on a given subject, using sentences of average complexity.	4.1	Appropriate use of language structures in main or subordinate clauses.
	4.2	Appropriate application of grammar rules.
	4.3	Use of verbs in the present and past indicative.
	4.4	Appropriate use of enriched basic vocabulary and idiomatic expressions.
	4.5	Coherent sequence of sentences of average complexity.
	4.6	Acceptable application of graphic rules for writing systems other than the Latin alphabet.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: CODE: 0067
MODERN LANGUAGES

OBJECTIVE	STANDARD
Statement of the competency	**Achievement context**
To communicate with relative ease in a modern language.	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	**Performance criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message in everyday language.	1.1 Accurate explanation of the general meaning and essential ideas of the message.
	1.2 Clear identification of structural elements of the language.
2. Understand the meaning of a text of average complexity.	2.1 Accurate explanation of the general meaning and essential ideas of the text.
	2.2 Clear identification of structural elements of the language.
3. Have a conversation on a subject.	3.1 Appropriate use of the structural elements of the language according to the message to be expressed.
	3.2 Appropriate use of everyday vocabulary.
	3.3 Accurate pronunciation and intonation.
	3.4 Normal flow in a conversation in everyday language.
	3.5 Coherence of the message expressed.
	3.6 Pertinent responses to questions.
4. Write a text of average complexity.	4.1 Appropriate use of the structural elements of the language according to the text to be written.
	4.2 Accurate vocabulary.
	4.3 Coherence of the text as a whole.
	4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES	
Number of student-contact hours: 45 **Number of credits:** 2	

COMPLEMENTARY GENERAL EDUCATION:	CODE: 0011
MATHEMATICS LITERACY AND COMPUTER SCIENCE	
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	**Performance criteria**
1. Demonstrate the acquisition of basic general knowledge of mathematics or informatics.	1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology.
2. Describe the evolution of mathematics or informatics.	2.1 Descriptive summary of several major phases.
3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	3.1 Demonstration of the existence of important contributions, using concrete examples.
4. Illustrate the diversity of mathematical or informatics applications.	4.1 Presentation of a range of applications in various areas of human activity, using concrete examples.
5. Evaluate the impact of mathematics or informatics on individuals and organizations.	5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.

<div align="center">LEARNING ACTIVITIES</div>

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE	CODE: 0012
OBJECTIVE	STANDARD

Statement of the competency	Achievement context
To use various mathematical or computer concepts, procedures and tools for common tasks.	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	**Performance criteria**
1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	1.1 Brief definition of concepts.
	1.2 Correct execution of basic operations.
	1.3 Appropriate use of terminology.
2. Select mathematical or computer tools and procedures on the basis of specific needs.	2.1 List of numerous possibilities available with mathematical and computer tools and procedures.
	2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures.
	2.3 Appropriate choice according to needs.
3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.	3.1 Planned, methodical process.
	3.2 Correct use of tools and procedures.
	3.3 Satisfactory results, given the context.
	3.4 Appropriate use of terminology specific to a tool or procedure.
4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	4.1 Accurate interpretation, given the context.
	4.2 Clear, precise formulation of the interpretation.

LEARNING ACTIVITIES

Number of student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0013
OBJECTIVE	STANDARD

Statement of the competency	Achievement context
To consider various forms of art produced by aesthetic practices.	Students will work alone.
	They will use a specified work of art and write a commentary of approximately 750 words.
Elements	**Performance criteria**
1. Develop an appreciation for the dynamics of the imagination in art.	1.1 Precise explanation of a creative process connected to the construction of an imaginary universe.
2. Describe art movements.	2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement.
3. Give a commentary on a work of art.	3.1 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 student-contact hours: 45
Number of credits: 2

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0014
OBJECTIVE	STANDARD

46

Statement of the competency	Achievement context
To produce a work of art.	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	**Performance criteria**
1. Recognize the primary forms of expression of an artistic medium.	1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres.
2. Use the medium.	2.1 Personal, coherent use of elements of language.
	2.2 Satisfactory application of artistic techniques.
	2.3 Observance of the requirements of the method of production.

<div align="center">LEARNING ACTIVITIES</div>

Number of student-contact hours: 45
Number of credits: 2

SPECIFIC EDUCATION

	CODE: 01DG
OBJECTIVE	STANDARD
Statement of the Competency	**Achievement Context**
To perform musical works.	According to the particular musical language: classical, jazz or popular. As a soloist, accompanied or unaccompanied. In styles representative of periods or artistic currents. During public exercises, master classes, concerts or performances.
Elements of the Competency	**Performance Criteria**
1. To describe its instrument.	1.1 Distinction among different components of the instrument. 1.2 Analysis of the instrument's sound production mechanism. 1.3 Knowledge of the relationship between the evolution of the instrument and the repertoire. 1.4 Knowledge of techniques of maintenance for the instrument.
2. To acquire an instrumental technique.	2.1 Precision of tone. 2.2 Expressive sound production. 2.3 Sound projection. 2.4 Demonstration of speed. 2.5 Precision of play. 2.6 Physical relaxation in performance. 2.7 Effective prevention of physical discomfort related to the playing of the instrument.
3. To apply a sightreading technique appropriate to the instrument.	3.1 Effective method of decoding. 3.2 Acquisition of sightreading reflexes. 3.3 Fluency of sightreading.
4. To appreciate the quality of their playing.	4.1 Constant attention to the quality of sound. 4.2 Critical attitude to their playing of the instrument. 4.3 Constant correction and improvement of their playing. 4.4 Demonstration of listening ability.
5. To experience different styles of music appropriate to the instrument.	5.1 Appropriate exploration of the repertoire and stylistic components, in relation to the instrument. 5.2 Adaptation of sound quality to style.

6. To display a sense of artistry when performing.	6.1 Pursuit of aesthetic qualities.
	6.2 Respect for the style and the score.
	6.3 Demonstration of sensitivity and expressiveness.
	6.4 Dynamic expression and rhythmic sense.
	6.5 Communication, interaction and timing when performing with accompaniment.
	6.6 Improvisation appropriate to the style and the instrument.
	6.7 Use of technologies that respect :
	✓ the style;
	✓ the characteristics of the instrument;
	✓ consistency on an artistic level.
	6.8 Quality of presentation on stage.
	6.9 Integration of artistic sense and technical elements.

LEARNING ACTIVITIES

Weighting: 4-4-24

This objective implies a training in classical music or in jazz and popular music.

The repertoire for each instrument, suggested in the Music program (500.02) approved in 1993, remains valid as an example of the level of competency to be attained.

	CODE: 01DH
OBJECTIVE	STANDARD

OBJECTIVE	STANDARD
Statement of the Competency To demonstrate auditory acuity in the transcription and vocal performance of musical scores.	**Achievement Context** Based on musical texts from classical, jazz and popular music.
Elements of the Competency 1. To sightread a musical text by naming the notes. 2. To transcribe a musical selection upon hearing it.	**Performance Criteria** 1.1 Easy and accurate vocal reproduction of a tonal melody, including chromatic elements. 1.2 Precise and dynamic vocal reproduction of rhythms appropriate to the musical language. 2.1 Transcription of a tonal melody, including chromatic elements. 2.2 Transcription of segments of a two-part melody. 2.3 Transcription of three- and four-note chords. 2.4 Notation in symbols of harmonic formulae appropriate to the musical language. 2.5 Transcription of the bass line and the harmonic progression. 2.6 Transcription of rhythms appropriate to the language.

<div align="center">LEARNING ACTIVITIES</div>

Weighting: 8-4-4

For the classical language, vocal and written reproductions of a tonal melody should be limited to closely related keys.

The notation in symbols of harmonic formulae referred to here applies more precisely to the languages of jazz and popular music.

OBJECTIVE	STANDARD
Statement of the Competency	**Achievement Context**
To explore elements of musical language.	Based on musical texts from classical, jazz and popular music. Based on simple works or excerpts from works.
Elements of the Competency	**Performance Criteria**
1. To write melodies.	1.1 Application of the rules of musical notation. 1.2 Integration of melodic, harmonic and formal elements. 1.3 Written transposition of musical scores.
2. To establish the harmonic framework of melodies.	2.1 Application of the principles of chord progression. 2.2 Choice of chords based on melody. 2.3 Writing figures and symbols for chords.
3. To explore the rules of harmony.	3.1 Analysis of four-voiced chorales. 3.2 Observance of basic rules for writing for four voices. 3.3 Attention to aesthetic aspects.
4. To analyze the melodic, harmonic and formal structures of works or excerpts from works.	4.1 Use of an analytic approach appropriate to the musical language. 4.2 Identification of musical phrases with cadences. 4.3 Recognition of ornamental notes or different tensions. 4.4 Analysis of harmonic, diatonic and modulating progressions. 4.5 Analysis of modulations. 4.6 Recognition of musical forms.

OBJECTIVE	STANDARD
Statement of the Competency	**Achievement Context**
To appreciate various characteristics of musical works.	Based on excerpts from works or important works representative of various periods, styles and Western musical languages.
Elements of the Competency	**Performance Criteria**
1. To situate the work in its context.	1.1 Determination of the significant characteristics of the period or the style.
	1.2 Identification of the composers and musicians representative of a period or style.
	1.3 Establishment of basic relationships with other art forms.
2. To distinguish the main components of a work.	2.1 Recognition of forms and stylistic elements.
	2.2 Recognition of the details of instrumentation.
	2.3 Identification of elements of musical language.
3. To appreciate the basic characteristics of a work.	3.1 Careful choice of appreciation criteria.
	3.2 Use of appropriate terminology.
	3.3 Use of coherent arguments.
	3.4 Demonstration of a critical sense.
	3.5 Demonstration of open-mindedness.
4. To compare works of different periods and styles.	4.1 Recognition of the main distinctions and similarities between works in terms of :
	✓ forms and stylistic elements;
	✓ details of instrumentation;
	✓ components of musical language.

LEARNING ACTIVITIES

Weighting: 8-4-4

The objective favours the adoption of an approach based on the appreciation and comparison of various styles and periods in order to distinguish their main characteristics.

The appreciation and comparison suggested in the third and fourth elements of the competency should be based on works that display obvious characteristics.

CODE: 01DL

OBJECTIVE	STANDARD
Statement of the Competency	**Achievement Context**
To perform musical works as a member of an ensemble.	According to a particular musical language: classical or jazz and popular. During rehearsals, public exercises, concerts or other types of performances. In a small or large ensemble.
Elements of the Competency	**Performance Criteria**
1. To adapt their playing to the needs of the ensemble.	1.1 Synchronization with the ensemble in the performance of works. 1.2 Accurate rhythm appropriate to the ensemble and the musical style. 1.3 Observance of musical phrasing. 1.4 Attention to the balance of sound. 1.5 Demonstration of sightreading reflexes.
2. To interact with the members of the ensemble.	2.1 Attentive listening to other members of the ensemble. 2.2 Punctuality and discipline when working. 2.3 Professional attitude. 2.4 Observance of conductor's direction.
3. To participate in the preparation of a program as part of a musical ensemble.	3.1 Judicious selection of repertoire appropriate to the situation. 3.2 Appropriate preparation of repertoire. 3.3 Regular attendance at rehearsals. 3.4 Efficient organization of rehearsals. 3.5 Effective collaboration with the technical team, where applicable.
	CODE: 01DM

OBJECTIVE	STANDARD
Statement of the Competency	**Achievement Context**
To assimilate complementary concepts and techniques related to music.	In one or more of the selected musical languages. Based on concepts and techniques related to the area of study: jazz arrangement, music workshops, sound design and production, instrumental performance, complementary instrument or musical technology. Using appropriate supports or techniques.
Elements of the Competency	**Performance Criteria**
1. To demonstrate the acquisition of knowledge and techniques.	1.1 Definition of appropriate concepts and techniques. 1.2 Application of these techniques.
2. To realize musical activities.	2.1 Appropriate planning of activities. 2.2 Observance of the rules appropriate to each type of activity. 2.3 Observance of the particular aspects of each concept or technique. 2.4 Demonstration of an artistic sense. 2.5 Assimilation of the concepts and techniques that complement basic musical skills.
	CODE: 01DN
OBJECTIVE	STANDARD

Statement of the Competency	Achievement Context
To integrate their knowledge and learning in a musical production.	According to the selections of the educational institution. Based on references appropriate to the project. Using instruments and equipment appropriate to the project.
Elements of the Competency	**Performance Criteria**
1. To plan a project.	1.1 Clear formulation of objectives and musical intentions in the preparation of an activity to demonstrate the acquisition of the essential elements of the program.
	1.2 Selection of production tools.
	1.3 Appropriate planning of activities.
	1.4 Establishment of a work schedule.
2. To carry out a project.	2.1 Application of a good working method.
	2.2 Adherence to the plan and the work schedule.
	2.3 Conformity of the project with the initial objectives and intentions.
	2.4 Demonstration of the acquisition of the qualities necessary for the pursuit of studies: autonomy, discipline, concern for excellence, capacity for self-criticism.
	2.5 Demonstration of a capacity for synthesis and integration.
	2.6 Quality of oral and written communication.
	2.7 Proper appreciation of the procedure.