Remedial Activities and Activities Conducive to Success

English Colleges

College Education

Québec

This document was produced by the
Ministère de l'Éducation et de l'Enseignement supérieur.

Coordination and content
Service de la formation préuniversitaire et de la recherche
Direction des programmes de formation collégiale
Direction générale des affaires collégiales
Secteur de l'enseignement supérieur

Title of original document: Activités de mise à niveau et activités favorisant la réussite – Établissements d'enseignement collégial francophones

English translation
Direction des services à la communauté anglophone
Services langagiers

For additional information, contact:
General Information
Direction des communications
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 28e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

An electronic version of this document is available
on the Ministère's Web site at: www.education.gouv.qc.ca.

Minor changes made in March 2019

ISBN 978-2-550-82427-5 (PDF)

Legal Deposit - Bibliothèque et Archives nationales du Québec, 2018

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Introduction

Remedial activities allow students to meet certain admission requirements for a program leading to a Diploma of College Studies or to an Attestation of College Studies. They are focused on the knowledge considered essential to meet these requirements.

Activities conducive to success enable the students to acquire competencies that the college deems essential for pursuing their college studies. Their purpose is notably to develop the students' ability to complete their courses successfully and to continue to pursue their educational goal.

The objectives and standards for remedial activities and for activities conducive to success are determined by the Minister. These activities allow students to earn college credits that do not count towards a Diploma of College Studies or an Attestation of College Studies. However, these credits are taken into account to determine a student's enrollment status (full-time or part-time).

College-level educational institutions can offer remedial activities and activities conducive to success, but they are not obligated to do so. This means they may offer all, some or none of these activities. When an educational institution does not offer the activity a student requires for admission, the student is directed to the secondary-level institution where the course in question is offered, usually at an adult education centre.

This document presents the remedial activities and the activities conducive to success that may be offered in English colleges.

List of Remedial Activities

Languages

1010	Use basic techniques and rules in the comprehension and communication of various forms of discourse
1011	Comprendre et produire des messages simples en français

Mathematics, Science and Technology

01PN	Solve problems by using concepts in algebra, statistics and geometry (Sec. IV CST)
01PP	Solve problems by using concepts in algebra and geometry (Sec. IV TS)
01PQ	Solve problems by using concepts in algebra, probability theory, geometry, discrete mathematics and financial mathematics (Sec. V CST)
01PR	Solve problems by using concepts in algebra and geometry (Sec. V TS)
01PS	Analyze the behaviour of matter and the transformation of energy by using scientific principles
01PT	Analyze genetic phenomena, the behaviour of matter and the transformation of energy by using scientific principles
01PU	Analyze the behaviour of matter and the transformation of energy using the principles of chemistry
01PV	Analyze different situations based on the fundamental principles of classical mechanics and geometric optics

Social Sciences

0H00	Interpret social phenomena of Québec from the 19th century to the present from a historical perspective

Objectives and Standards for Remedial Activities

English, Language of instruction

Code: 1010

Objective	*Standard*
Statement of the Competency	
Use basic techniques and rules in the comprehension and communication of various forms of discourse.	
Elements of the Competency	**Performance Criteria**
1. Comprehend oral and written discourse.	• Appropriate recognition of the meaning of words, word groups and idioms • Appropriate recognition of central ideas • Appropriate recognition of supporting ideas and details • Appropriate understanding of techniques used
2. Plan various forms of oral and written discourse.	• Appropriate use of preparation strategies • Clear statement of a central idea • Effective planning for the development of a central idea • Clear organization of supporting ideas and details
3. Produce a discourse.	• Production of a 500-word written discourse • Clear formulation of a thesis statement • Consistent development of supporting ideas • Appropriate use of grammar and syntax • Appropriate use of spelling, punctuation and capitalization • Appropriate choice and use of words • Appropriate development of sentences and paragraphs
4. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities	
Discipline :	English, Language of Instruction and Literature
Periods of instruction :	60 or 90
Note :	This activity applies to students who have not taken or not completed Secondary V *English Language Arts*.

French, Second Language

Code: 1011

Objectif	*Standard*
Énoncé de la compétence	**Critères de performance**
Comprendre et produire des messages simples en français.	
1. Rédiger et réviser un texte simple portant sur un sujet familier.	• Formulation claire d'un texte d'environ 200 mots. • Organisation cohérente des idées. • Élaboration suffisante du contenu. • Emploi pertinent du vocabulaire lié au sujet. • Rédaction de phrases simples généralement correctes. • Respect de l'orthographe des mots courants, appris en classe ou trouvés dans les textes étudiés. • Respect du code grammatical, notamment des accords simples à l'intérieur du groupe nominal et du groupe verbal (présent de l'indicatif, présent de l'impératif, futur proche, passé immédiat, passé composé). • Utilisation appropriée de stratégies de révision. • Correction satisfaisante des erreurs.
2. Dégager le sens d'un texte simple portant sur un sujet familier.	• Interprétation correcte du sens général d'un texte d'environ 350 mots. • Repérage des idées principales. • Repérage d'éléments d'information. • Compréhension adéquate du vocabulaire lié au sujet. • Utilisation pertinente des stratégies de lecture.
3. Produire un message oral simple portant sur un sujet familier.	• Formulation claire du message. • Organisation cohérente des idées. • Élaboration suffisante du contenu. • Emploi pertinent du vocabulaire lié au sujet. • Respect des règles syntaxiques. • Prononciation intelligible, intonation et débit appropriés à la situation de communication.

4. Dégager le sens d'un message oral simple portant sur un sujet familier.	• Interprétation correcte du sens général. • Repérage des idées principales. • Repérage d'éléments d'information. • Compréhension adéquate du vocabulaire lié au sujet.

Activités d'apprentissage	
Discipline :	Français, langue seconde
Périodes d'enseignement :	60
Précision :	Cette activité s'adresse à des élèves qui n'ont pas suivi ou réussi *Français, langue seconde* de la 5e secondaire.

Mathematics

Code: 01PN	
Objective	***Standard***
Statement of the Competency	
Solve problems by using concepts in algebra, statistics and geometry (Sec. IV CST).	
Elements of the Competency	**Performance Criteria**
1. Describe the properties of a real function represented by its equation or by its graph.	• Precise definition of the concept of function • Accurate identification of the characteristics (e.g. domain, *x*- and *y*-intercepts) of a polynomial function of degree less than 3, an exponential function or a piecewise function • Appropriate choice and use of representation • Appropriate translation from the graph to the rule of correspondence
2. Solve problems involving linear relationships.	• Accurate analysis of situations pertaining to economic, social, technical or scientific contexts, or to daily life. • Appropriate modelling of the problem in terms of equations. • Correct application of the methods for solving a system of linear equations in two variables • Accurate interpretation of results
3. Analyze statistical data.	• Accurate calculation of measures of position • Appropriate interpretation of measures of position and of dispersion • Correct construction of a two-variable distribution table • Appropriate construction of a scatter plot • Qualitative interpretation of the correlation between two variables • Appropriate representation and interpretation of the regression line
4. Solve problems pertaining to analytic geometry.	• Appropriate modelling of the problem • Exact calculation of the distance between two points • Exact calculation of the slope of a straight line • Exact identification of the relative position of two straight lines • Precise determination of straight-line equations using the concepts of parallel and perpendicular lines • Accurate interpretation of results

5. Solve problems by using triangles.	• Appropriate modelling of the problem • Appropriate use of the knowledge of similar triangles • Appropriate choice and application of trigonometric ratios or the law of sines • Correct application of Hero's formula • Accurate interpretation of results

Learning Activities	
Discipline :	Mathematics
Periods of instruction :	60
Note:	This activity applies to students who have not taken or not completed Secondary IV *Cultural, Social and Technical Option*.

Code : 01PP

Objective	*Standard*
Statement of the Competency	**Performance Criterion (for the competency as a whole)**
Solve problems by using concepts in algebra and geometry (Sec. IV TS).	• Use of appropriate terminology
Elements of the Competency	**Performance Criteria**
1. Manipulate numerical and algebraic expressions.	• Appropriate factoring of algebraic expressions (finding the common factor and factoring by grouping, perfect square trinomial, difference of two squares) • Correct application of the properties of exponents and radicals
2. Analyze situations by using real functions.	• Appropriate modelling of the situation • Appropriate use of the multiplicative parameters • Correct determination of the properties (domain, range, sign, variation, extrema, x- and y-intercepts) of an exponential, second-degree polynomial or piecewise function • Interpretation and graphical representation of a periodic function and of the inverse of an exponential or second-degree polynomial function • Accurate interpretation of results
3. Solve problems by using equations.	• Appropriate modelling of the problem • Correct application of the methods for solving second-degree equations (factoring and zero product rule) • Correct application of the methods for solving exponential equations, with or without logarithms (definition and changing bases) • Correct application of the methods for solving systems of linear equations in two variables • Accurate interpretation of results

4. Solve problems by using analytic geometry.	• Appropriate modelling of the problem • Proper use of trigonometric relations in triangles • Correct determination of the relative position of two straight lines, the equation of a line, the distance between two points and the coordinates of a point of division • Accurate interpretation of results

Learning Activities

Discipline : Mathematics

Periods of instruction : 75

Notes :

- This activity applies to students who have not taken or not completed Secondary IV *Technical and Scientific Option*.
- This activity was developed for students who have mastered the content of the Secondary IV *Cultural, Social and Technical Option*.

Code: 01PQ

Objective	*Standard*
Statement of the Competency	
Solve problems by using concepts in algebra, probability theory, geometry, discrete mathematics and financial mathematics (Sec. V CST).	
Elements of the Competency	**Performance Criteria**
1. Optimize situations by using linear inequalities.	• Appropriate modelling of the situation • Accurate solution of a system of linear inequalities in two variables by using a polygon of constraints • Accurate interpretation of results • Proper formulation of the changes in the constraints and correct interpretation of the effects of these changes
2. Solve problems involving probabilities.	• Appropriate modelling of a situation • Accurate association of a type of probability with a situation: theoretical, experimental or subjective • Proper choice and correct application of the concept of odds (odds for, odds against) or probability, according to the context • Appropriate calculation of conditional probabilities related to the situation • Appropriate calculation of the mathematical expectation of a random variable and, where necessary, proper modification of certain parameters to equalize the situation or to optimize a gain or a loss • Accurate interpretation of results
3. Solve geometry problems.	• Appropriate modelling of the problem • Precise calculation of unknown measurements (angle, length, area, volume) by using the properties of similar figures and solids, as well as metric and trigonometric relations or cosine law • Accurate interpretation of results

Éléments de la compétence	Critères de performance
4. Solve problems requiring the use of discrete mathematics.	• Appropriate representation and modelling of a situation using a graph (directed, coloured, weighted or not) • Proper use of graph theory (Euler, Hamiltonian, shortest path, etc.) • Proper counting and enumeration of possibilities in social choice situations • Accurate comparison and interpretation of different voting procedures and their results • Accurate interpretation of results
5. Solve problems in financial mathematics	• Accurate description and interpretation of the components of financial mathematics: simple and compound interest, interest period, discounting, compounding • Appropriate modelling of financial situation • Proper use of formulas to calculate discounting and compounding • Correct solving of exponential and logarithmic equations • Proper comparison and analysis of financial situations

Learning Activities

Discipline : Mathematics

Periods of instruction : 60

Note: This activity applies to students who have not taken or not completed Secondary V *Cultural, Social and Technical Option*.

Code: 01PR

Objective	*Standard*
Statement of the Competency	
Solve problems by using concepts in algebra and geometry (Sec. V TS).	
Elements of the Competency	**Performance Criteria**
1. Analyze situations by using real functions.	• Appropriate modelling of the situation • Correct determination of the properties (e.g. domain, *x*- and *y*-intercepts) and the inverse of an exponential or a logarithmic function, or a second-degree polynomial, square-root, sinusoidal, tangent, rational or piecewise function • Appropriate use of the additive and multiplicative parameters • Algebraic manipulation according to the rules (including polynomial division and the composition of functions) • Accurate interpretation of results
2. Solve problems by using equations and inequalities.	• Appropriate modelling of the problem • Correct application of the methods for solving equations and inequalities in one variable (second-degree, square root, rational, exponential, logarithmic, trigonometric) • Correct application of the methods for solving systems of equations involving various functional models • Accurate interpretation of results
3. Solve problems involving equivalent figures.	• Appropriate modelling of the problem • Appropriate use of the properties of similar figures (length, area, volume) • Accurate interpretation of results
4. Solve problems by using geometric vectors.	• Appropriate modelling of the problem • Appropriate use of vectors (addition, multiplication by a scalar, scalar product) • Accurate interpretation of results

5. Solve problems by using circles and trigonometry.	• Appropriate modelling of the problem • Appropriate construction of a standard unit circle and location of its significant points • Appropriate application of the laws of sines and cosines • Appropriate manipulation of trigonometric identities • Appropriate use of metric relations in circles (e.g. degree, radian, chord, arc, circular sector and segment, inscribed angle) • Accurate interpretation of results

Learning Activities

Discipline : Mathematics

Periods of instruction : 90

Notes:

- This activity applies to students who have not taken or not completed Secondary V *Technical and Scientific Option*.
- This activity was developed for students who have mastered the content of the Secondary IV *Technical and Scientific* or *Science Options*.

Science and Technology

Code : 01PS

Objective	*Standard*
Statement of the Competency	
Analyze the behaviour of matter and the transformation of energy by using scientific principles.	
Elements of the Competency	**Performance Criteria**
1. Explain the properties of matter based on its representations and the periodic table.	• Accurate description of the Rutherford-Bohr atomic model • Appropriate use of the Lewis notation • Appropriate comparison of the periodic table (families and periods) and atomic structure
2. Solve problems involving chemical changes.	• Appropriate explanation of basic chemical changes (e.g. combustion, neutralization) • Accurate description of the biogeochemical cycles of carbon and nitrogen • Correct application of the law of the conservation of matter to simple chemical changes
3. Determine certain properties of solutions.	• Accurate calculation of concentrations (mole/L, %, ppm) • Correct use of the pH scale to determine the acidity or basicity of a solution • Appropriate evaluation of the electrical conductivity of a solution • Appropriate description of the reactions of electrolytic dissociation
4. Apply basic principles of electricity and electromagnetism to simple situations.	• Appropriate description of the concept of an electrical charge and of static electricity phenomena • Pertinent use of Ohm's law (series and parallel circuits) • Appropriate use of the relationship between power, energy and time • Appropriate description of magnetic forces (attraction and repulsion) and the magnetic field of a straight live wire
5. Describe the transformation of energy.	• Appropriate use of the qualitative aspects of the law of conservation of energy (e.g. mechanical, electrical, thermal)

6. Verify, using the experimental approach, several scientific laws and principles.	• Appropriate implementation of an experimental procedure • Accurate interpretation of results • Appropriate communication of results

Learning Activities

Discipline : Science and Technology

Periods of instruction : 45

Notes:

- This activity applies to students who have not taken or not completed Secondary IV *Science and Technology*.
- For students who will be following the objective 01PS as well as the objective 01PT, it is advisable that the two activities be taken concurrently.

Code: 01PT

Objective	*Standard*
Statement of the Competency	
Analyze genetic phenomena, the behaviour of matter and the transformation of energy by using scientific principles.	
Elements of the Competency	**Performance Criteria**
1. Explain the properties of matter based on its representations and the periodic table.	• Accurate description of the simplified atomic model (Rutherford-Bohr-Chadwick) • Accurate use of the concept of mole (Avogadro's number) • Correct identification of the periodicity of physical and chemical properties based on the periodic table
2. Solve problems involving chemical changes and nuclear transformations.	• Accurate calculation of concentrations (mole/L) • Correct identification of the oxidation reaction • Accurate determination of the molecular formula for salts • Accurate calculation of the quantities of matter involved in a reaction • Proper identification of the nature of a chemical bond (ionic or covalent) • Proper identification of the endothermic or exothermic character of a reaction • Correct description of the biogeochemical phosphorus cycle • Proper description of isotopes and nuclear phenomena (fission, fusion and radioactivity)
3. Solve problems by using the laws of electricity and electromagnetism.	• Appropriate use of Kirchhoff's laws (series, parallel or mixed circuits) • Accurate calculation of equivalent resistances • Correct use of Coulomb's law • Appropriate description of the magnetic field of a solenoid

4. Solve problems involving the transformation of energy.	• Accurate definition of the concepts of heat, temperature, mass, weight, force, effective force, work and energy (kinetic, potential and heat) • Appropriate use of the relationship between mass and weight • Appropriate use of the relationship between work, force and travel • Appropriate use of the relationship between work and energy • Appropriate use of the relationship between potential energy, mass, gravitational constant and travel • Appropriate use of the relationship between kinematic energy, mass and velocity • Appropriate use of the relationship between heat energy, specific heat capacity, mass and temperature variation
5. Describe the basic characteristics related to genetics.	• Proper definition of the vocabulary associated with genetics (gene, allele, gamete, genotype and phenotype, homozygote and heterozygote, dominance and recessivity) • Accurate description of genetic phenomena (heredity, cross-breeding) • Accurate description of the stages of protein synthesis (transcription, translation)
6. Verify, using the experimental approach, several scientific laws and principles.	• Appropriate implementation of an experimental procedure • Accurate interpretation of results • Appropriate communication of results

Learning Activities

Discipline : Science and Technology

Periods of instruction : 75

Notes:

- This activity applies to students who have not taken or not completed Secondary IV *Environmental Science and Technology*.
- For students who will be following the objective 01PS as well as the objective 01PT, it is advisable that the two activities be taken concurrently.

Code: 01PU

Objective	*Standard*
Statement of the Competency	
Analyze the behaviour of matter and the transformation of energy using the principles of chemistry.	
Elements of the Competency	**Performance Criteria**
1. Analyze the behaviour of an ideal gas based on its properties.	• Accurate description of the behaviour of gases using the Kinetic theory • Correct application of laws involving pressure, volume, temperature and the number of moles • Correct application of the ideal gas law • Correct application of the law of partial pressures
2. Analyze the energy changes in a chemical reaction.	• Correct production of an energy diagram and accurate interpretation of its components • Accurate determination of the molar heat of a reaction (e.g. Hess's law, calorimetry) • Appropriate interpretation of the enthalpy change
3. Explain the reaction rate.	• Appropriate explanation of the effect of the following factors on the reaction rate: nature of the reactants, concentration, surface area, temperature and catalyst • Appropriate use of the rate law
4. Solve problems related to the concept of the equilibrium of a reaction.	• Correct statement of the algebraic expression of a reaction's equilibrium constant (e.g. water ionization, acidity, alkalinity, solubility-product) • Appropriate prediction of the behaviour of systems in a state of equilibrium that are subjected to variations in concentration, temperature and pressure, using Le Chatelier's principle • Appropriate use of the relationship between the equilibrium constant of a reaction and the concentration of products and reactants • Correct interpretation of the value of the equilibrium constant • Appropriate use of the relationship between the pH and the molar concentration of hydronium and hydroxide ions

5. Carry out an experiment to verify several laws and principles of chemistry.	• Appropriate implementation of an experimental procedure • Appropriate determination of the uncertainty related to measurements • Accurate interpretation of results • Appropriate communication of results

Learning Activities

Discipline : Chemistry

Periods of instruction : 75

Note: This activity applies to students who have not taken or not completed Secondary V *Chemistry*.

Code: 01PV

Objective	*Standard*
Statement of the Competency	
Analyze different situations based on the fundamental principles of classical mechanics and geometric optics.	
Elements of the Competency	**Performance Criteria**
1. Solve problems by using uniform rectilinear motion and uniformly accelerated rectilinear motion.	• Appropriate representation of the situation • Correct identification and comparison of the parameters of motion (position, speed, acceleration, time) • Correct use of kinematic graphs and equations • Accurate interpretation of results
2. Solve problems by using the principles of dynamics.	• Relevant definition of the concepts of mass and force • Appropriate vectorial representation of the forces acting on a body • Correct determination of the resultant of a set of forces using the graphical method • Appropriate use of Newton's laws and rigourous interpretation of results
3. Solve problems that involve the conservation of mechanical energy.	• Appropriate use of Hooke's law • Accurate calculation of the power produced or transmitted during the transformation of mechanical energy • Accurate determination of the different forms of a system's mechanical energy (potential and kinetic) • Appropriate use of the conservation of mechanical energy and rigorous interpretation of results
4. Solve problems by using the fundamental principles of geometric optics.	• Appropriate use of the laws of reflection and refraction • Accurate determination of the characteristics of an image (nature, position, size, orientation) formed by a thin lens or a mirror (plane, spherical)

5. Verify, using the experimental approach, several laws or principles of classical mechanics and geometric optics.	• Appropriate implementation of the experimental procedure • Appropriate determination of the uncertainty related to measurements • Accurate interpretation of results • Appropriate communication of results

Learning Activities

Discipline : Physics

Periods of instruction : 75

Note: This activity applies to students who have not taken or not completed Secondary V *Physics*.

History of Québec and Canada

Code: 0h00

Objective	*Standard*
Statement of the Competency	
Interpret social phenomena of Québec from the 19th century to the present from a historical perspective.	
Elements of the Competency	**Performance Criteria**

1. Trace the way in which Québec society has evolved over time and in space.	• For the following social phenomena:
	  ○ formation of the Canadian federal system
	  ○ nationalisms and the autonomy of Canada
	  ○ modernization of Québec and the Quiet Revolution
	  ○ societal choices in contemporary Québec
	• Clear differentiation of the main time periods
	• Establishment of relevant links between temporal and spatial dimensions
	• Rigorous establishment of the facts related to social phenomena
	• Precise identification of historical actors: individuals, peoples, social groups and institutions

2. Analyze change and continuity in the history of Québec society.	• For the following social phenomena:
	  ○ formation of the Canadian federal system
	  ○ nationalisms and the autonomy of Canada
	  ○ modernization of Québec and the Quiet Revolution
	  ○ societal choices in contemporary Québec
	• Correct identification of change and continuity by relating facts over the long term
	• Accurate assessment of the role and interests of historical actors
	• Correct determination of the causes and context of change
	• Coherent explanation of the consequences of change
	• Coherent establishment of links between the past and present

3. Use historical documents to analyze social phenomena.	• Critical analysis of sources • Correct interpretation of historical documents
Learning Activities	
Discipline : History Periods of instruction : 45 Note: This activity applies to students who have not taken or not completed Secondary IV *History of Québec and Canada*.	

List of activities conducive to success

Essential competencies

1012	Use basic techniques and rules in the comprehension and communication of various forms of discourse
1013	Comprendre des messages simples et communiquer en français, langue seconde, dans des situations prévisibles
1014	Comprendre et produire des messages simples en français, langue seconde
1003	Interpret and communicate textual information
1004	Use mathematics in common situations
1005	Use digital media
1006	Use learning strategies
1007	Plan their educational and career path
1008	Integrate into Québec society
1009	Adapt to college studies

Music

100A	Integrate the fundamental elements of music theory
100B	Demonstrate auditory acuity in the vocal performance and transcription of musical texts
100C	Integrate the fundamental elements of music theory and to demonstrate auditory acuity in the vocal performance and transcription of musical texts

Objectives and Standards for Activities Conducive to Success

Essential Competencies

Code: 1012

Objective	*Standard*
Statement of the Competency	
Use basic techniques and rules in the comprehension and communication of various forms of discourse.	
Elements of the Competency	**Performance Criteria**
1. Comprehend oral and written discourse.	• Appropriate recognition of the meaning of words, word groups and idioms • Appropriate recognition of central ideas • Appropriate recognition of supporting ideas and details • Appropriate understanding of techniques used
2. Plan various forms of oral and written discourse.	• Appropriate use of preparation strategies • Clear statement of a central idea • Effective planning for the development of a central idea • Clear organization of supporting ideas and details
3. Produce a discourse.	• Production of a 500-word written discourse • Clear formulation of a thesis statement • Consistent development of supporting ideas • Appropriate use of grammar and syntax • Appropriate use of spelling, punctuation and capitalization • Appropriate choice and use of words • Appropriate development of sentences and paragraphs

4. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities

Discipline : English, Language of Instruction and Literature

Periods of instruction : Maximum of 60

Note: This activity applies to students who have successfully completed Secondary V *English Language Arts* but who demonstrate significant gaps in their mastery of the language.

- For Québec graduates in general education in the youth sector, this activity applies to those whose average in secondary school, determined according to criteria established by the Ministère, is less than 75%. Exceptionally, an academic dean may authorize to enroll a student whose average is equal to or higher than 75% if the dean judges that the student's gaps may compromise his or her academic success.
- In all other cases, colleges apply their own methods for selecting students who must undertake this activity.

Code: 1013

Objective	*Standard*
Énoncé de la compétence	
Comprendre des messages simples et communiquer en français, langue seconde, dans des situations prévisibles.	
Éléments de la compétence	**Critères de performance**
1. Rédiger un court message portant sur un sujet familier.	• Reconnaissance des groupes constituant une phrase simple. • Formulation claire d'un message simple d'environ 125 mots. • Respect du code grammatical appris en classe, notamment des accords simples à l'intérieur du groupe nominal et du groupe verbal (présent de l'indicatif, futur proche, introduction au passé composé). • Respect de l'orthographe des mots appris en classe. • Emploi pertinent du vocabulaire de base.
2. Dégager le sens d'un texte bref et simple.	• Compréhension globale du sens d'un texte d'environ 200 mots. • Repérage des idées principales. • Repérage d'éléments d'information. • Compréhension adéquate du vocabulaire de base. • Utilisation pertinente des stratégies de lecture.
3. Produire un message oral bref et simple.	• Planification de la communication. • Formulation claire et cohérente de phrases simples. • Emploi pertinent du vocabulaire de base. • Prononciation intelligible, intonation et débit appropriés à la situation de communication.
4. Comprendre un message oral simple.	• Discrimination juste des sons. • Identification du sens général. • Repérage d'éléments d'information. • Reconnaissance du vocabulaire de base.
Activités d'apprentissage	
Discipline :	Français, langue seconde
Périodes d'enseignement :	au plus 180
Précision :	Cette activité s'adresse à des élèves qui n'ont aucune connaissance du français ou qui ont fait leurs études secondaires à l'extérieur du Québec et dont la langue maternelle n'est pas le français.

Code: 1014

Objective	*Standard*
Énoncé de la compétence	
Comprendre et produire des messages simples en français, langue seconde.	
Éléments de la compétence	**Critères de performance**
1. Rédiger et réviser un texte simple portant sur un sujet familier.	• Formulation claire d'un texte d'environ 200 mots. • Organisation cohérente des idées. • Élaboration suffisante du contenu. • Emploi pertinent du vocabulaire lié au sujet. • Rédaction de phrases simples généralement correctes. • Respect de l'orthographe des mots courants, appris en classe ou trouvés dans les textes étudiés. • Respect du code grammatical, notamment des accords simples à l'intérieur du groupe nominal et du groupe verbal (présent de l'indicatif, présent de l'impératif, futur proche, passé immédiat, passé composé). • Utilisation appropriée de stratégies de révision. • Correction satisfaisante des erreurs.
2. Dégager le sens d'un texte simple portant sur un sujet familier.	• Interprétation correcte du sens général d'un texte d'environ 350 mots. • Repérage des idées principales. • Repérage d'éléments d'information. • Compréhension adéquate du vocabulaire lié au sujet. • Utilisation pertinente des stratégies de lecture.
3. Produire un message oral simple portant sur un sujet familier.	• Formulation claire du message. • Organisation cohérente des idées. • Élaboration suffisante du contenu. • Emploi pertinent du vocabulaire lié au sujet. • Respect des règles syntaxiques. • Prononciation intelligible, intonation et débit appropriés à la situation de communication.

4. Dégager le sens d'un message oral simple portant sur un sujet familier.	• Interprétation correcte du sens général. • Repérage des idées principales. • Repérage d'éléments d'information. • Compréhension adéquate du vocabulaire lié au sujet.

Activités d'apprentissage	
Discipline :	Français, langue seconde
Périodes d'enseignement :	au plus 60
Précision :	Cette activité s'adresse à des élèves qui ont réussi *Français, langue seconde* de la 5e secondaire et qui ont des lacunes importantes dans la maîtrise de la langue.

Code : 1003

Objective	*Standard*
Statement of the Competency	**Performance Criterion (for the competency as a whole)**
Interpret and communicate textual information.	• Appropriate use of various print and digital media

Elements of the competency	**Performance criteria**
1. Extract the meaning of continuous, non-continuous and mixed texts.	• Identification of pertinent information, according to the reading objective • Correct understanding of inferences • Appropriate understanding of relationships between different parts of the text • Accurate and relevant overall interpretation, according to the reading objective
2. Write short texts on current subjects.	• Compliance with the communication objective • Use of a tone adapted to the communication situation • Compliance with the communication model required • Sufficient development of the content • Consistency and clarity of the text • Quality of the written English

Learning Activities

Periods of instruction : Maximum of 45

Notes :

- This objective can be achieved in a course consisting of less than 45 periods of instruction.
- Mixed texts include a combination of continous elements (sentences, paragraphs, etc.) and non-continuous elements (lists, graphs, diagrams, maps, forms, etc.).

Code : 1004

Objective	*Standard*
Statement of the Competency	**Performance Criterion (for the competency as a whole)**
Use mathematics in everyday situations.	• Appropriate use of various print and digital media.
Elements of the competency	**Critères de performance**
1. Perform basic mathematical operations.	• Sufficient proficiency with basic numerical concepts • Accurate calculations for addition, subtraction, multiplication and division • Correct solving of equations with one unknown • Accurate calcuations of rates, ratios and proportions • Accurate conversion of measurements • Accurate calculations of areas, perimeters and volumes • Sufficient proficiency with basic geometric concepts • Accurate calculation of averages • Accurate interpretations of statistical data and probabilities
2. Apply a mathematical procedure in everyday situations.	• Accurate interpretation of the problem • Accurate interpretation of mathematical information in various forms • Accurate selection of relevant information • Appropriate sequential representation of the operations to be performed • Accurate calculations • Clear formulation of the answer

Learning Activities

Periods of instruction : Maximum of 45

Notes :

- This objective can be achieved in a course consisting of less than 45 periods of instruction.
- Basic numerical concepts primarily include whole numbers, fractions, decimals and percentages.
- Basic geometrical concepts primarily include the main types of angles and their measurements, polygons and their characteristics, parallelism and perpendicularity.
- Forms of mathematical information primarily include objects, images, numbers, symbols, diagrams, graphs, tables, maps and texts.

Code : 1005

Objective	*Standard*
Statement of the Competency	**Performance Criterion (for the competency as a whole)**
Use digital media.	• Observance of the basic rules of cybersafety • Observance of rules of ethics
Elements of the competency	**Performance criteria**
1. Search for information using digital media.	• Accurate determination of the research topic • Appropriate use of everyday digital tools • Effective reasearch on the Internet • Accurate understanding of multimodal documents • Quality of the information located
2. Process information using digital media.	• Selection of relevant digital tools • Selection of relevant information according to the research topic • Coherent reorganization of the information • Appropriate saving of information and mediagraphic references
3. Produce digital content.	• Selection of relevant digital tools • Appropriate transposition of information located • Quality of the production • Correct archiving of the production
4. Communicate using digital media.	• Accurate determination of the purpose of communication • Selection of appropriate communication tools • Effective communication of information • Appropriate sharing of digital content

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Periods of instruction : Maximum of 45

Notes :

- This objective can be achieved in a course consisting of less than 45 periods of instruction.
- Multimodal documents combine several forms of expression: text, images, sound, video, hyperlinks, etc.

Code : 1006

Objective	*Standard*
Statement of the Competency	**Performance Criteria (for the competency as a whole)**
Use learning strategies.	• Demonstration of rigour in the process • Demonstration of autonomy in individual work • Efficient cooperation in teamwork • Proper use of information and communications technologies
Elements of the Competency	**Performance Criteria**
1. Identify the factors that lead to educational achievement.	• Adequate description of the following factors: motivation and commitment, multiple intelligences, learning styles, emotional intelligence • Relevant links between these factors and their role in educational achievement • Analysis of the required tasks in terms of their personal characteristics
2. Research a topic.	• Varied selection of documentary resources • Efficient note taking, listening and reading • Relevant structuring of information • Valid and reliable sources
3. Write a paper.	• Correct assessment of the purpose of the paper • Coherent outline • Logical development of ideas • Appropriate response to the leading question • Clear communication of results • Observance of rules of presentation • Observance of rules of written and oral English
4. Manage their studies.	• Appropriate planning of the time they spend on studies, work and leisure • Appropriate preparation for evaluations • Appropriate ways of managing stress and controlling anxiety
5. Develop a strategy for continuing to improve their work methods.	• Accurate evaluation of their work methods • Accurate analysis of their personal characteristics • Critical assessment of their motivation and commitment • Relevant suggestions for improving their work methods

Learning Activities	
Periods of instruction :	Maximum of 45
Note :	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Code : 1007

Objective	*Standard*
Statement of the Competency	**Performance Criteria (for the competency as a whole)**
Plan their educational and career path.	• Demonstration of rigour in the process • Observance of the rules of the English language

Elements of the Competency	**Performance Criteria**
1. Identify the components of their identity.	• Detailed inventory of their preferences and fields of interest • Detailed description of their personality traits and personal values • Critical analysis of their aptitudes and potential
2. Examine fields of study or career fields.	• Identification of sectors of interest based on own personal profile • Detailed analysis of the characteristics of the job market • Search for relevant and varied resources • Accurate portrait of the careers and programs of study explored
3. Develop possible career paths.	• Accurate connections between their personal profile and the results of the career exploration process • Accurate identification of the investments required to achieve objectives • Relevant comparison of hypothetical educational and career paths • Appropriate justification of the path chosen • Realistic plan of action • Relevant summary of reflections
4. Assess their career development process.	• Critical analysis of resources used • Relevant comparison with other processes • Accurate assessment of the strengths and weaknesses of the process

Learning Activities	
Periods of instruction :	Maximum of 45
Note :	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Code : 1008

Objective	*Standard*
Statement of the Competency	**Performance Criteria (for the competency as a whole)**
Integrate into Québec society.	• Demonstration of rigour in the process • Demonstration of openness toward others • Observance of the rules of the English language
Elements of the Competency	**Performance Criteria**
1. Determine where they stand in Québec's education system.	• Correct description of the various levels of education and educational paths • Clear distinction between the role of resource persons and the services provided by the educational institution attended • Appropriate recognition of the objectives of a college education and the path chosen
2. Describe Québec society.	• Identification of the main socioeconomic and territorial characteristics • Brief description of the major stages in its history • Pertinent explanation of the role of the French language • Appropriate recognition of the society's culture and values • Appropriate description of the society's pluralistic dimension and cultural diversity • Correct identification of the main challenges related to immigration
3. Adopt civic conduct adapted to Québec society.	• Appropriate recognition of everyday manifestations of democracy • Appropriate description of key government institutions • Adequate recognition of citizens' rights and responsibilities • Active participation in democratic life
4. Appreciate intercultural relations.	• Correct identification of favourable and unfavourable factors in intercultural relations • Correct recognition of divergences in the interpretation of mutual dialogue and conduct • Correct description of the individual trans-formation process of an immigrant person • Pertinent analysis of the changes experienced and their impact on the person's identity
Learning Activities	
Periods of instruction :	Maximum of 60
Note :	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Code : 1009

Objective	*Standard*
Statement of the Competency	**Performance Criteria (for the competency as a whole)**
Adapt to college studies.	• Demonstration of rigour in the process • Demonstration of openness toward others • Observance of the rules of the English language

Elements of the Competency	**Performance Criteria**
1. Characterize Québec society and the Aboriginal societies.	• Accurate identification of major turning points in historical and contemporary societies • Correct identification of major socioeconomic and territorial characteristics • Adequate description of political structures and the main political institutions • Pertinent explanation of the French language's place in Québec society and of the state of the Aboriginal languages • Appropriate distinction between values and culture • Accurate identification of the main issues arising from the cohabitation of Québec society and Aboriginal societies
2. Study the factors that facilitate adaptation to college studies.	• Accurate description of the various levels of education and educational paths • Accurate description of the various clienteles attending Québec's educational institutions • Clear distinction between the role of resource persons and the services provided by the educational institution attended • Appropriate recognition of the objectives of a college education and the path chosen
3. Appreciate intercultural relations.	• Correct identification of favourable and unfavourable factors in intercultural relations • Correct recognition of divergences in the interpretation of mutual dialogue and conduct • Accurate description of the process of individual adaptation to life outside a community • Pertinent analysis of an experiential situation and of its consequences for his/her identity

Learning Activities	
Periods of instruction :	Maximum of 60
Note :	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Music

Code : 100A

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Integrate the fundamental elements of music theory.	• Based on musical texts in the keys of G and F
Elements of the Competency	**Performance Criteria**
1. Recognize the fundamental elements of music notation.	• Exact identification of notes and corresponding rests • Precise identification of simple metres (2/4, 3/4, 4/4) and compound metres (6/8) • Exact identification of accidentals • Correct definition and qualification of simple intervals and their inversions • Correct definition of major and minor scales (of the three types) in keys containing a maximum of three sharps or flats • Correct definition of major and minor triads in all positions • Accurate identification of musical terms indicating tempo and dynamics
2. Apply the fundamental elements of music notation.	• Exact notation of symbols for notes and corresponding rests • Correct use of simple and compound time signatures • Correct use of sharps and flats • Exact notation of simple intervals and their inversions • Exact notation of scales and correct differentiation of their respective degrees • Exact notation of major and minor triads (three-note chords) in all positions

Learning Activities

Discipline : Music

Periods of instruction : 15

Notes:

- This objective can be achieved in a course consisting of less than 45 periods of instruction.
- These remedial activities are intended for students enrolled in the preuniversity program Music (501.A0) or the Professional Music and Song Techniques (551.A0) program.

Code : 100B

Objective	*Standard*

Statement of the Competency
Demonstrate auditory acuity in the vocal performance and transcription of musical texts.

Elements of the Competency	**Performance Criteria**
1. Sight-read a musical text by naming the notes.	• Solmization in the keys of G and F • Correct application of the elements of music theory • Accurate intonation • Rhythmic precision
2. Transcribe a musical selection upon hearing it.	• Accurate notation of melody and rhythm • Correct application of the elements of music theory • Accurate identification and transcription of simple intervals • Accurate identification and transcription of major and minor triads (three-note chords)

Learning Activities

Discipline : Music

Periods of instruction : 30

Notes:

- This objective can be achieved in a course consisting of less than 45 periods of instruction.
- These remedial activities are intended for students enrolled in the preuniversity program Music (501.A0) or the Professional Music and Song Techniques (551.A0) program.

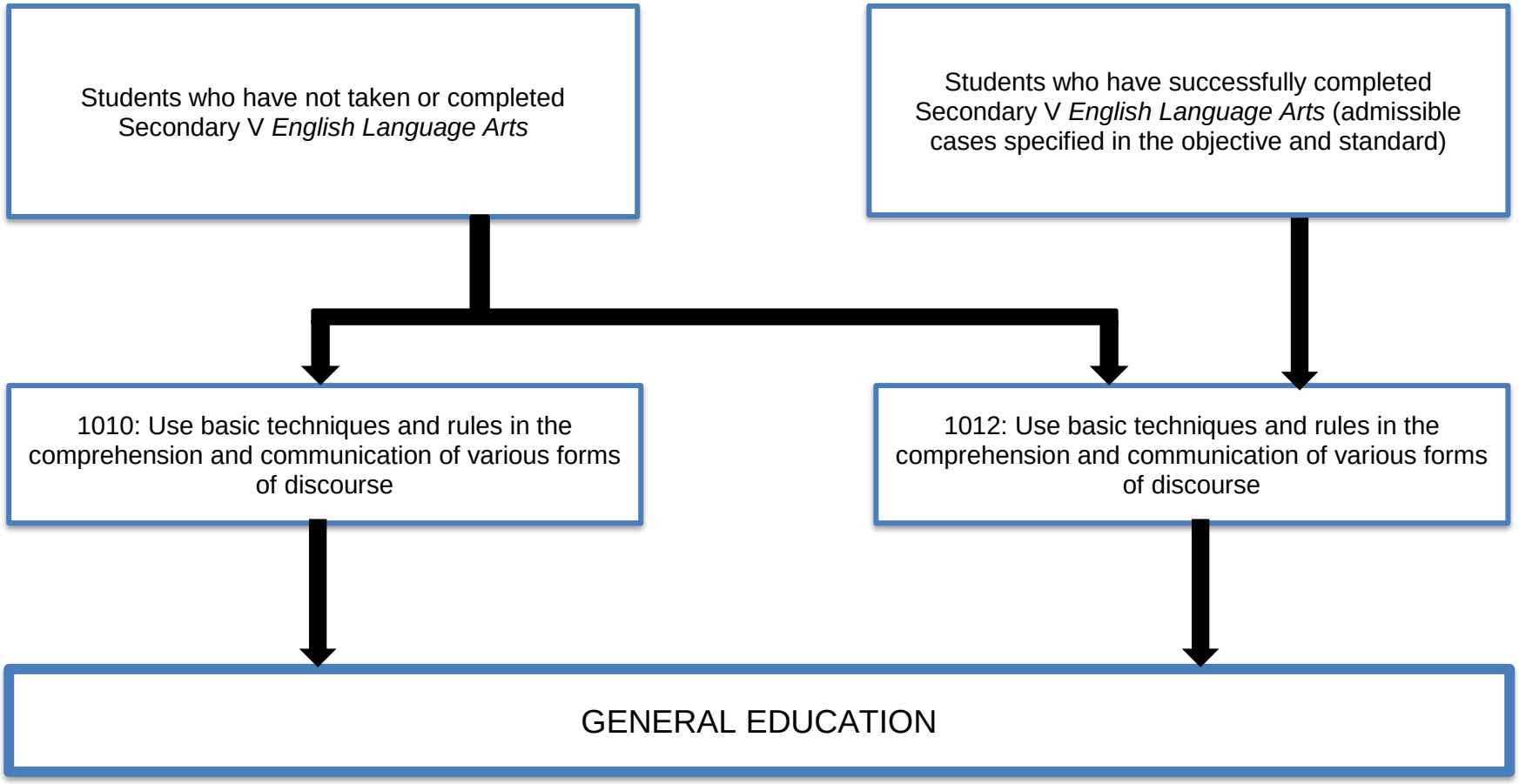
Code : 100C

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Integrate the fundamental elements of music theory and to demonstrate auditory acuity in the vocal performance and transcription of musical texts.	• Based on musical texts in the keys of G and F
Elements of the Competency	**Performance Criteria**
1. Recognize the fundamental elements of music notation.	• Exact identification of notes and corresponding rests • Precise identification of simple metres (2/4, 3/4, 4/4) and compound metres (6/8) • Exact identification of accidentals • Correct definition and qualification of simple intervals and their inversions • Correct definition of major and minor scales (of the three types) in keys containing a maximum of three sharps or flats • Correct definition of major and minor triads in all positions • Accurate identification of musical terms indicating tempo and dynamics
2. Apply the fundamental elements of music notation.	• Exact notation of symbols for notes and corresponding rests • Correct use of simple and compound time signatures • Correct use of sharps and flats • Exact notation of simple intervals and their inversions • Exact notation of scales and correct differentiation of their respective degrees • Exact notation of major and minor triads (three-note chords) in all positions
3. Sight-read a musical text by naming the notes.	• Solmization in the keys of G and F • Correct application of the elements of music theory • Accurate intonation • Rhythmic precision
4. Transcribe a musical selection upon hearing it.	• Accurate notation of melody and rhythm • Correct application of the elements of music theory • Accurate identification and transcription of simple intervals • Accurate identification and transcription of major and minor triads (three-note chords)
Learning Activities	
Discipline : Music Periods of instruction : 45	

Authorized Paths

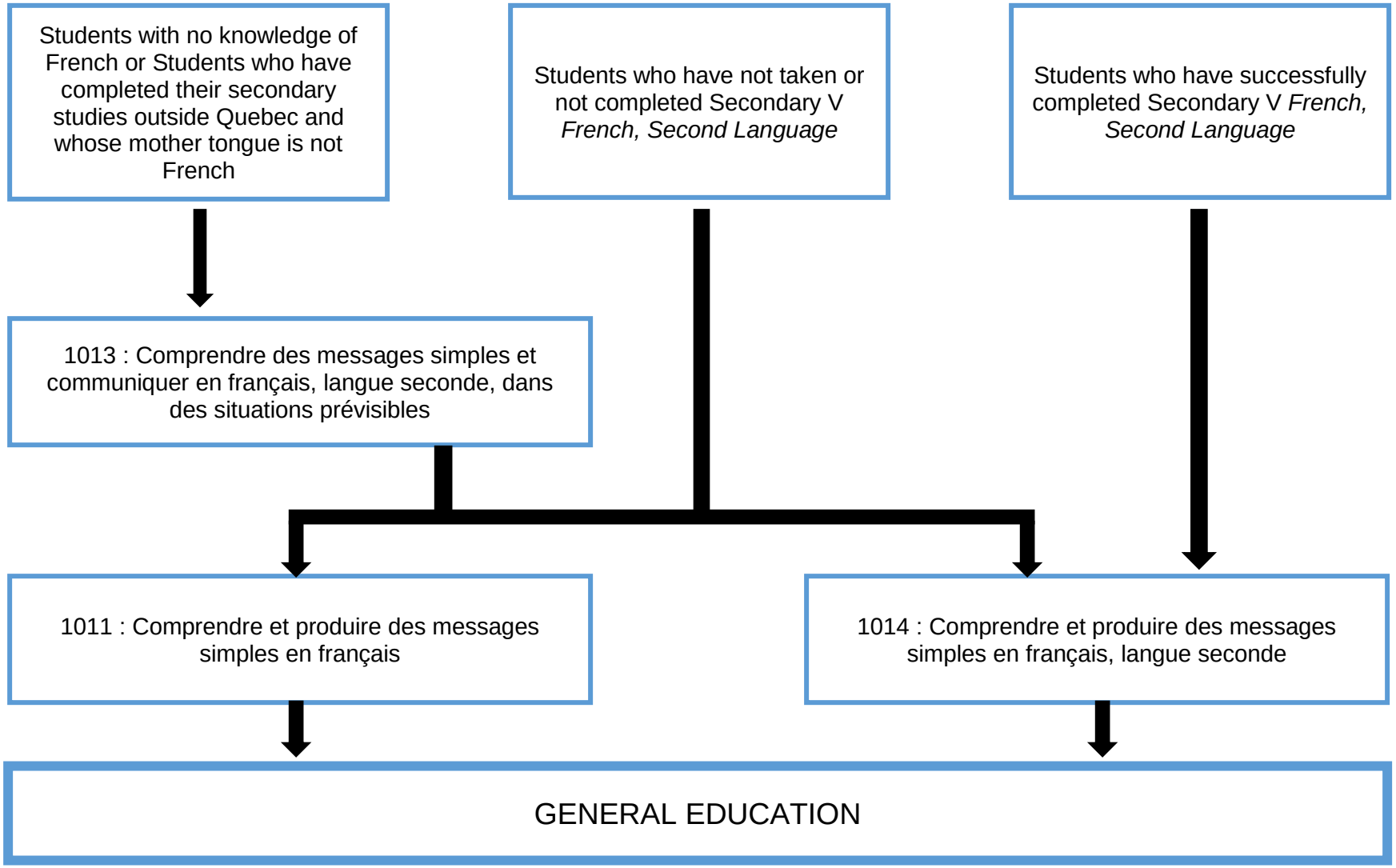
English Language Arts

This diagram illustrates the authorized paths for remedial activities and activities conducive to success in English Language Arts.



French, second language

This diagram illustrates the authorized paths for remedial activities and activities conducive to success in French. Not all the activities listed in these paths are compulsory for all students. It is the responsibility of the educational institution to have students take the courses that are considered essential to the successful completion of their college studies.



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