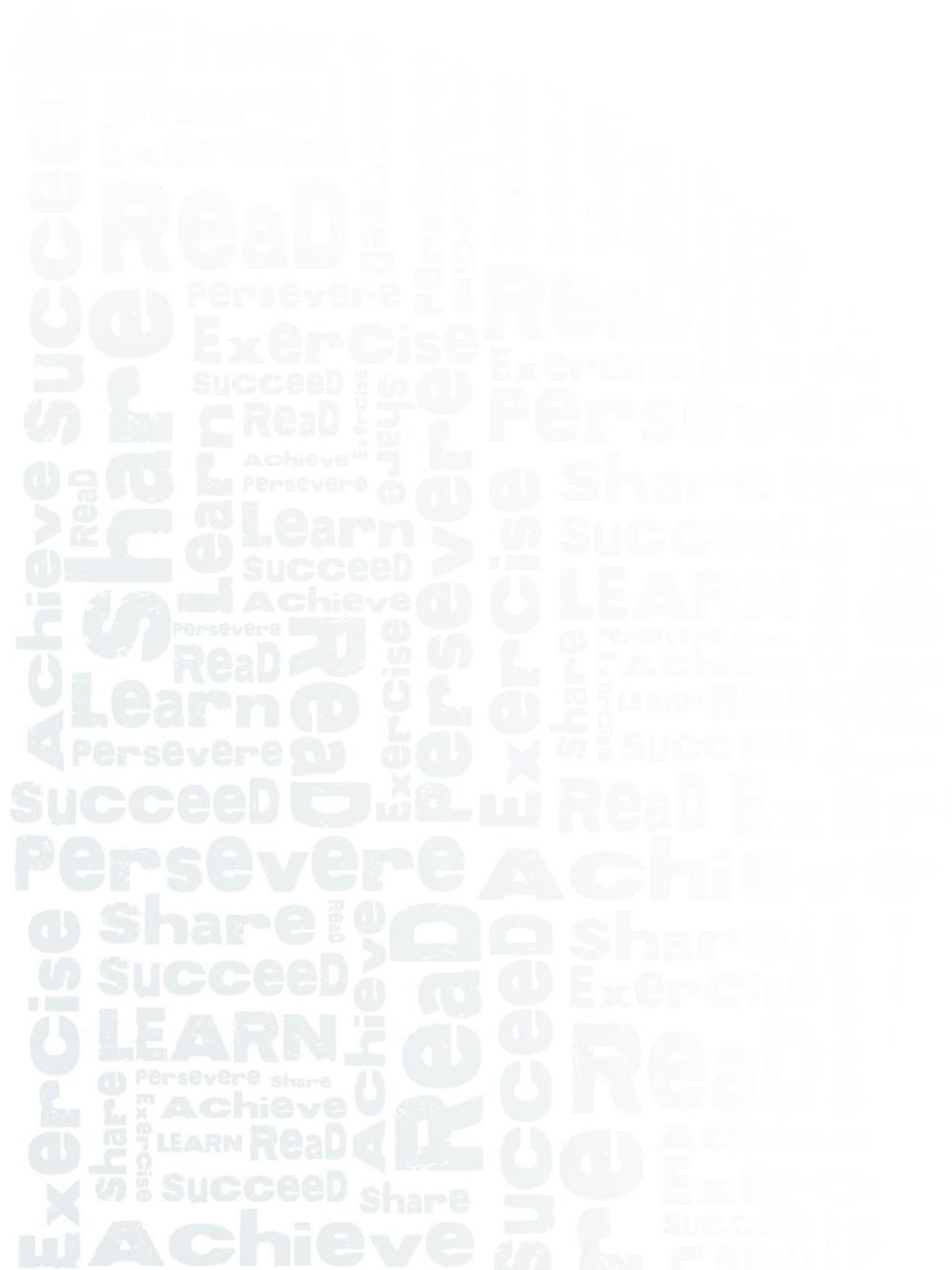


# Visual Arts (510.A0)

Pre-University Program

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College Education



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## DÉFINITION DU PROGRAMME D'ÉTUDES

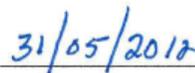
<b>Titre du programme</b>	:	Arts visuels
<b>Type de programme</b>	:	Programme d'études préuniversitaires
<b>Code et version du programme</b>	:	510.A0 (2012)
<b>Type de sanction</b>	:	Diplôme d'études collégiales
<b>Condition particulière d'admission</b>	:	Aucune
<b>Nombre d'unités</b>	:	58 ⅔
— formation générale	:	26 ⅔
— formation spécifique	:	32
<b>Nombre d'heures d'enseignement</b>	:	1 605
— formation générale	:	660
— formation spécifique	:	945

## APPROBATION

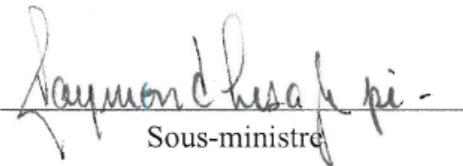
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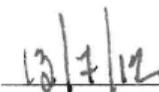
Sous-ministre adjointe  
Enseignement supérieur



Date



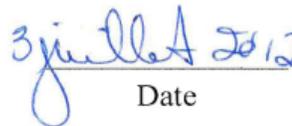
Sous-ministre



Date

Approbation de la ministre :





Date

## DEFINITION OF THE PROGRAM

<b>Program title</b>	:	Visual Arts
<b>Type of program</b>	:	Pre-university program
<b>Program code and version</b>	:	510.A0 (2012)
<b>Type of certification</b>	:	Diploma of College Studies
<b>Special conditions for admission</b>	:	None
<b>Number of credits</b>	:	58 $\frac{2}{3}$
— General education component:	:	26 $\frac{2}{3}$
— Program-specific component	:	32
<b>Number of periods of instruction</b>	:	1605
— General education component:	:	660
— Program-specific component	:	945

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## College-Level Programs

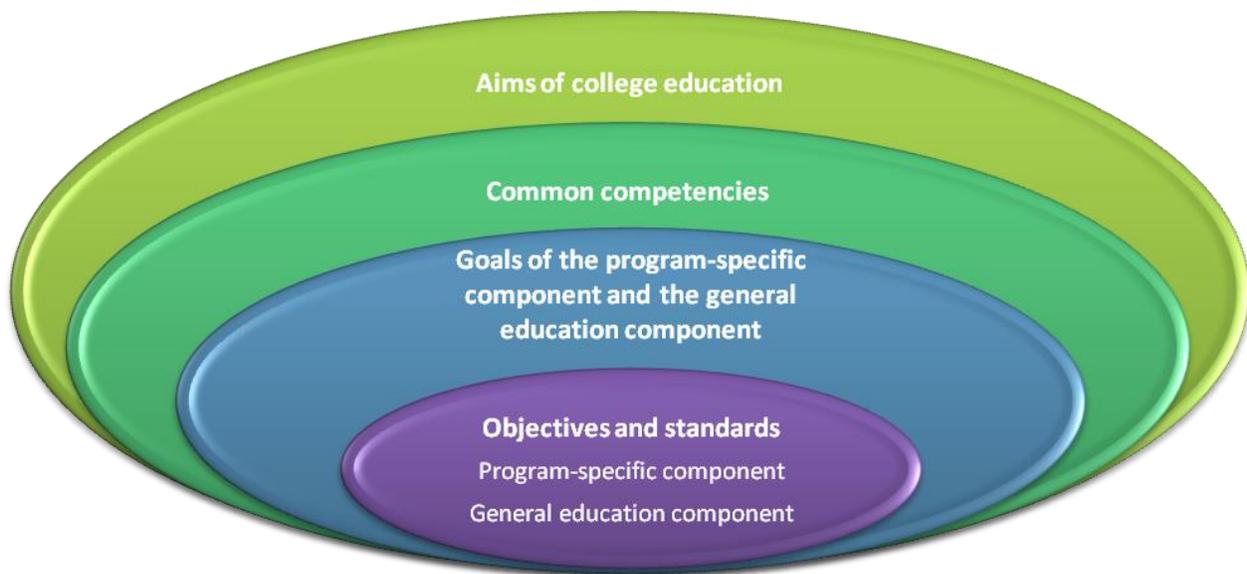
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

## Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

### To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

### To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

### To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

## Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

### Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

### Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

### Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

### Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

### Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

## Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

## The *Visual Arts* Program

The *Visual Arts* program was designed in keeping with the *Cadre général d'élaboration des programmes d'études préuniversitaires*, the framework for the development of pre-university programs, whose aim is to:

- Harmonize the general education and program-specific components of programs (program-based approach)
- Harmonize pre-university programs with university programs (training continuum)
- Foster the acquisition of comparable competencies throughout the college network
- Foster a type of education that contributes to the overall development of the person

This document was developed in cooperation with a program advisory committee composed of university representatives, academic deans and college teachers.

The *Visual Arts* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 32 credits.
- The general education component that is common to all programs consists of  $16\frac{2}{3}$  credits:
  - Language of Instruction and Literature:  $7\frac{1}{3}$  credits
  - Philosophy or Humanities:  $4\frac{1}{3}$  credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
  - Social Sciences
  - Science and Technology
  - Modern Language
  - Mathematics Literacy and Computer Science
  - Art and Aesthetics
  - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

## Aim of the Program

The *Visual Arts* program is intended to give students a balanced education that includes a general education component and a visual arts component. This will prepare students for university studies in the visual arts, art history, education and other related fields.

## Goals of the Program

### Program-Specific Component

At the end of the *Visual Arts* program, students will be able to:

- Determine where they stand in relation to contemporary society and culture
- Develop an artistic intention
- Determine the role they play in society as emerging artists
- Use research methods and information technologies
- Use elements of visual language to express themselves in their own artworks
- Develop their artistic potential through a variety of practices
- Present and showcase their artistic creations
- Demonstrate attitudes that foster their personal, social and artistic development

#### Determine where they stand in relation to contemporary society and culture

Concern for society and culture in all its forms is a source of influence and inspiration for any emerging artist. Using general knowledge acquired throughout their college studies, students will be able to determine where they stand in terms of their participation in society and culture, which in turn will help them define their artistic intention.

In addition, students will be able to analyze, interpret and critique artworks from different time periods and cultures, using knowledge about art history and artistic practices. Their knowledge of contemporary art will also allow them to situate their own creations in relation to current practices. Thus, students will acquire cross-disciplinary skills that will contribute to their artistic training and the development of critical thinking.

#### Develop an artistic intention

At the end of the *Visual Arts* program, students will have initiated a reflective process that will serve as the basis for their art production, the foundations of which they will continue to refine throughout their university studies. The artistic intention includes the development of personal ideas associated with a creative project and the process and skills involved in the execution of this project.

Students will be able to interpret their work, assess it objectively based on their initial intentions, and situate themselves in relation to their own society and contemporary art. Thus, their understanding of culture and its evolution will serve as a source of influence and inspiration for the development of their process.

Students are also able to create an independently produced work that includes elements of research, design, execution and presentation.

Students will also be able to assess their own work based on reasoned consideration. The aim is to enable students to identify recurring elements in their work in order to help them initiate new formal and iconographic elements in their work.

## Determine the role they play in society as emerging artists

Using knowledge of developments in society and especially in contemporary art, students will be able to determine their role and responsibilities as emerging artists. Contemporary art will serve as both a reference and a common thread, guiding the students' approach as they complete projects, and helping them understand the world of art and the role and responsibilities of artists today. In addition, students will be able to recognize the importance of artists' commitment and contribution to the enrichment of culture.

Students will be able to understand, appreciate and interpret contemporary artworks of the society in which they live. They will be able to recognize the role that cultural institutions play in the production and dissemination of art.

## Use research methods and information technologies

Visual arts students will be able to initiate research independently. They will be able to conduct research in libraries and art resource centres, consult specialized reference works and use computer-based research tools. Their methodological skills will help them organize their research and plan their work. They will be able to sort through information and use critical judgment to assess its accuracy and validity. Their ability to analyze and summarize information, as well as their writing skills, will allow them to define wide-ranging issues.

## Use elements of visual language to express themselves in their own artworks

Students will be able to understand and interpret the meaning of an artwork, using elements of visual language such as colour, shape, space, and materials or media. They will be able to integrate these elements by taking into account simple and complex relationships, and use the dynamics of visual language to give concrete expression to a creative intention by completing an art project.

## Develop their artistic potential through a variety of practices

Students will develop a variety of artistic skills, particularly in drawing, which plays a major role in the program not only as an art form but as a tool for research, expression of ideas, and communication. Students will become skilled in observational and expressive drawing as well as in painting and sculpture, and will be familiar with photography and digital imagery.

Artistic practices require certain technical and technological skills that draw on the students' ability to execute an artwork in a dexterous and safe manner. This ability presupposes inventive exploration of the characteristics of materials, tools and supports as well as the choice and use of software tools required for the creation of images.

Depending on the context, students may also develop skills in other art forms such as printmaking and videography.

## Present and showcase their artistic creations

Students will be able to present, explain and defend their work as well as exchange and interact with their peers.

They will be able to correctly express their thoughts and articulate them in a coherent manner in order to reflect on and critically analyze their work, both orally and in writing, using a level of language that is suitable for the message and target audience. They will be able to relate facts; formulate, explain and communicate ideas; discuss and debate with others. Their ability to communicate will depend on their proficiency in the language conventions of sentence structure, spelling, syntax and terminology.

Students will also be able to exhibit their work since they will have acquired skills in hanging, lighting and arranging artworks in a given space.

### Demonstrate attitudes that foster their personal, social and artistic development

Students will demonstrate attitudes that will prove useful throughout their careers as artists, including:

- A sense of ethics, which will promote compliance with copyright and intellectual property rights
- Creativity, which will encourage them to think and express themselves in an original way
- Openness and the ability to adapt to new situations, which will help them to accept feelings of uncertainty and to review and even transform their work
- Curiosity, which will help foster interest in others and openness to the world
- Perseverance, motivation, effort and determination, which will give them the ability to further develop ideas and look beyond immediate, short-term results, particularly during project work
- Critical thinking, which will enable them to assess their work and that of others and express their agreement and disagreement with ideas or opinions, using reasoned consideration

### General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society:*
  - Demonstrate independence and creativity in thought and action
  - Demonstrate rational, critical and ethical thinking
  - Develop strategies that promote reflection on their knowledge and actions
  - Pursue the development of a healthy and active lifestyle
  - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies:*
  - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
  - Recognize the influence of the media, sciences or technology on culture and lifestyle
  - Analyse works in philosophy or the humanities emanating from different historical periods and movements
  - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements

- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
  - Improve communication in the second language
  - Master the basic rules of discourse and argumentation
  - Refine oral and written communication in the language of instruction

## English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature,

- will be able to demonstrate their knowledge of the following:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent analytical approach to literary genres
  - ways to apply an independent analytical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
  - ways to identify the socio-cultural and historical context of different periods and movements
  - ways to refine oral and written communication in the language of instruction
- will be able to demonstrate their ability to do the following:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various styles of discourse
  - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - critical and ethical thought

## Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question
  - methods for coherent integration of concepts and the formulation and synthesis of ideas
  - the importance and practice of adequately substantiated argumentation, written and oral

- will be able to demonstrate their ability to do the following:
  - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
  - compare world views
  - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
  - recognize forms of creativity and original thought
  - define the dimensions, limits and uses of knowledge in appropriate historical contexts
  - identify, organize and synthesize the salient elements of a particular example of knowledge
  - situate important ethical and social issues in their appropriate historical and intellectual contexts
  - explain, analyze and debate ethical issues in a personal and professional context
  - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

## French as a Second Language

Students who have achieved the general education objectives in French as a Second Language

- will be able to demonstrate their knowledge of the following:
  - different reading techniques
  - the formal elements needed to produce a structured text, both orally and in writing
  - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
  - question, analyze, judge and defend an argument in French
  - reflect on their knowledge and actions notably by revising their written productions
  - maintain social relationships and share in the cultural life of Québec
  - establish and maintain work-related relationships in French
- will be encouraged to develop: the following attitudes of:
  - openness to the various aspects of Québec culture
  - recognition and promotion of creativity
  - readiness to participate in social and economic life

## Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health

- ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
- the rules, techniques and conditions involved in different types of physical or sporting activity
- the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner
- will be encouraged to develop the following attitudes:
  - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
  - awareness of the factors that encourage them to practise physical activity more often
  - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
  - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
  - respect for ethical behaviour when participating in a sport or a physical activity
  - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
  - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
  - readiness to adopt the values of discipline, effort, consistency and perseverance
  - readiness to promote, as a social value, the regular and sufficient practice of physical activity

## Complementary General Education Component

### Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

## Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

## Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

## Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

## Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

## Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

## Program Objectives and Standards

### List of Objectives

#### Program-Specific Component

32 credits, 945 periods of instruction

#### Common Objectives

- 0544 Appreciate current and contemporary modes of artistic creation
- 0545 Apply an art history method
- 0546 Interpret visual artworks from different periods
- 0547 Create colour effects for art productions
- 0548 Represent live models, objects and sites, drawing from observation
- 0549 Use drawing as a tool of artistic creation
- 054A Apply painting techniques to create an artwork
- 054B Utilize creative methods currently used in painting as part of their artistic intention
- 054C Apply sculptural techniques to create an artwork
- 054D Utilize creative processes currently used in sculptural practices as part of their artistic intention
- 054E Create photographic images for artistic purposes
- 054F Use image processing techniques as a tool of artistic creation
- 054G Integrate the knowledge, skills and attitudes acquired in visual arts

#### Optional Objectives

- 054H Use printmaking processes and techniques as a means to produce a current artwork
- 054J Use video art techniques
- 054K Create a self-directed work

#### General Education Component Common to All Programs and General Education Component Specific to the Program

16 $\frac{2}{3}$  credits and 420 periods of instruction, 6 credits and 150 periods of instruction

#### English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

#### Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

## French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

## Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle

4EP1 Improve one's effectiveness when practising a physical activity

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

## Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

## Program-Specific Component

### Common Objectives and Standards

Code: 0544

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Appreciate current and contemporary modes of artistic creation.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Situate current and contemporary artworks.	<ul style="list-style-type: none"> <li>• Appropriate identification of the distinctive characteristics of artworks</li> <li>• Relevant connections made between artworks and their sociohistorical and cultural context</li> <li>• Nuanced recognition of the diversity of modes of expression and techniques used to create a work of art</li> <li>• Clear explanation of artists' intentions regarding their work</li> </ul>
2. Situate current and contemporary artworks from Québec and Canada.	<ul style="list-style-type: none"> <li>• Meaningful identification of main artists and their artistic approaches</li> <li>• Appropriate identification of the distinctive characteristics of artworks</li> <li>• Relevant connections made between artworks and their sociohistorical and cultural contexts</li> <li>• Relevant connections made between Québec and Canadian artworks and international artworks</li> </ul>
3. Analyze the role of art in society.	<ul style="list-style-type: none"> <li>• Accurate contextualization</li> <li>• Nuanced distinction between the role of an artist and that of cultural institutions</li> <li>• Relevant connections made between the main modes of dissemination and the role of the art market</li> </ul>
4. Assess the place of art in society.	<ul style="list-style-type: none"> <li>• Relevant explanation of point of view</li> <li>• Overall coherence of arguments</li> <li>• Proper use of information sources</li> <li>• Observance of rules of written English</li> </ul>
<b>Learning Activities</b>	
Discipline: Aesthetics and Art History	
Periods of instruction: at least 45	

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Apply an art history method.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Document a visual artwork.	<ul style="list-style-type: none"> <li>• Accurate identification of the elements of the artwork</li> <li>• Appropriate use of vocabulary and terminology specific to art history</li> <li>• Use of varied, relevant information sources</li> </ul>
2. Contextualize a visual artwork.	<ul style="list-style-type: none"> <li>• Relevant connections made between the artwork and the context in which it was created</li> <li>• Relevant connections made between the artwork and its sociohistorical and cultural context</li> <li>• Accurate situation of the artwork in relation to its artistic movement</li> </ul>
3. Characterize a visual artwork by describing its elements.	<ul style="list-style-type: none"> <li>• Accurate description of elements of the artwork</li> <li>• Accurate recognition of formal and iconographic characteristics</li> <li>• Proper identification of symbols and their meaning</li> <li>• Accurate description of stylistic and technical characteristics</li> </ul>
4. Distinguish among different analytical approaches in art history.	<ul style="list-style-type: none"> <li>• Proper differentiation of a few art history theories</li> <li>• Consideration of subjectivity and perception in understanding an artwork</li> </ul>
5. Comment on a visual artwork.	<ul style="list-style-type: none"> <li>• Relevant information search</li> <li>• Appropriate connections made between the artwork and its sociohistorical context</li> <li>• Appropriate description of the work's stylistic and thematic characteristics</li> <li>• Clear written presentation of results</li> <li>• Observance of rules of English</li> </ul>
<b>Learning Activities</b>	
Discipline: Aesthetics and Art History	
Periods of instruction: at least 45	

**Objective**

**Standard**

**Statement of the Competency**

Interpret visual artworks from different periods.

**Elements of the Competency**

**Performance Criteria**

1. Identify periods and movements in art history.

- Accurate characterization of main artistic fields
- Clear explanation of the emergence and development of periods and movements
- Accurate determination of stylistic characteristics
- Accurate association between artists, artworks and artistic movements

2. Analyze visual artworks.

- Search for varied, relevant information sources
- Appropriate connections made between artworks and their sociohistorical context
- Accurate description of the characteristics of artworks
- Relevant comparisons drawn between works from the same movement and from different movements
- Relevant interpretation of results

3. Write a critique.

- Rigorous adherence to analytical process
- Relevant identification of stylistic influences, associations and conceptual differences
- Relevant explanation of critical point of view
- Overall coherence of arguments
- Observance of rules of written English

**Learning Activities**

Discipline: Aesthetics and Art History

Periods of instruction: at least 45

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Create colour effects for art productions.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Identify conditions affecting colour perception.	<ul style="list-style-type: none"> <li>• Appropriate understanding of how the human system of colour perception functions</li> <li>• Appropriate distinction between physical and chemical phenomena associated with colour</li> <li>• Accurate identification of symbolic and psychological phenomena associated with colour</li> <li>• Accurate identification of properties of colour, based on different classification systems</li> <li>• Appropriate sociohistorical contextualization</li> </ul>
2. Create colour compositions.	<ul style="list-style-type: none"> <li>• Appropriate mixing of colours</li> <li>• Appropriate consideration of colour interaction and contrast in colour application</li> <li>• Varied experimentation with additive and subtractive means of producing colour</li> <li>• Original exploration of expressive properties of colour</li> <li>• Proper use of materials, tools and supports</li> </ul>
3. Execute an art project.	<ul style="list-style-type: none"> <li>• Appropriate choice of colour palette to express an idea</li> <li>• Appropriate sociohistorical contextualization</li> <li>• Consideration of colour phenomena, based on the types of effects sought</li> <li>• Original use of aesthetic and expressive properties of colour</li> </ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criterion (for the competency as a whole)</b>
Represent live models, objects and sites, drawing from observation.	<ul style="list-style-type: none"> <li>• Demonstration of rigor and perseverance through sustained experimentation with observational drawing techniques</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Execute sketches of a subject, based on observation.	<ul style="list-style-type: none"> <li>• Accurate representation of the subject's morphological characteristics and anatomical structure</li> <li>• Appropriate use of the different elements and principles of organization in visual language</li> <li>• Observance of relationships of scale and proportion</li> <li>• Production of various sketches (from observation or memory) as preliminary studies for a more elaborate drawing</li> <li>• Appropriate depiction of subject, experimenting with light and tone using subtractive drawing techniques</li> </ul>
2. Explore rendering techniques.	<ul style="list-style-type: none"> <li>• Appropriate handling of drawing media, tools and supports</li> <li>• Varied application of wet and dry media on different supports</li> <li>• Exploration and application of various types and qualities of shape</li> <li>• Accurate rendering of effects of surface character and colour</li> <li>• Attentive execution of subject's contours, volumes and structures</li> <li>• Refinement of the subject through appropriate application of tonal rendering with light and shade</li> </ul>
3. Draw a subject in space.	<ul style="list-style-type: none"> <li>• Appropriate depiction of subject from different vantage points: above, below and eye level</li> <li>• Accurate rendering of cast shadows using natural or artificial light</li> <li>• Accurate depiction of forms in space by experimenting with light and tone using subtractive drawing techniques</li> <li>• Appropriate application of contrast, proportions and overlapping</li> <li>• Effective use of the different elements and principles of visual language</li> <li>• Illustration of forms in space from memory and observation</li> </ul>

Program-Specific Component  
Common Objectives and Standards

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Draw a subject using perspective techniques.	<ul style="list-style-type: none"><li>• Proper positioning of horizon line</li><li>• Correct application of one- and two-point linear perspective and aerial perspective using juxtaposition, overlapping, and size relationships</li><li>• Rigorous placement and organization of objects in space</li><li>• Correct application of perspective techniques in a freehand drawing</li></ul>
<b>Learning Activities</b>	
Periods of instruction:	at least 90

<i>Objective</i>		<i>Standard</i>
<b>Statement of the Competency</b>		<b>Performance Criterion (for the competency as a whole)</b>
Use drawing as a tool of artistic creation.		<ul style="list-style-type: none"> <li>• Demonstration of curiosity and perseverance through varied experimentation</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Develop an idea for a creative project.		<ul style="list-style-type: none"> <li>• Accurate identification of possible ways of representing the idea</li> <li>• Consideration of current trends in drawing</li> <li>• Appropriate choice of approach (figurative, abstract or mixed)</li> </ul>
2. Experiment with the expressive properties of drawing.		<ul style="list-style-type: none"> <li>• Production of preliminary sketches</li> <li>• Varied application of techniques</li> <li>• Exploratory handling of media, tools and supports</li> <li>• Varied experimentation with modes of representation</li> <li>• Appropriate experimentation with additive and subtractive drawing techniques</li> </ul>
3. Represent their idea in an expressive drawing.		<ul style="list-style-type: none"> <li>• Appropriate choice of mode of representation</li> <li>• Effective use of the different elements and principles of visual language</li> <li>• Coherence between the finished product and the creative intention</li> <li>• Ongoing adjustments made throughout the project</li> <li>• Emergence of a personal style</li> <li>• Quality of the work in terms of form and content</li> </ul>
4. Present their drawing.		<ul style="list-style-type: none"> <li>• Relevant connections made between their work and the creative intention</li> <li>• Accurate identification of the elements of visual language and the techniques used</li> <li>• Active participation in the critical analysis of the work</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	at least 60	

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Apply painting techniques to create an artwork.	<ul style="list-style-type: none"> <li>• Demonstration of perseverance and effort through sustained experimentation with different techniques</li> <li>• Methodical organization of the work space</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Formulate a creative project proposal.	<ul style="list-style-type: none"> <li>• Consideration of a given visual problem in the formulation of an idea</li> <li>• Appropriate use of reference sources</li> <li>• Production of coherent preliminary studies</li> </ul>
2. Prepare the supports.	<ul style="list-style-type: none"> <li>• Appropriate choice of support, based on its intended use</li> <li>• Meticulous preparation of painting surfaces</li> <li>• Proper assembly</li> </ul>
3. Explore colour combinations.	<ul style="list-style-type: none"> <li>• Preparation of colour palette, based on the effects of colour contrasts and the psychology of colour</li> <li>• Search for variations in tint and shade through colour mixing</li> <li>• Consideration of colour value, intensity and contrast</li> </ul>
4. Explore application techniques.	<ul style="list-style-type: none"> <li>• Proper use of painting tools</li> <li>• Quality of application of painting materials</li> <li>• Original use of techniques</li> <li>• Effective use of the elements and principles of visual language</li> <li>• Proper use of formal and iconographic elements</li> </ul>
5. Present their work.	<ul style="list-style-type: none"> <li>• Appropriate description of the techniques used and the elements and principles of visual language</li> <li>• Relevant connections made between their work and the initial visual problem</li> <li>• Active participation in the critical analysis of the work</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	at least 60

**Objective**

**Standard**

**Statement of the Competency**

Utilize creative methods currently used in painting as part of their artistic intention.

**Elements of the Competency**

**Performance Criteria**

1. Conceive creative project proposals.	<ul style="list-style-type: none"> <li>• Clear enunciation of idea</li> <li>• Appropriate identification of sources of influence, interests and affinities</li> <li>• Judicious use of current and historical references in painting</li> <li>• Appropriate choice of application techniques, media, support and mode of representation</li> <li>• Production of coherent preliminary studies</li> </ul>
2. Execute creative projects.	<ul style="list-style-type: none"> <li>• Meaningful representation of idea</li> <li>• Creative use of application techniques</li> <li>• Richness of colour combinations</li> <li>• Original, appropriate use of support</li> <li>• Unique use of the elements and principles of visual language</li> <li>• Ongoing adjustments made throughout the project</li> <li>• Appropriate documentation of progress</li> </ul>
3. Exhibit their work.	<ul style="list-style-type: none"> <li>• Appropriate choice of presentation device</li> <li>• Appropriate hanging, lighting and arrangement of artwork</li> <li>• Appropriate formulation of artist statement to support their artwork</li> <li>• Careful overall presentation</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>

**Learning Activities**

Periods of instruction: at least 45

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Apply sculptural techniques to create an artwork.	<ul style="list-style-type: none"> <li>• Methodical organization of the work space</li> <li>• Safe use of tools and equipment</li> <li>• Precision and attention to detail</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Formulate a creative project proposal.	<ul style="list-style-type: none"> <li>• Consideration of a given visual problem in the formulation of an idea</li> <li>• Appropriate use of reference sources</li> <li>• Production of coherent preliminary studies</li> <li>• Methodical planning of work</li> </ul>
2. Apply modelling techniques.	<ul style="list-style-type: none"> <li>• Dexterous handling of tools</li> <li>• Construction of armature adapted to the form to be created</li> <li>• Appropriate application of additive and subtractive techniques (using malleable and rigid materials)</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
3. Apply simple casting techniques.	<ul style="list-style-type: none"> <li>• Rigorous impression-taking procedure</li> <li>• Observance of procedure for making a two-piece mould</li> <li>• Precise pouring of material into the mould</li> </ul>
4. Apply assembly techniques.	<ul style="list-style-type: none"> <li>• Appropriate arrangement of sculptural elements</li> <li>• Quality of the construction</li> <li>• Proper use of assembly tools</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
5. Execute the finishing of surfaces.	<ul style="list-style-type: none"> <li>• Proper correction of surface irregularities</li> <li>• Methodical execution of sanding and polishing techniques</li> <li>• Expressive quality of effects rendered</li> </ul>
6. Present their work.	<ul style="list-style-type: none"> <li>• Appropriate description of the elements and principles of visual language and the techniques used</li> <li>• Relevant connections made between their work and the initial visual problem</li> <li>• Active participation in the critical analysis of the work</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	at least 60

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Utilize creative processes currently used in sculptural practices as part of their artistic intention.	<ul style="list-style-type: none"> <li>• Methodical organization of the work space</li> <li>• Safe use of tools and equipment</li> <li>• Demonstration of autonomy and creativity</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Conceive creative project proposals.	<ul style="list-style-type: none"> <li>• Clear formulation of idea</li> <li>• Judicious use of current and historical references</li> <li>• Production of coherent sketches or a maquette</li> <li>• Consideration of the space required for the work and its internal proportional relationships</li> <li>• Appropriate choice of technique and materials</li> <li>• Outline of production specifications</li> </ul>
2. Execute creative projects.	<ul style="list-style-type: none"> <li>• Creative use of sculptural techniques</li> <li>• Effective integration of materials</li> <li>• Original use of the elements and principles of visual language</li> <li>• Ongoing adjustments made throughout the project</li> <li>• Appropriate finishing of surfaces</li> <li>• Appropriate documentation of the developmental process</li> </ul>
3. Exhibit their work.	<ul style="list-style-type: none"> <li>• Appropriate choice of presentation device</li> <li>• Original placement and presentation of the work</li> <li>• Consideration of lighting</li> <li>• Formulation of a pertinent artist statement to support their work</li> <li>• Careful overall presentation</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	at least 45

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criterion (for the competency as a whole)</b>
Create photographic images for artistic purposes.	<ul style="list-style-type: none"> <li>• Observance of rules of ethics related to image rights</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Formulate a creative project proposal.	<ul style="list-style-type: none"> <li>• Consideration of a given visual problem in the project proposal</li> <li>• Appropriate use of reference sources</li> <li>• Proper planning of camera shots</li> </ul>
2. Capture camera shots using division of space.	<ul style="list-style-type: none"> <li>• Adequate mastery of photographic parameters</li> <li>• Framing, camera angles and shots in conformity with creative intention</li> <li>• Accurate correlation between focal length and aperture</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
3. Capture motion shots.	<ul style="list-style-type: none"> <li>• Adequate mastery of photographic parameters</li> <li>• Creative application of the effects of motion and spontaneity</li> <li>• Effective visual composition</li> </ul>
4. Capture shots that explore the properties of light.	<ul style="list-style-type: none"> <li>• Proper measurement of light on a subject</li> <li>• Proficient use of contrasts</li> <li>• Application of varied photographic effects</li> <li>• Personal use of expressive properties of light</li> </ul>
5. Print their photographs.	<ul style="list-style-type: none"> <li>• Proper use of materials and techniques</li> <li>• Coherence between the finished product and the creative intention</li> <li>• Unique visual composition</li> <li>• Quality and accuracy of printing</li> </ul>
6. Present their photographs.	<ul style="list-style-type: none"> <li>• Appropriate description of the elements and principles of visual language and the techniques used</li> <li>• Relevant connections made between their work and the initial visual problem</li> <li>• Active participation in the critical analysis of the work</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Use image processing techniques as a tool of artistic creation.	<ul style="list-style-type: none"> <li>• Observance of rules of ethics related to intellectual property rights</li> <li>• Demonstration of rigor and perseverance through sustained experimentation with techniques</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Conceive creative project proposals.	<ul style="list-style-type: none"> <li>• Observance of steps involved in conducting research</li> <li>• Appropriate identification of sources of influence, interests and affinities</li> <li>• Clear statement of their creative intention</li> <li>• Proper use of computer system and peripherals</li> <li>• Creation of a personal image bank related to the subject</li> </ul>
2. Explore picture editing procedures.	<ul style="list-style-type: none"> <li>• Creative use of computer graphic tools</li> <li>• Appropriate choice of approach (figurative, abstract or mixed)</li> <li>• Unique application of procedures</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
3. Explore photo editing procedures.	<ul style="list-style-type: none"> <li>• Appropriate control of contrast, density and colour settings</li> <li>• Appropriate use of touch-up tools</li> <li>• Creative use of selection, transformation and special effects procedures</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
4. Explore stop motion animation.	<ul style="list-style-type: none"> <li>• Judicious use of timeline and images</li> <li>• Creation of a simple sequence</li> <li>• Integration of original rhythm</li> <li>• Effective use of the elements and principles of visual language</li> </ul>
5. Present their work.	<ul style="list-style-type: none"> <li>• Appropriate description of the elements and principles of visual language and the techniques used</li> <li>• Relevant connections made between their work and the initial visual problem</li> <li>• Active participation in the critical analysis of the work</li> <li>• Appropriate use of terminology specific to the discipline</li> <li>• Observance of rules of English</li> </ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Integrate the knowledge, skills and attitudes acquired in visual arts.	<ul style="list-style-type: none"> <li>• Methodical organization of the work space</li> <li>• Safe use of tools and equipment</li> <li>• Demonstration of critical thinking and determination</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Conceive a project proposal based on the knowledge, skills and attitudes acquired in the course of their studies.	<ul style="list-style-type: none"> <li>• Relevant demonstration of acquired knowledge, skills and attitudes</li> <li>• Recognition of recurring elements that form the basis of their personal artistic intention</li> <li>• Clear statement of formal and conceptual elements</li> </ul>
2. Execute the project.	<ul style="list-style-type: none"> <li>• Proper planning of steps involved in the project</li> <li>• Rigorous application of techniques</li> <li>• Original use of visual and iconographic language</li> <li>• Careful execution of project</li> <li>• Quality of the presentation</li> </ul>
3. Evaluate their personal integration process.	<ul style="list-style-type: none"> <li>• Accurate description of the process used in the integrative project</li> <li>• Description of knowledge, skills and attitudes deemed important for the project</li> <li>• Appropriate analysis of the project's strengths and weaknesses</li> <li>• Relevant description of personal impact on future studies</li> <li>• Relevant contextualization of their personal development in relation to their artwork</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	at least 60

## Optional Objectives and Standards

Code: 054H

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Use printmaking processes and techniques as a means to produce a current artwork.	<ul style="list-style-type: none"> <li>• Methodical organization of the work space</li> <li>• Safe use of tools and equipment</li> <li>• Demonstration of precision and rigor</li> <li>• Consideration of ethical aspects</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Conceive creative project proposals that involve working on a matrix.	<ul style="list-style-type: none"> <li>• Consideration of a given visual problem in the formulation of an idea</li> <li>• Appropriate use of information sources</li> <li>• Production of coherent preliminary studies</li> <li>• Inventive use of the matrix</li> </ul>
2. Explore printmaking techniques.	<ul style="list-style-type: none"> <li>• Observance of steps involved in the project</li> <li>• Appropriate handling of tools and media</li> <li>• Consideration of printed inverted image when preparing the matrix</li> <li>• Appropriate use of textures and effects on the matrix</li> <li>• Effective use of the elements and principles of visual language</li> <li>• Varied application of technique</li> </ul>
3. Execute a creative project.	<ul style="list-style-type: none"> <li>• Consideration of a current problem in printmaking</li> <li>• Consideration of the possibilities of multiple impressions</li> <li>• Appropriate use of the elements and principles of visual language</li> <li>• Creative use of techniques and supports</li> <li>• Ongoing adjustments made throughout the project</li> </ul>
4. Print their work.	<ul style="list-style-type: none"> <li>• Appropriate handling of printing tools and equipment</li> <li>• Quality and accuracy of register</li> <li>• Rigorous printing (multiple and single copies)</li> <li>• Appropriate choice of supports</li> <li>• Coherence between the finished product and the creative intention</li> </ul>

Program-Specific Component  
Optional Objectives and Standards

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
5. Exhibit their work.	<ul style="list-style-type: none"><li>• Appropriate choice of presentation device</li><li>• Original placement</li><li>• Consideration of lighting</li><li>• Neat overall presentation</li><li>• Appropriate formulation of artist statement to support their work</li><li>• Appropriate use of terminology specific to the discipline</li><li>• Observance of rules of English</li></ul>
<b>Learning Activities</b>	
Note:	using printmaking techniques, including: <ul style="list-style-type: none"><li>• Etching/engraving (e.g. on wood, metal, linoleum; intaglio; relief etching; collagraphy; embossing)</li><li>• Planography (e.g. lithography on stone or aluminum plate, with or without water; xerography; with polymer plates)</li><li>• Stencilling (silkscreening)</li><li>• Monotype</li><li>• Digital</li></ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	
Use video art techniques.	
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Conceive creative project proposals.	<ul style="list-style-type: none"> <li>• Application of an iterative research process</li> <li>• Appropriate use of information sources</li> <li>• Clear statement of creative intention</li> <li>• Development of detailed work plan</li> </ul>
2. Explore image and sound capturing techniques.	<ul style="list-style-type: none"> <li>• Proper use of audiovisual equipment</li> <li>• Correct sound level</li> <li>• Correct exposure and white balance</li> <li>• Creative use of visual qualities associated with different angles, camera shots and movements</li> </ul>
3. Explore image and sound editing procedures.	<ul style="list-style-type: none"> <li>• Coherent selection of visual and audio elements</li> <li>• Correct use of software functions</li> <li>• Appropriate editing parameters</li> <li>• Observance of editing technique</li> <li>• Proper application of corrective procedures</li> </ul>
4. Structure time and space.	<ul style="list-style-type: none"> <li>• Accurate correlation between types of transitions, effects and the creative intention</li> <li>• Personalized use of space and time</li> <li>• Coherence between the editing and the concept</li> </ul>
5. Present their work.	<ul style="list-style-type: none"> <li>• Accurate identification of the visual elements and techniques used</li> <li>• Relevant connections made between their work and the initial concept</li> <li>• Correct use of terminology specific to the discipline</li> <li>• Active participation in the critical analysis of their work</li> <li>• Observance of rules of English</li> </ul>

<i>Objective</i>	<i>Standard</i>
<b>Statement of the Competency</b>	<b>Performance Criteria (for the competency as a whole)</b>
Create a self-directed work.	<ul style="list-style-type: none"> <li>• Demonstration of sense of responsibility</li> <li>• Demonstration of perseverance and effort</li> <li>• Adherence to the work protocol of the studio and computer lab</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Establish an artistic intention.	<ul style="list-style-type: none"> <li>• Documented choice of project, based on their personal interests and skills</li> <li>• Relevant identification of recurrent elements in their work</li> <li>• Accurate awareness of personal affinities and influences</li> </ul>
2. Determine the execution and meaning of the work.	<ul style="list-style-type: none"> <li>• Effective application of idea-generation process</li> <li>• Original use of different artistic practices for the development of a concept</li> <li>• Use of appropriate reference materials</li> <li>• Appropriate choice of formal and iconographic elements</li> </ul>
3. Plan and organize the work.	<ul style="list-style-type: none"> <li>• Precise description of the steps and materials involved and of the technical, financial and environmental constraints</li> <li>• Production of relevant preliminary studies</li> <li>• Autonomous selection and preparation of required materials and equipment</li> </ul>
4. Implement their creative intention.	<ul style="list-style-type: none"> <li>• Effective integration of the elements and principles of visual language</li> <li>• Ongoing refinement of idea from one project to another</li> <li>• Clear expression of personal creativity</li> <li>• Observance of established production schedule</li> <li>• Careful execution of the work</li> </ul>
5. Defend their artistic intention.	<ul style="list-style-type: none"> <li>• Sustained explanation of choices made during the execution of the work</li> <li>• Demonstration of constructive critical thinking</li> <li>• Demonstration of openness to criticism</li> </ul>

## General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature		Code: 4EA0
<i>Objective</i>	<i>Standard</i>	
<b>Statement of the Competency</b>		
Analyze and produce various forms of discourse.		
<b>Elements of the Competency</b>	<b>Performance Criteria</b>	
1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> <li>• Accurate explanation of the denotation of words</li> <li>• Adequate recognition of the appropriate connotation of words</li> <li>• Accurate definition of the characteristics and function of each component</li> </ul>	
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main idea and structure</li> <li>• Clear presentation of the strategies employed to develop an argument or thesis</li> </ul>	
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> <li>• Appropriate identification of topics and ideas</li> <li>• Adequate gathering of pertinent information</li> <li>• Clear formulation of a thesis</li> <li>• Coherent ordering of supporting material</li> </ul>	
4. Formulate a discourse.	<ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correct development of sentences</li> <li>• Clear and coherent development of paragraphs</li> <li>• Formulation of a 750-word discourse</li> </ul>	
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>	
<b>Learning Activities</b>		
Discipline:	English, Language of Instruction and Literature	
Weighting:	2-2-4 or 1-3-4	
Credits:	2½	

General Education Component Common to All Programs  
and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA1

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to literary genres.

**Elements of the Competency**

**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> <li>• Accurate recognition of the figurative communication of meaning</li> <li>• Adequate explanation of the effects of significant literary and rhetorical devices</li> </ul>
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> <li>• Appropriate recognition of the relationship of a text to its period</li> </ul>
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Weighting: 2-2-3  
Credits: 2½

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to a literary theme.

**Elements of the Competency**

**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> <li>• Clear recognition of elements within the text, which define and reinforce a theme and its development</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> <li>• Appropriate recognition of a text as an expression of cultural context</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> <li>• Appropriate identification of expression (explicit / implicit) of a value system in a text</li> </ul>
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Weighting: 2-2-3  
Credits: 2½

General Education Component Common to All Programs  
and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EAP

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> <li>• Accurate recognition of specialized vocabulary and conventions</li> <li>• Accurate recognition of the characteristics of the form of discourse</li> <li>• Exploration of a variety of topics</li> </ul>
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main ideas and structure</li> <li>• Appropriate distinction between fact and argument</li> </ul>
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> <li>• Examine ways to address and structure a given topic</li> <li>• Appropriate choice of tone and diction</li> <li>• Correctly developed sentences</li> <li>• Clearly and coherently developed paragraphs</li> <li>• Appropriate use of program-related communication strategies including media and technology</li> <li>• Formulation of a 1000-word discourse</li> </ul>
4. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
 Periods of instruction: 60  
 Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply a logical analytical process to how knowledge is organized and used.

**Elements of the Competency**

**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to a field of knowledge</li> </ul>
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> <li>• Adequate definition of the dimensions, limits, and uses of a field of knowledge</li> </ul>
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> <li>• Accurate identification of the main components in the historical development of a field of knowledge</li> <li>• Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge</li> </ul>
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> <li>• Appropriate analysis of the components</li> <li>• Coherent synthesis of the main components</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: Humanities  
Weighting: 3-1-3  
Credits: 2½

General Education Component Common to All Programs  
and General Education Component Specific to the Program

Humanities

Code: 4HU1

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to world views.

**Elements of the Competency**

**Performance Criteria**

1. Describe world views.	<ul style="list-style-type: none"> <li>• Accurate description of a society or group with a distinctive world view</li> <li>• Appropriate use of terminology relevant to these societies or groups</li> </ul>
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world view</li> </ul>
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of ideas about a world view</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views</li> </ul>
4. Compare world views.	<ul style="list-style-type: none"> <li>• Comparative analysis of these world views</li> <li>• Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis</li> </ul>
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> <li>• Coherent integration of the importance and implications of the world views for the given societies or groups</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: Humanities  
Weighting: 3-0-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to ethical issues relevant to the field of study.

**Elements of the Competency**

**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> <li>• Accurate recognition of the basic elements of ethical issues</li> <li>• Appropriate use of relevant terminology</li> <li>• Adequate identification of the main linkages with world views and fields of knowledge</li> </ul>
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> <li>• Adequate description of the salient components of the issues</li> </ul>
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the ethical questions and their implications</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues</li> </ul>
4. Debate the ethical issues.	<ul style="list-style-type: none"> <li>• Adequate development of substantiated argumentation including context and diverse points of view</li> <li>• Clear articulation of an individual point of view</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in standard French with some ease.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in standard French.

**Elements of the Competency**

**Performance Criteria**

<p>1. Write a text of moderate complexity.</p>	<ul style="list-style-type: none"> <li>• Writing of a text of about 450 words</li> <li>• Respect for grammar and spelling rules</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear and coherent formulation of sentences, including at least three that are complex</li> <li>• Coherent organization of paragraphs</li> </ul>
<p>2. Revise and correct a text of moderate complexity.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of the text</li> </ul>
<p>3. Comment on a written text of moderate complexity.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of a text of between 2 500 and 3 000 words</li> <li>• Accurate explanation of the meaning of the words of the text</li> <li>• Accurate identification of the main and secondary ideas, of facts and opinions</li> <li>• Accurate identification of what is implicit and what is explicit</li> </ul>
<p>4. Produce a planned oral text of moderate complexity.</p>	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of an oral presentation of at least five minutes</li> <li>• Appropriate use of standard vocabulary</li> <li>• Respect for the level of language and rules of grammar and pronunciation</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate sequencing of ideas</li> </ul>

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Explore a cultural and literary topic.

**Elements of the Competency**

**Performance Criteria**

1. Write a text on a cultural or literary topic.	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of a text of about 550 words</li> <li>• Respect for the topic</li> <li>• Respect for grammar and spelling rules</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear articulation of a personal point of view</li> </ul>
2. Revise and correct a text on a cultural or literary topic.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of the text</li> </ul>
3. Analyze a cultural or literary text.	<ul style="list-style-type: none"> <li>• Personal formulation of the main elements of the text</li> <li>• Identification of the main themes</li> <li>• Identification of clues that help situate the text in its sociocultural and historical context</li> <li>• Accurate identification of the values expressed</li> <li>• Accurate identification of the structure of the text</li> <li>• Clear articulation of a personal point of view</li> </ul>

**Learning Activities**

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Write and revise a short text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in writing</li> <li>• Appropriate use of writing techniques</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>2. Understand the meaning and characteristics of a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the text</li> <li>• Accurate identification of the characteristics of the text</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate description of the general meaning and essential ideas of the text</li> </ul>
<p>3. Convey a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the difficulties in oral expression</li> <li>• Appropriate use of techniques of oral expression</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Intelligible expression of the message</li> </ul>
<p>4. Understand the meaning of a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the message</li> <li>• Accurate identification of the characteristics of the message</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the message</li> <li>• Accurate description of the general meaning and essential ideas of the message</li> </ul>

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in French on topics related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> <li>• Appropriate use of specialized vocabulary and of conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of writing techniques</li> </ul>
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of each of the main types of texts and the conventions used</li> </ul>
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate interpretation of specialized vocabulary</li> <li>• Accurate identification of the ideas and subjects dealt with</li> <li>• Appropriate use of reading and listening techniques</li> </ul>

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

General Education Component Common to All Programs  
and General Education Component Specific to the Program

French as a Second Language (Level III)

Code: 4SFR

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Produce a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate sequencing of ideas</li> <li>• Appropriate form for the content</li> </ul>
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>3. Comment on texts specific to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of the main types of texts and the conventions used</li> <li>• Accurate explanation of the meaning of the words in the text</li> <li>• Accurate identification of the structure of the text</li> <li>• Accurate reformulation of the main and secondary ideas, of the facts and opinions</li> <li>• Accurate use of specialized vocabulary</li> </ul>

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Produce a text in French on a topic related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Write a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Appropriate choice of the main elements of the corpus based on the type of text</li> <li>• Clear and coherent formulation of the text</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear articulation of a personal point of view</li> </ul>
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>3. Analyze a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Precise differentiation of the formal characteristics of specific types of texts</li> <li>• Personal formulation of the main elements</li> <li>• Listing of the main themes</li> <li>• Accurate identification of the structure of the text</li> <li>• Identification of clues that help situate the text in its context</li> <li>• Clear articulation of a personal point of view</li> <li>• Accurate association of elements of the text with the topic</li> </ul>

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Analyze one's physical activity from the standpoint of a healthy lifestyle.

**Elements of the Competency**

**Performance Criteria**

1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> <li>• Proper use of documentation from scientific research or the media</li> <li>• Recognition of the influence of social and cultural factors on the practice of physical activity</li> <li>• Pertinent links made between one's lifestyle habits and the impact they have on health</li> </ul>
2. Be physically active in a manner that promotes one's health.	<ul style="list-style-type: none"> <li>• Respect for the rules specific to the physical activity practised</li> <li>• Respect for codes of ethics, safety rules and regulations when being physically active</li> <li>• Respect for one's abilities when practising physical activities</li> </ul>
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<ul style="list-style-type: none"> <li>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition</li> <li>• Overall assessment of one's needs and abilities in terms of physical activity</li> <li>• Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis</li> </ul>
4. Propose physical activities that promote one's health.	<ul style="list-style-type: none"> <li>• Appropriate choice of physical activities according to one's needs, abilities and motivational factors</li> <li>• Use of clear reasoning to explain the choice of physical activity</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

**Elements of the Competency**

**Performance Criteria**

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

**Elements of the Competency**

**Performance Criteria**

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

**Learning Activities**

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

## Complementary General Education Component

Social Sciences		Code: 000V
<i>Objective</i>		<i>Standard</i>
Statement of the Competency	Achievement Context	
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> <li>Working alone</li> <li>In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues</li> <li>Using documents and data from the field of social sciences</li> </ul>	
Elements of the Competency	Performance Criteria	
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> <li>Formulation of the focus specific to one or more of the social sciences</li> <li>Description of the main approaches used in the social sciences</li> </ul>	
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> <li>Association of issues with the pertinent areas of research in the social sciences</li> </ul>	
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> <li>Presentation of contemporary issues by highlighting the interpretation of the social sciences</li> <li>Illustration of the interaction between certain social changes and the contribution of the social sciences</li> </ul>	
Learning Activities		
Periods of instruction:	45	
Credits:	2	
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• In an essay of approximately 750 words on a topic related to human existence</li> <li>• Using reference materials from the field of social sciences</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Presentation of the background to the problem</li> <li>• Use of appropriate concepts and language</li> <li>• Brief description of individual, collective, spatio-temporal and cultural aspects of the problem</li> </ul>
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Clear formulation of an issue</li> <li>• Selection of pertinent reference materials</li> <li>• Brief description of historical, experimental and survey methods</li> </ul>
3. Draw conclusions.	<ul style="list-style-type: none"> <li>• Appropriate use of the selected method</li> <li>• Determination of appropriate evaluation criteria</li> <li>• Identification of strengths and weaknesses of the conclusions</li> <li>• Broadening of the issue analyzed</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Using a written commentary on a scientific discovery or technological development</li> <li>• In an essay of approximately 750 words</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> <li>• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration</li> <li>• Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method</li> </ul>
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> <li>• Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions</li> </ul>
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> <li>• Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries</li> <li>• Listing of the main stages of scientific and technological discoveries</li> </ul>
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> <li>• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries</li> <li>• Formulation of relevant questions and credibility of responses to the questions formulated</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

<b>Objective</b>		<b>Standard</b>	
<b>Statement of the Competency</b>		<b>Achievement Context</b>	
Resolve a simple problem by applying the basic scientific method.		<ul style="list-style-type: none"> <li>• Working alone or in groups</li> <li>• Applying the standard scientific method to a given, simple scientific and technological problem</li> <li>• Using common scientific instruments and reference materials (written or other)</li> </ul>	
<b>Elements of the Competency</b>		<b>Performance Criteria</b>	
1. Describe the main steps of the standard scientific method.		<ul style="list-style-type: none"> <li>• Ordered list and brief description of the characteristics of the steps of the standard scientific method</li> </ul>	
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.		<ul style="list-style-type: none"> <li>• Clear, precise description of the problem</li> <li>• Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)</li> </ul>	
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.		<ul style="list-style-type: none"> <li>• Pertinence, reliability and validity of the experimental method used</li> <li>• Observance of established experimental method</li> <li>• Appropriate choice and use of instruments</li> <li>• Clear, satisfactory presentation of results</li> <li>• Validity of the connections established between the hypothesis, the verification and the conclusion</li> </ul>	
<b>Learning Activities</b>			
Periods of instruction:	45		
Credits:	2		
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.		

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> <li>• For modern Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least eight lines of dialogue</li> <li>○ in a written text consisting of at least eight sentences</li> </ul> </li> <li>• For modern non–Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least six lines of dialogue</li> <li>○ in a written text consisting of at least six sentences</li> </ul> </li> <li>• Based on learning situations on familiar themes</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of simple sentences</li> <li>• Spontaneous and coherent sequencing of sentences in a conversation</li> </ul>
4. Write a text on a given subject.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of basic grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of simple sentences</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.  
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> <li>• During a conversation that includes at least 15 lines of dialogue</li> <li>• In a written text consisting of at least 20 sentences for Latin-alphabet languages</li> <li>• In a written text consisting of at least 10 sentences for non-Latin-alphabet languages</li> <li>• Based on: <ul style="list-style-type: none"> <li>○ common situations in everyday life</li> <li>○ simple topics from everyday life</li> </ul> </li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of sentences</li> <li>• Dialogue</li> </ul>
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present and past indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of sentences of average complexity</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

## Complementary General Education Component

### Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a conversation consisting of at least 20 lines of dialogue</li> <li>• In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)</li> <li>• Given documents of a sociocultural nature</li> <li>• Using reference materials for the written text</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the message</li> <li>• Clear identification of structural elements of the language</li> </ul>
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the text</li> <li>• Clear identification of structural elements of the language</li> </ul>
3. Have a conversation on a subject.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the message to be expressed</li> <li>• Appropriate use of everyday vocabulary</li> <li>• Accurate pronunciation and intonation</li> <li>• Normal flow in a conversation in everyday language</li> <li>• Coherence of the message expressed</li> <li>• Pertinent responses to questions</li> </ul>
4. Write a text of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the text to be written</li> <li>• Accurate vocabulary</li> <li>• Coherence of the text as a whole</li> <li>• Observance of presentation and writing rules applicable to the text</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> <li>Working alone</li> <li>In an essay of approximately 750 words</li> <li>Using different personally selected concrete examples</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> <li>Identification of basic notions and concepts</li> <li>Identification of the main branches of mathematics or computer science</li> <li>Appropriate use of terminology</li> </ul>
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> <li>Descriptive summary of several major phases</li> </ul>
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> <li>Demonstration of the existence of important contributions, using concrete examples</li> </ul>
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> <li>Presentation of a range of applications in various areas of human activity, using concrete examples</li> </ul>
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> <li>Identification of several major influences</li> <li>Explanation of the way in which mathematics or computer science have changed certain human and organizational realities</li> <li>Recognition of the advantages and disadvantages of these influences</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• While carrying out a task or solving a problem based on everyday needs</li> <li>• Using familiar tools and reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> <li>• Brief definition of concepts</li> <li>• Correct execution of basic operations</li> <li>• Appropriate use of terminology</li> </ul>
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> <li>• Listing of numerous possibilities available through the use of mathematical and computing tools and procedures</li> <li>• Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures</li> <li>• Appropriate choice according to needs</li> </ul>
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> <li>• Use of a planned and methodical process</li> <li>• Correct use of tools and procedures</li> <li>• Satisfactory results, given the context</li> <li>• Appropriate use of terminology specific to a tool or procedure</li> </ul>
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> <li>• Accurate interpretation, given the context</li> <li>• Clear, precise formulation of the interpretation</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Given a specified work of art</li> <li>• In a written commentary of approximately 750 words</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> </ul>
2. Describe art movements.	<ul style="list-style-type: none"> <li>• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement</li> </ul>
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> <li>• Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Produce a work of art.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a practical exercise</li> <li>• In the context of creating or interpreting a work of art</li> <li>• Using the basic elements of the language and techniques specific to the medium selected</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> <li>• Identification of specific features: originality, essential qualities, means of communication, styles, genres</li> </ul>
2. Use the medium.	<ul style="list-style-type: none"> <li>• Personal, coherent use of elements of language</li> <li>• Satisfactory application of artistic techniques</li> <li>• Compliance with the requirements of the method of production</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Contemporary Issues		Code: 021L
<b>Objective</b>		<b>Standard</b>
<b>Statement of the Competency</b>		<b>Achievement Context</b>
Consider contemporary issues from a transdisciplinary perspective.		<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
<b>Elements of the Competency</b>		<b>Performance Criteria</b>
1. Identify major contemporary issues.		<ul style="list-style-type: none"> <li>• Exploration of various contemporary issues</li> <li>• Description of the main perspectives concerning these issues</li> <li>• Clear formulation of objects to study related to these issues</li> </ul>
2. Recognize the specific role of several disciplines in the understanding of an issue.		<ul style="list-style-type: none"> <li>• Identification of some of the theories used in analyzing the issue</li> <li>• Clear description of the concepts and methods used</li> </ul>
3. Demonstrate the contribution of several disciplines to the understanding of an issue.		<ul style="list-style-type: none"> <li>• Clear formulation of the perspectives of the issue</li> <li>• Precise description of the main contributions of the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Appropriate use of language and concepts from the disciplines</li> </ul>
<b>Learning Activities</b>		
Periods of instruction:	45	
Credits:	2	
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.	

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Present a research problem.	<ul style="list-style-type: none"> <li>• Justification of the choice of research problem</li> <li>• Brief description of the main issues involved in the problem</li> <li>• Clear formulation of the main dimensions of the problem</li> <li>• Appropriate use of language and concepts from the disciplines</li> <li>• Clear formulation of the research question</li> </ul>
2. Analyze the research problem.	<ul style="list-style-type: none"> <li>• Relevant description of a research approach or method</li> <li>• Appropriate selection of research data</li> <li>• Proper application of the approach or method used</li> <li>• Appropriate use of an analytical framework</li> </ul>
3. Propose solutions.	<ul style="list-style-type: none"> <li>• Clear description of the main contributions from the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Justification of solutions proposed</li> <li>• Assessment of the strengths and weaknesses of the proposed solutions</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

## Additional Information

### Key Terms Used in Pre-University Programs

#### Program

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

#### Aim

The aim encompasses all of the academic fields identified in a pre-university program in order to prepare students for university. As a whole, the elements of a program—i.e. the aims of college education, common competencies, goals, objectives and standards—help students meet the educational requirements of these academic fields.

#### Goals

The goals of a pre-university program highlight what the students should learn. Program goals contribute to program coherence, which in turn promotes the integration and transfer of learning. They are in keeping with the program-based approach in that they serve to harmonize the program-specific and the general education components, and give concrete expression to the aim of the program.

#### Competency

A competency is the ability to act. It includes knowledge, skills and attitudes and refers to the student's demonstrated ability to use his or her knowledge and skills in a given situation.

#### Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and meeting set standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each objective is formulated in terms of a statement of the competency and its elements.

#### Standard

A standard is the level of performance at which an objective is considered to be achieved. It is by attaining objectives and meeting the required standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each standard is formulated in terms of performance criteria.

#### Statement of the competency

The statement of the competency specifies the overall training objective associated with a competency; it is based on expectations identified in an analysis of university education and general education needs.

#### Elements of the competency

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

## Performance criteria

The performance criteria define the requirements for recognition of attainment of a standard. They are not an evaluation framework *per se*, but may serve to develop one. Performance criteria must be taken into account in the evaluation of competency development.

## Learning activities

The aspects of learning activities that the Minister can determine, in whole or in part, in a pre-university program include: the field of studies, the discipline(s), the course weighting, the number of periods of instruction, the number of credits, and such specific indications as are deemed essential.

## Common objectives and standards

Common objectives and standards determine the core learning content for pursuing university studies in a given field, no matter what specialization a student may have taken.

## Objectives and standards of an option

The objectives and standards of an option expose students to an academic field in order to guide them in their university course selection.

## Optional objectives and standards

Optional objectives and standards may or may not be implemented by a college. They serve to develop learning activities based on local orientations.

## Harmonization of Pre-University Programs and General Education

The harmonization of pre-university programs and general education is part of a lifelong learning approach that makes it easier for college-level students to switch from one pre-university program to another without having to repeat activities for which they have already obtained credit. Additional information on the harmonization of pre-university programs and general education is available on the Ministère's Web site at:

[www.education.gouv.qc.ca/en/colleges/etudiants-au-collegial/pre-university-programs](http://www.education.gouv.qc.ca/en/colleges/etudiants-au-collegial/pre-university-programs).

**Éducation  
et Enseignement  
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