

Science With Enriched Second Language (200.D1)

Pre-University Program

College Education

2021 Version

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Ministère de l'Enseignement supérieur

Coordination and content

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English translation

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DÉFINITION DU PROGRAMME D'ÉTUDES

Titre du programme	Sciences de la nature – Langue seconde enrichie
Type de programme	Programme d'études préuniversitaires
Code et version du programme	200.D1 (2021)
Type de sanction	Diplôme d'études collégiales
Conditions particulières d'admission	Chimie de la 5 ^e secondaire Mathématique, séquence <i>Technico-sciences</i> ou <i>Sciences naturelles</i> , de la 5 ^e secondaire Physique de la 5 ^e secondaire
Nombre d'unités	60
Formation générale	28
Formation spécifique	32
Nombre de périodes d'enseignement	1620
Formation générale	720
Formation spécifique	900
Disciplines	<ul style="list-style-type: none">• Biologie• Chimie• Géologie• Informatique• Mathématique• Physique
Session et année d'entrée en vigueur	Implantation facultative : Automne 2022 Implantation obligatoire : Automne 2024

APPROBATION

Recommandations :	 _____ Sous-ministre adjoint au développement et au soutien des réseaux	<u>2021-11-24</u> Date
	 _____ Sous-ministre	<u>2021-12-15</u> Date
Approbation de la ministre :	 _____ Date	<u>2021-12-15</u> Date

DEFINITION OF THE PROGRAM

Program title	Science With Enriched Second Language
Type of program	Pre-university program
Program code and version	200.D1 (2021)
Type of certification	Diploma of College Studies
Special conditions for admission	Secondary V Chemistry Secondary V Mathematics: Technical and Scientific option or Science option Secondary V Physics
Number of credits	60
General education component	28
Program-specific component	32
Number of periods of instruction	1620
General education component	720
Program-specific component	900
Fields of study	<ul style="list-style-type: none">• Biology• Chemistry• Computer science• Geology• Mathematics• Physics
Term and year entering into effect	Optional implementation: Fall 2022 Compulsory implementation: Fall 2024

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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 Higher Education 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 *Science With Enriched Second Language* Program

The *Science* program, from which this program is derived, 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 *Science With Enriched Second Language* program includes three components: a program-specific component, a general education component that is common to all programs and that has been enriched, and a general education component that is specific to the chosen program, also enriched.

- The program-specific component consists of 32 credits.
- The enriched general education component common to all programs consists of 22 credits:
 - Language of Instruction and Literature: 7½ credits
 - Français, langue d'enseignement et littérature: 7½ credits
 - Philosophy or Humanities: 4½ credits
 - Physical Education: 3 credits
- The enriched general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Français, langue d'enseignement et littérature: 2 credits
 - Philosophy or Humanities: 2 credits

Aim of the Program

The *Science With Enriched Second Language* program offers students a diversified and rigorous curriculum comprising a general-education component and program-specific learning that draws on scientific disciplines. It enables them to pursue university studies in pure sciences, applied sciences, health and life sciences, or education.

Goals of the Program

Program-Specific Component

By the end of the *Science With Enriched Second Language* program, students will be able to:

- draw on subject-specific knowledge that allows for the consolidation and enrichment of their basic scientific culture
- approach complex situations from an interdisciplinary perspective
- appreciate the relationships between science, technology and society
- demonstrate critical judgment and intellectual rigour
- use digital technologies in a scientific context
- develop a collaborative spirit and communicate

Draw on subject-specific knowledge that allows for the consolidation and enrichment of their basic scientific culture

Students are able to draw on basic subject-specific knowledge, that is, the foundations, methods, terminology, language, symbolism and conventions specific to the disciplines in the field of study. This knowledge, at the core of a solid scientific culture, is necessary for pursuing university studies.

By the end of the program, students are able to continue their learning using an independent and planned approach that favours the gradual integration of new knowledge. They engage in structured reflection and demonstrate openness toward numerous scientific disciplines, whether emergent or established. They demonstrate strong analytical, adaptation and synthesis skills that enable them to identify and solve problems, among other things.

Lastly, students are able to reflect on what they've learned, in order to determine which university studies to pursue.

Approach complex situations from an interdisciplinary perspective

Drawing on their subject-specific knowledge, students make connections among the various disciplines. They organize their knowledge appropriately so as to use it effectively in various contexts.

By the end of the program, students adopt a broader perspective of issues by making connections between disciplines. In addition, they have developed a coherent and complementary set of skills and knowledge that enables them to create appropriate links where the interrelationships between disciplines are essential.

Appreciate the relationships between science, technology and society

Science and technology interact with each other and do not develop in a vacuum outside of society. They emerge within a historical and social context which, in turn, is influenced by scientific discoveries and inventions. Science and technology can therefore allow students to refine their view of other fields.

Students are made aware of the historical and social context in which scientific theories and technologies are developed, and they are introduced to epistemological aspects. In this way, they better understand how scientific knowledge is developed and how science can meet contemporary needs through technological innovation.

Students become aware of the importance of societal issues through knowledge that has achieved scientific consensus. They gain a deeper understanding of these issues, which is necessary for a basic scientific culture. As responsible citizens, students are equipped to make a positive contribution to the evolution of society and to the well-being of communities. Their informed choices will tend to mitigate the negative effects of human activities on the environment.

Demonstrate critical judgment and intellectual rigour

Students are able to construct argumentations, demonstrations and proofs. They are able to identify a certain number of ideas related to a topic and then compare, classify and evaluate them. They exercise their capacity for synthesis and arrange relevant ideas in a logical order that enables them to build coherent argumentation.

Students base their argumentation on reliable sources. They are able to analyze, sort and select the information gathered to retain the essential elements and interpret them rationally. They are careful to assess the reliability of their sources by questioning their origin and credibility and whether they are up to date. In addition, students are able to make a judgment on the scientific value of the information gathered.

Science helps students understand the world around them according to a systematic and rigorous process that includes observation, logical reasoning, experimentation and statistical analysis. For this purpose, they employ a scientific method as their tool of choice in exercising structured thinking that encourages them to demonstrate rigour and critical judgment.

Use digital technologies in a scientific context

Digital technologies play a significant role in society. Their evolution has resulted in virtual environments and numerous software applications that are useful for learning. These technologies can be used to access, process, present and share information, and much more.

Students therefore use the technology, material and software available to them, according to the terms and conditions of use. They use software applications to support their learning, including office productivity tools to present content and process information. Moreover, they are able to exploit specialized applications that lead them to model, simulate and program in a scientific context, among other things.

At a time when computer networks and digital technologies enable access to vast quantities of information, students are able to choose and use appropriate research tools effectively. Moreover, they make use of collaboration, communication and sharing tools. Students adhere to the terms of use by making sure that content is kept secure, respecting people's privacy, and maintaining their digital integrity and that of others.

Develop a collaborative spirit and communicate

Students are able to read and write texts of a scientific nature. They are able to write a description, an argumentation, an analysis and a procedure, adhering to the presentation standards established for such documents. They write in a clear, precise and concise manner. They do so by using the language of instruction correctly as well as the appropriate form of discourse and scientific terminology. In second language learning, emphasis is placed on developing reading comprehension skills.

Orally, students express themselves in a clear, precise and concise manner during exchanges, discussions, demonstrations and presentations. In addition to mastering basic language skills, they are able to use scientific terminology and to adapt their discourse according to the context.

Finally, students use their capacity to adapt and collaborate to build relationships with others and take on different roles within teams focused on common objectives. They are conscientious about the quality of their interactions and remain receptive to others. Students have the capacity to deal with the diversity and interdependence of individuals. They are able to reconcile divergent points of view and to help achieve consensus.

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

The general education components that are common to all programs and specific to the program and that have been enriched 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

Français, langue d'enseignement et littérature

L'élève qui a atteint les objectifs de la formation générale en français, langue d'enseignement et littérature, peut rendre compte,

- sur le plan des connaissances :
 - des caractéristiques des genres et de certains courants littéraires,
 - des procédés littéraires et langagiers, et de leur contribution au projet d'un texte,
 - des formes de représentations du monde attachées à des œuvres et à des époques,
 - de certaines caractéristiques de l'influence des médias dans diverses situations de communication,
 - de l'héritage culturel québécois et de ses résonances dans le monde actuel;

- sur le plan des habiletés :
 - de sa capacité d'appréciation de la littérature comme moyen de compréhension du monde et comme manifestation esthétique,
 - de son aptitude à analyser et à expliquer des textes littéraires, ainsi que d'autres types de discours, et à en rendre compte par écrit de façon structurée, cohérente et dans une langue correcte,
 - de sa capacité à organiser logiquement sa pensée et son discours en fonction d'une intention,
 - de sa maîtrise des règles de base du discours et de l'argumentation, notamment sur le plan de la pertinence, de la cohérence et de la suffisance en matière de qualité et de quantité;

- sur le plan des attitudes :
 - de sa prise de conscience de l'importance de la langue d'enseignement pour tous les domaines du savoir,

- de sa responsabilisation par rapport à ses apprentissages,
- de son ouverture à d'autres cultures et au monde par la lecture d'œuvres littéraires,
- de sa capacité à saisir les enjeux sociaux, par l'analyse de diverses représentations du monde,
- de son respect de l'éthique, notamment à l'égard de la propriété intellectuelle,
- de son autonomie et de sa créativité, par différents types de productions.

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

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

Program Objectives and Standards

List of Objectives

Program-Specific Component

32 credits, 900 periods of instruction

Common Objectives

- 0B01 Explain the structures and functions of cells as the basic units of life
- 0B02 Analyze the interactions of living organisms in the biosphere
- 0M01 Solve problems related to the natural sciences using statistical methods and probability concepts
- 0M02 Analyze problems by applying differential calculus
- 0M03 Analyze problems by applying integral calculus
- 0M04 Analyze problems using linear algebra and vector geometry concepts
- 0C01 Analyze properties of matter and chemical changes
- 0C02 Analyze chemical systems in solutions
- 0P01 Analyze physical situations and phenomena using the fundamental laws and principles of classical mechanics
- 0P02 Analyze physical situations and phenomena using the fundamental laws and principles of electricity and magnetism
- 0P03 Analyze physical situations and phenomena using the fundamental laws and principles of waves and modern physics
- 0F01 Develop software programs to automate problem-solving in a scientific context
- 0NTC Demonstrate the integration of learning acquired in the *Science* program

Optional Objectives

- 0GNF Consolidate one's scientific culture in a scientific field
- 0B0F Explain how the systems of the human body contribute to homeostasis
- 0C0F Analyze the structure and reactivity of organic molecules

**Enriched General Education Component Common to All Programs and
Enriched General Education Component Specific to the Program
22 credits and 555 periods of instruction, 6 credits and 165 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

Français, langue d'enseignement et littérature

- 4EF0 Analyser des textes littéraires.
- 4EF1 Expliquer les représentations du monde contenues dans des textes littéraires d'époques et de genres variés.
- 4EF2 Apprécier des textes de la littérature québécoise d'époques et de genres variés.
- 4EFP Produire différents types de discours oraux et écrits liés au champ d'études de l'élève.

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

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

Program-Specific Component

Common Objectives and Standards

Code: 0B01

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Explain the structures and functions of cells as the basic units of life.	<ul style="list-style-type: none"> • Appropriate use of terminology • Appropriate contextualization of biotechnology applications [1]
Elements of the Competency	Performance Criteria
1. Characterize the structure and function of cells.	<ul style="list-style-type: none"> • Summary distinction of viruses, prokaryotic cells and eukaryotic cells • Appropriate description of properties of the cell and the main organelles • Accurate description of the structure and functions of macromolecules
2. Characterize the processes of the cell cycle.	<ul style="list-style-type: none"> • Accurate description of the stages of the cell cycle • Appropriate underscoring of the interrelationship between the stages of mitosis and meiosis • Summary description of cell death process • Accurate description of the stages and characteristics of DNA replication
3. Characterize the functions of the metabolism on cell activity.	<ul style="list-style-type: none"> • Accurate description of the role and functioning of biological catalyts • Accurate distinction of membrane transport mechanisms • Summary description of the cellular respiration process
4. Explain the mechanisms of functional protein synthesis.	<ul style="list-style-type: none"> • Accurate description of the steps for producing a transcript and differential gene expression • Accurate application of the genetic code • Accurate characterization of the steps for synthesis of a functional protein • Accurate distinction of genic and chromosomal mutation types
5. Explain the effects of the genetic variation of the living.	<ul style="list-style-type: none"> • Accurate application of the basic concepts of Mendelian genetics • Accurate representation of models of inheritance [2] • Appropriate characterization of genetic variation among individuals • Summary description of genetic and chromosomal anomalies
6. Verify biology concepts using an experimental method.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and measurement apparatus • Appropriate data processing • Communication of results according to established requirements • Effective contribution to teamwork

Learning Activities

Discipline: Biology

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Examples of content:

[1] Biotechnology applications:

- plasmids and cloning
- restriction enzymes
- DNA amplification
- use of biological databases
- other current applications of biotechnology

Additional information on content:

[2] Models of inheritance: incomplete and complete dominance, codominance, pleiotropy, multiple alleles, epistasis and polygenic heredity

Code: 0B02

<i>Objective</i>	<i>Standard</i>
<p>Statement of the Competency</p> <p>Analyze the interactions of living organisms in the biosphere.</p>	<p>Performance Criteria for the Competency as a Whole</p> <ul style="list-style-type: none"> • Appropriate use of terminology • Accurate application of a research procedure • Appropriate linkage of the effects of human activities on the biosphere
<p>Elements of the Competency</p> <p>1. Explain the mechanisms of evolution and their effects on the diversity of living organisms.</p>	<p>Performance Criteria</p> <ul style="list-style-type: none"> • Summary description of scientific hypotheses on the origin of life • Accurate recognition of the mechanisms of natural selection • Accurate distinction of factors leading to the adaptive and reproductive success of individuals of a population • Appropriate description of the factors that influence biodiversity • Appropriate demonstration of the changes in frequency and distribution of alleles within a population • Appropriate description of the main structural and functional adaptations of the various clades • Appropriate description of genotypic and phenotypic relationships by phylogenetic linkage
<p>2. Explain the fundamentals of ecology.</p>	<ul style="list-style-type: none"> • Appropriate description of the functioning of an ecosystem • Appropriate distinction of intraspecific and interspecific interactions of living organisms • Appropriate description of the main biogeochemical cycles and their interactions with organisms in an ecosystem [1] • Appropriate linkage of ecosystem food webs and energy transfers • Appropriate distinction of biotic and abiotic factors that helps to explain biome distribution
<p>3. Examine interactions between humans and the biosphere.</p>	<ul style="list-style-type: none"> • Appropriate linkage of anthropic effects on the main biogeochemical cycles • Appropriate description of the ecological footprint with respect to the biosphere • Accurate recognition of the signs of decreasing biodiversity and its consequences on the biosphere

Learning Activities

Discipline: Biology

Weighting: 2-1-2

Credits: 1 $\frac{2}{3}$

Periods of instruction: 45

Indications:

Additional information on content:

[1] Biogeochemical cycles: water, carbon, nitrogen and phosphorus

Code: 0M01

<i>Objective</i>	<i>Standard</i>
<p>Statement of the Competency</p> <p>Solve problems related to the natural sciences using statistical methods and probability concepts.</p>	<p>Performance Criteria for the Competency as a Whole</p> <ul style="list-style-type: none"> • Correct use of mathematical terminology and syntax • Appropriate use of necessary computer and statistical tools • Algebraic manipulation in accordance with established rules
<p>Elements of the Competency</p> <p>1. Use descriptive statistical methods to process data.</p>	<p>Performance Criteria</p> <ul style="list-style-type: none"> • Appropriate use of statistical vocabulary • Appropriate representation of a frequency distribution in the form of a table or graph • Appropriate calculation of measures of central tendency, variability and position • Accurate interpretation of tables, graphs and measurements
<p>2. Use probability concepts in aleatory situations.</p>	<ul style="list-style-type: none"> • Correct use of counting techniques [1] • Exact calculation of the probability of an event [2] • Accurate probability distribution of discrete and continuous variables • Correct resolution of problems involving the laws of probability [3]
<p>3. Use statistical inference methods to characterize a population.</p>	<ul style="list-style-type: none"> • Accurate recognition of conditions for applying the Central Limit Theorem • Accurate interpretation of the margin of error • Appropriate estimation by confidence interval [4] • Correct use of hypothesis testing [5] • Correct resolution of problems calling for the use of statistical inference methods
<p>4. Determine the nature and intensity of the relationship between two variables.</p>	<ul style="list-style-type: none"> • Accurate determination of the equation of the regression line • Accurate interpretation of the coefficients [6] • Correct resolution of problems involving the concept of a regression line • Accurate determination of the dependency relationship between two qualitative variables • Correct resolution of problems involving the chi-square test of independence

Learning Activities

Discipline: Mathematics

Weighting: 2-1-2

Credits: 1 $\frac{2}{3}$

Periods of instruction: 45

Indications:

Additional information on content:

- [1] Counting techniques: permutations, arrangements and combinations
- [2] Probability of an event: probabilities of dependent events, probabilities of independent events, conditional probabilities
- [3] Laws of probability: binomial distribution and normal distribution
- [4] Estimation of a confidence interval using the:
 - mean of a large sample ($n \geq 30$)
 - mean of a small sample ($n < 30$)
 - proportion of a large sample ($n \geq 30$)
- [5] Hypothesis test using the:
 - mean of a large sample ($n \geq 30$)
 - mean of a small sample ($n < 30$)
 - proportion of a large sample ($n \geq 30$)
- [6] Coefficients: linear correlation coefficient and coefficient of determination

Code: 0M02

<i>Objective</i>	<i>Standard</i>
<p>Statement of the Competency</p> <p>Analyze problems by applying differential calculus.</p>	<p>Performance Criteria for the Competency as a Whole</p> <ul style="list-style-type: none"> • Proper use of language and concepts in the application of differential calculus [1] • Correct use of mathematical terminology and syntax • Algebraic manipulation in accordance with established rules • Appropriate use of necessary computer tools • Demonstration of rigorous mathematical reasoning through the use of concepts, properties and theorems
<p>Elements of the Competency</p> <p>1. Determine the limit of a function.</p>	<p>Performance Criteria</p> <ul style="list-style-type: none"> • Accurate algebraic and graphic determination of the limit of a function • Accurate determination of infinite limits and limits at infinity • Correct use of algebraic manipulation for evaluating an indeterminate form [2] • Accurate determination of the continuity of a function at a point and on an interval
<p>2. Determine the derivative function.</p>	<ul style="list-style-type: none"> • Correct distinction between average rate of change and instantaneous rate of change • Correct use of the definition of the derivative • Exact calculation of the derivative function • Accurate interpretation of the derivative function • Relevant application of derivative rules and formulas [3]
<p>3. Use the methods of differential calculus in mathematical applications.</p>	<ul style="list-style-type: none"> • Accurate determination of the equation of the tangent line to a function at a point • Accurate use of L'Hospital's rule for evaluating indeterminate forms [2] • Relevant application of the methods of differential calculus to analyze a function [4]
<p>4. Carry out the analysis of problems related to the natural sciences.</p>	<ul style="list-style-type: none"> • Application of appropriate methods of differential calculus • Correct resolution of problems involving rates of change • Correct resolution of problems involving related rates of change • Correct resolution of optimization problems • Accurate interpretation of results

Learning Activities

Discipline: Mathematics

Weighting: 3-2-3

Credits: 2 $\frac{2}{3}$

Periods of instruction: 75

Indications:

Additional information on content:

[1] Previously acquired concepts:

- Algebraic expressions: factoring, simplification and operations on algebraic fractions, rationalizing denominators, division by a polynomial, common denominators
- Solving equations and inequalities
- Graphical representations of basic functions: algebraic, piecewise, exponential, logarithmic, trigonometric
- Main characteristics of a function: zeroes, y -intercept and signs of the function
- Laws of exponents and properties of logarithms
- Use of the standard unit circle and of relevant trigonometric identities

Concepts to be acquired:

- Domain of a function containing: rational expressions, n^{th} roots of a polynomial and logarithms
- Graphical representations of basic functions: inverse trigonometric functions (arcsine, arctangent)

[2] Indeterminate forms: $\frac{0}{0}$, $\frac{\pm\infty}{\pm\infty}$

[3] Rules of derivatives: usual rules (addition, subtraction, multiplication by a scalar, product, quotient), higher order derivatives, chain rule, implicit differentiation

[4] Analysis of a function:

- domain, y -intercept and zeroes
- vertical and horizontal asymptotes
- intervals of increase and decrease, relative and absolute extrema
- intervals of concavity and inflection points
- sketch of the function graph

Code: 0M03

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze problems by applying integral calculus.	<ul style="list-style-type: none"> • Correct use of mathematical terminology and syntax • Algebraic manipulation in accordance with established rules • Appropriate use of necessary computer tools • Demonstration of rigorous mathematical reasoning through the use of concepts, properties and theorems
Elements of the Competency	Performance Criteria
1. Evaluate limits presenting indeterminate forms.	<ul style="list-style-type: none"> • Correct recognition of indeterminate forms [1] • Accurate manipulation of indeterminate forms • Accurate determination of a limit using L'Hospital's rule
2. Determine the indefinite integral of a function.	<ul style="list-style-type: none"> • Correct use of the basic derivative rules and formulas in order to determine an antiderivative • Correct use of the substitution rule (change of variables) • Relevant application of the rules, formulas and some common integration techniques [2]
3. Determine the definite integral of a function over an interval.	<ul style="list-style-type: none"> • Correct use of the definition and properties of the definite integral • Correct use of the Fundamental Theorem of Calculus
4. Expand functions into power series.	<ul style="list-style-type: none"> • Accurate determination of the general term of a series • Appropriate determination of the convergence or divergence of real series • Accurate determination of the interval of convergence of a power series • Accurate determination of the Maclaurin series expansion of a function
5. Use the methods of integral calculus in mathematical applications.	<ul style="list-style-type: none"> • Appropriate graphical representation of a bounded region • Accurate determination of the area of a bounded region • Accurate determination of the volume of a solid of revolution [3] • Accurate determination of an improper integral • Accurate determination of the integral of a function using a Maclaurin series expansion
6. Carry out the analysis of problems related to science.	<ul style="list-style-type: none"> • Rigorous use of the methods of integral calculus • Correct resolution of problems using series and definite and indefinite integrals • Correct resolution of problems using separable differential equations • Accurate interpretation of results

Learning Activities

Discipline: Mathematics

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Additional information on content:

[1] Indeterminate forms: $\infty - \infty$, $0 \cdot \infty$, $(0^+)^0$, $1^{\pm\infty}$, ∞^0

[2] Common integration techniques: integration by parts, trigonometric substitutions

[3] Methods: disks and cylinders

Code: 0M04

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze problems using linear algebra and vector geometry concepts.	<ul style="list-style-type: none"> • Correct use of mathematical terminology and syntax • Algebraic manipulation in accordance with established rules • Appropriate use of necessary computer tools • Demonstration of rigorous mathematical reasoning through the use of concepts, properties and theorems
Elements of the Competency	Performance Criteria
1. Use the language of matrices.	<ul style="list-style-type: none"> • Correct recognition of specific matrices [1] • Correct operation on matrices [2] • Appropriate use of the properties of determinants • Exact calculation of the determinant of a matrix
2. Manipulate two- and three-dimensional geometric and algebraic vectors.	<ul style="list-style-type: none"> • Correct identification of the characteristics of vectors [3] • Use of appropriate vector operations [4] • Appropriate graphical representations of vectors in the Cartesian plane and in Euclidean space • Accurate interpretation of linear independence and dependence of vectors • Accurate use of a basis • Accurate determination of the orthogonal projection • Accurate determination of vector products [5]
3. Represent lines and planes in the Euclidean space.	<ul style="list-style-type: none"> • Accurate determination of equations for lines and for planes [6] [7] • Appropriate graphical representation of lines and planes • Accurate determination of the relative position between lines and planes
4. Use the methods of linear algebra and vector geometry in mathematical applications.	<ul style="list-style-type: none"> • Accurate determination of the inverse of a matrix • Correct use of matrix methods to solve systems of linear equations [8] • Accurate interpretation of the types of solutions of systems of linear equations • Exact calculation of distances and angle measurements • Accurate determination of the intersection between lines and planes • Rigorous proofs of propositions
5. Apply linear algebra and vector geometry concepts to solve problems related to science.	<ul style="list-style-type: none"> • Rigorous use of linear algebra and vector geometry methods • Correct resolution of problems using matrices • Correct resolution of problems using vectors • Relevant application of vector products • Accurate interpretation of results

Learning Activities

Discipline: Mathematics

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Additional information on content:

- [1] Specific matrices: identity, zero, symmetric, antisymmetric, diagonal, triangular, reduced row echelon form and transpose
- [2] Matrix operations: addition, scalar multiplication, multiplication of matrices and calculation of the inverse matrix
- [3] Characteristics of vectors: magnitude, sense, direction and angles
- [4] Vector operations: addition, subtraction, scalar multiplication, linear combination
- [5] Vector products: dot product, cross product and triple scalar product
- [6] Line equations: vector, parametric and symmetric
- [7] Equations of a plane: vector, parametric and Cartesian
- [8] Methods of solving: Gauss, Gauss-Jordan and inverse matrix

Code: 0C01

Objective	Standard
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze properties of matter and chemical changes.	<ul style="list-style-type: none"> • Appropriate use of terminology • Observance of mathematical and chemical formalism • Use and conversion of appropriate units of measurement • Consideration of environmental issues • Demonstration of rigour in the problem-solving approach
Elements of the Competency	Performance Criteria
1. Use chemical language and symbols.	<ul style="list-style-type: none"> • Relevant use of basic concepts and chemical symbols [1] • Accurate application of nomenclature rules of inorganic compounds
2. Carry out the quantitative analysis of chemical systems.	<ul style="list-style-type: none"> • Accurate application of the appropriate concepts for calculating quantities used in chemistry [2] • Accurate application of the rules of stoichiometry to different types of reactions [3]
3. Explain the properties of the elements and how they relate to the periodic classification.	<ul style="list-style-type: none"> • Appropriate description of the main characteristics of the probabilistic model of the atom • Appropriate description of atomic orbitals and electron configurations using quantum numbers • Summary demonstration of the relationship between the electron configuration and chemical properties of elements [4] • Accurate explanation of the main periodic properties of elements [5]
4. Explain the structure of matter according to the types of chemical bonds.	<ul style="list-style-type: none"> • Accurate distinction of compound types based on the type of bonds involved [6] • Exact calculations involving covalent bond energies • Appropriate determination of structures for polyatomic ions and molecular compounds [7] • Accurate description of atomic orbital hybridization [8]
5. Explain the main macroscopic properties of matter.	<ul style="list-style-type: none"> • Accurate distinction of intermolecular forces • Accurate determination of the relative strength of intermolecular forces • Accurate demonstration of the relationship between the physical properties of matter and the forces involved [9]
6. Verify, using an experimental method, some chemical and physical properties of matter.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and measurement apparatus • Compliance with laboratory rules for health, safety and environmental protection • Appropriate data processing [10] • Relevance of the analysis and accuracy of the results • Communication of results according to established requirements • Effective contribution to teamwork

Learning Activities

Discipline: Chemistry

Weighting: 3-2-3

Credits: 2 ⅔

Periods of instruction: 75

Indications:

Additional information on content:

- | | |
|---|---|
| <p>[1] Chemical concepts and symbols:</p> <ul style="list-style-type: none">• atoms, isotopes, ions and molecules• atomic number and mass number• charge and oxidation state• chemical formulas (empirical and molecular)• types of elements: metals, nonmetals, metalloids• physical states <p>[2] Concepts and quantities:</p> <ul style="list-style-type: none">• atomic mass, molar mass, number of moles• volumetric mass density, concentrations and units of concentration <p>[3] Rules of stoichiometry:</p> <ul style="list-style-type: none">• balancing of equations, including reduction-oxidation reactions• calculation involving a limiting reactant and calculation of yield <p>[4] Chemical properties:</p> <ul style="list-style-type: none">• types of ions formed (charge, valence)• chemical inertia versus reactivity <p>[5] Periodic properties:</p> <ul style="list-style-type: none">• atomic radius• first ionization energy• electronegativity | <p>[6] Types of compounds:</p> <ul style="list-style-type: none">• ionic• molecular, including some polymers <p>[7] Structure:</p> <ul style="list-style-type: none">• Linus Pauling diagram including exceptions to the octet rule and resonance (with polyatomic ions and simple organic molecules)• three-dimensional structure using the valence shell electron pair repulsion (VSEPR) theory <p>[8] Hybridization:</p> <ul style="list-style-type: none">• types: sp, sp² and sp³• atomic orbital overlap (σ and π) <p>[9] Physical properties:</p> <ul style="list-style-type: none">• melting and boiling points <p>[10] Data processing:</p> <ul style="list-style-type: none">• use of computer tools• evaluation of uncertainties• mathematical processing• graphical representation with a trend line |
|---|---|

Code: 0C02

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze chemical systems in solutions.	<ul style="list-style-type: none"> • Appropriate use of terminology • Observance of mathematical and chemical formalism • Use and conversion of appropriate units of measurement • Consideration of environmental issues • Demonstration of rigour in the problem-solving approach
Elements of the Competency	Performance Criteria
1. Solve problems related to different types of solutions.	<ul style="list-style-type: none"> • Appropriate distinction of the different types of solutions [1] • Appropriate use of units of concentration [2] • Precise calculations involving colligative properties [3]
2. Solve problems related to the kinetics of reactions in solutions.	<ul style="list-style-type: none"> • Appropriate determination of a reaction rate equation • Accurate application of the integrated rate laws [4] • Consideration of energetic aspects of catalysis
3. Carry out the analysis of systems from a chemical equilibrium perspective.	<ul style="list-style-type: none"> • Accurate application of the law of mass action [5] • Accurate prediction of a system's evolution according to Le Chatelier's principle • Correct resolution of problems involving acid-base systems [6] • Accurate application of the concept of reduction-oxidation concept
4. Verify, using an experimental method, some properties of chemical systems and reactions.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and measurement apparatus • Compliance with laboratory rules for health, safety and environmental protection • Appropriate data processing [7] • Relevance of the analysis and accuracy of the results • Communication of results according to expected requirements • Effective contribution to teamwork

Learning Activities

Discipline: Chemistry

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Additional information on content:

- [1] Solutions:
 - solute, solvent, water solubility, saturated solution
 - notions of electrolytes and non-electrolytes
- [2] Units of concentration:
 - mol/L, mol/kg, % m/m, % V/V, % m/V, ppm
- [3] Colligative properties:
 - ebullioscopy and cryoscopy
- [4] Integrated rate law:
 - first-order, second-order and half-life
- [5] Law of mass action:
 - equilibrium constant, reaction quotient
 - homogeneous systems: aqueous and gaseous
 - heterogeneous systems (with solid)
- [6] Acid-base systems:
 - calculation of pH
 - strong acids and strong bases
 - weak acids and weak bases
 - buffer systems
- [7] Data processing:
 - use of computer tools
 - evaluation of uncertainties
 - mathematical processing
 - graphical representation with a trend line

Code: 0P01

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze physical situations and phenomena using the fundamental laws and principles of classical mechanics.	<ul style="list-style-type: none"> • Appropriate use of terminology • Observance of mathematical formalism • Use and conversion of appropriate units of measurement • Clear schematic diagrams of the situation to be analyzed • Accurate distinction of physical quantities associated with classical mechanics • Demonstration of rigour in the problem-solving approach • Display of critical judgment regarding the plausibility of results
Elements of the Competency	Performance Criteria
1. Carry out the analysis of physical situations and phenomena using translational and rotational kinematics.	<ul style="list-style-type: none"> • Exact calculation of the physical quantities associated with kinematics • Accurate graphical determination of the physical quantities associated with kinematics • Rigorous application of kinematic concepts and equations specific to the type of motion [1] • Correct resolution of problems related to kinematics
2. Carry out the analysis of physical situations and phenomena using the laws of dynamics for translation and rotation.	<ul style="list-style-type: none"> • Presentation of complete and exact free-body diagrams • Exact calculation of physical quantities associated with dynamics [2] • Rigorous application of Newton's laws for bodies in motion [3] • Rigorous application of the conditions of static equilibrium for rigid bodies at rest • Correct resolution of problems related to dynamics
3. Carry out the analysis of physical situations and phenomena using conservation principles.	<ul style="list-style-type: none"> • Precise calculation of work and physical quantities associated with energy [4] • Rigorous application of the principle of energy conservation to systems [5] • Exact calculation of the linear momentum and the angular momentum • Rigorous application of the conservation principles of linear momentum and angular momentum to systems • Correct resolution of problems related to the conservation principles
4. Verify, using an experimental method, some laws and principles of classical mechanics.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and measurement apparatus • Appropriate data processing [6] • Relevance of the analysis and accuracy of the results • Communication of results according to established requirements • Effective contribution to teamwork

Learning Activities

Discipline: Physics

Weighting: 3-2-3

Credits: 2 $\frac{2}{3}$

Periods of instruction: 75

Indications:

The compulsory content is as follows:

- [1] Types of motion studied in kinematics:
 - motion with constant acceleration in one and two dimensions
 - parabolic motion
 - uniform and uniformly accelerated circular motion
 - rigid-body rotation about a fixed axis
- [2] Physical quantities associated with dynamics:
 - gravitational force
 - contact forces
 - torque
 - centre of mass (position)
 - moment of inertia
- [3] Types of motion studied in dynamics:
 - translational motion of one or more particles
 - circular motion of one particle
 - translational motion and rigid-body rotation about a fixed axis
- [4] Physical quantities associated with energy:
 - translational and rotational kinetic energies
 - gravitational potential energy
 - elastic potential energy
 - power
- [5] Systems involving conservative and non-conservative forces
- [6] Data processing:
 - use of computer tools
 - evaluation of uncertainties
 - mathematical processing
 - graphical representation with a trend line

Code: 0P02

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze physical situations and phenomena using the fundamental laws and principles of electricity and magnetism.	<ul style="list-style-type: none"> • Appropriate use of terminology • Observance of mathematical formalism • Use and conversion of appropriate units of measurement • Clear schematic diagrams of the situation to be analyzed • Accurate distinction of the physical quantities associated with electricity and magnetism • Demonstration of rigour in the problem-solving approach • Display of critical judgment regarding the plausibility of results
Elements of the Competency	Performance Criteria
1. Carry out the analysis of situations and phenomena related to electrostatics.	<ul style="list-style-type: none"> • Exact calculation of the physical quantities associated with electrostatics [1] • Rigorous application of the concepts, laws and principles related to electrostatics • Correct resolution of problems related to electrostatics
2. Carry out the analysis of situations and phenomena related to electrokinetics.	<ul style="list-style-type: none"> • Rigorous application of the laws and principles suited for analyzing the movement of charged particles in an electric field • Accurate calculation of the physical quantities associated with electric circuits [2] • Rigorous application of Kirchhoff's laws to direct current circuits [3] • Correct resolution of problems related to electrokinetics
3. Carry out the analysis of situations and phenomena related to magnetism.	<ul style="list-style-type: none"> • Appropriate description of the characteristics of sources of magnetic fields • Accurate calculation of the magnetic force [4] • Rigorous application of the appropriate laws and principles for the motion of charged particles in a uniform magnetic field • Accurate use of the appropriate equations connecting the magnetic field and the intensity of the electric current • Correct resolution of problems related to magnetism
4. Carry out the analysis of situations and phenomena related to electromagnetic induction.	<ul style="list-style-type: none"> • Accurate determination of the magnetic flux for a uniform magnetic field • Rigorous application of Faraday's law to situations related to electromagnetic induction • Accurate determination of the direction of induced electric current using Lenz's law • Correct resolution of problems related to electromagnetic induction

5. Verify, using an experimental method, some laws of electricity and magnetism.
- Appropriate use of laboratory techniques, equipment and measurement apparatus
 - Appropriate data processing [5]
 - Relevance of the analysis and accuracy of the results
 - Communication of results according to established requirements
 - Effective contribution to teamwork

Learning Activities

Discipline: Physics

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

The compulsory content is as follows:

- [1] Physical quantities associated with electrostatics:
- electric force
 - electric field produced by charged particles at rest
 - electric potential produced by charged particles at rest
 - potential energy of a system of charged particles
- [2] Physical quantities associated with electric circuits:
- intensity of the electric current
 - electric potential difference (voltage)
 - electrical resistance
 - capacitance of a capacitor
 - electric power provided by a seat of electromotive force
 - power dissipated by a resistor
 - energy stored in a capacitor
- [3] Electric circuits:
- circuits containing resistors (R)
 - circuits containing resistors and capacitors (RC)
- [4] Magnetic force:
- exerted on a charged particle
 - exerted on a wire with current flowing through it
- [5] Data processing:
- use of computer tools
 - evaluation of uncertainties
 - mathematical processing
 - graphical representation with a trend line

Code: 0P03

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze physical situations and phenomena using the fundamental laws and principles of waves and modern physics.	<ul style="list-style-type: none"> • Appropriate use of terminology • Observance of mathematical formalism • Use and conversion of appropriate units of measurement • Clear schematic diagrams of the situation to be analyzed • Accurate distinction of the physical quantities associated with waves and modern physics • Demonstration of rigour in the problem-solving approach • Display of critical judgment regarding the plausibility of results
Elements of the Competency	Performance Criteria
1. Carry out the analysis of oscillatory motion.	<ul style="list-style-type: none"> • Accurate determination of the characteristics of a harmonic motion • Rigorous application of the appropriate concepts, laws and principles for analyzing a harmonic motion • Summary illustration of situations involving the resonance phenomenon • Correct resolution of problems related to oscillatory motions
2. Carry out the analysis of situations related to wave phenomena.	<ul style="list-style-type: none"> • Accurate distinction of types of waves [1] • Accurate determination of the characteristics of waves [2] • Rigorous application of the appropriate concepts, laws and principles for analyzing phenomena involving wave propagation • Rigorous application of the appropriate concepts, laws and principles for analyzing phenomena involving interference and diffraction of waves [3] • Correct resolution of problems related to wave phenomena
3. Carry out the analysis of phenomena related to modern physics.	<ul style="list-style-type: none"> • Accurate description of phenomena using appropriate physics concepts • Rigorous application of the appropriate concepts, laws and principles for analyzing quantum physics phenomena • Rigorous application of the appropriate concepts, laws and principles for analyzing nuclear physics phenomena • Correct resolution of problems involving phenomena related to modern physics
4. Address environmental issues related to radiative and energy phenomena.	<ul style="list-style-type: none"> • Appropriate determination of thermal energy transferred by conduction and by radiation • Appropriate determination of the impact of the greenhouse effect and radiative forcing on global warming

5. Verify, using an experimental method, some laws associated with waves and modern physics.
- Appropriate use of laboratory techniques, equipment and measurement apparatus
 - Appropriate data processing [4]
 - Relevance of the analysis and accuracy of the results
 - Communication of results according to expected requirements
 - Effective contribution to teamwork

Learning Activities

Discipline: Physics

Weighting: 3-2-3

Credits: 2 ½

Periods of instruction: 75

Indications:

The compulsory content is as follows:

[1] Types of waves:

- mechanical and electromagnetic
- travelling and standing
- transverse and longitudinal

[2] Characteristics of waves:

- amplitude
- period and frequency
- wavelength and wavenumber
- speed of propagation
- intensity
- polarization

[3] Wave interference and diffraction phenomena:

- double-slit interference
- single-slit diffraction

[4] Data processing:

- use of computer tools
- evaluation of uncertainties
- mathematical processing
- graphical representation with a trend line

Code: 0F01

Objective	Standard
<p>Statement of the Competency</p> <p>Develop software programs to automate problem-solving in a scientific context.</p>	<p>Performance Criteria for the Competency as a Whole</p> <ul style="list-style-type: none"> • Appropriate use of terminology • Correct use of required software development tools • Observance of program development steps • Respect for digital ethics regarding intellectual property • Demonstration of autonomy, rigour and perseverance
<p>Elements of the Competency</p> <p>1. Plan the automation for solving of a problem.</p> <p>2. Code the algorithm in the programming language.</p> <p>3. Verify the program's operation.</p>	<p>Performance Criteria</p> <ul style="list-style-type: none"> • Appropriate recognition of the concepts involved in a problem • Accurate determination of inputs and outputs • Accurate determination of the necessary processing • Coherent decomposition of the algorithm • Preparation of appropriate test cases to validate the functioning of the program • Logical organization of instructions [1] • Appropriate use of basic data types and arrays [2] • Accurate use of arithmetic, relational and logical expressions [3] • Adherence to programming language syntax and conventions [4] • Appropriate use of libraries [5] • Correct tracing of program execution • Detection of operational errors • Relevance of the corrections made

Learning Activities

Discipline: Computer science

Weighting: 1-2-3

Credits: 2

Periods of instruction: 45

Indications:

Additional information on content:

[1] Instructions containing:

- control structures (sequential, conditional and repetitive)
- subroutines

[2] Basic data types of databases that can be used to represent:

- numbers
- Booleans
- character strings

[3] Basic logic operators:

- AND
- OR
- NOT

[4] Characteristics of the programming language used:

- general usage
- common to the sciences
- adapted for introduction to programming in a course of 45 periods of instruction
- can be reinvested in a university context

[5] Libraries for:

- use of structured files (e.g. CSV)
- production of graphics

Code: ONTC

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Performance Criteria for the Competency as a Whole	
Demonstrate the integration of learning acquired in the <i>Science</i> program.		<ul style="list-style-type: none"> • Judicious use of relevant documentary resources in English and French • Correct use of computer tools • Effective contribution to teamwork • Demonstration of autonomy and initiative 	
Elements of the Competency		Performance Criteria	
1. Devise a scientific project based on one's acquired learning.		<ul style="list-style-type: none"> • Accurate determination of the scope of a problem involving at least two scientific disciplines • Judicious choice of a procedure to address the problem • Identification of learning relevant to the project • Detailed planning of the project • Consideration of ethical and environmental aspects [1] 	
2. Carry out the project.		<ul style="list-style-type: none"> • Appropriate implementation according to the project plan • Judicious reinvestment of learning • Rigour in carrying out the project 	
3. Present the project.		<ul style="list-style-type: none"> • Coherent explanation of the concepts, laws and principles deemed pertinent to carrying out the project • Accurate interpretation of results • Clear demonstration of connections between disciplines • Quality of the written production and of the oral presentation • Adherence to language rules and presentation standards • Respect for rules related to intellectual property 	
4. Evaluate one's own learning progress once the project is complete.		<ul style="list-style-type: none"> • Explicit reference to the learning that was considered important for carrying out the project • Appropriate identification of one's own strengths and weaknesses • Relevant self-assessment of one's own contribution to the project 	
Learning Activities			
Disciplines:	Biology, chemistry, geology, computer science, mathematics, physics		
Weighting:	0-3-3		
Credits:	2		
Periods of instruction:	45		
Indications:			
Additional information on content:			
[1] This performance criterion requires students to reflect on the project's potential risks, even if they are minimal.			

Optional Objectives and Standards

Code: 0GNF

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Consolidate one's scientific culture in a scientific field.	<ul style="list-style-type: none"> • Appropriate use of terminology • Appropriate use of necessary computer tools
Elements of the Competency	Performance Criteria
1. Identify concepts specific to the chosen field.	<ul style="list-style-type: none"> • Appropriate characterization of relevant concepts • Accurate association of concepts to their field of application
2. Solve problems specific to the chosen field.	<ul style="list-style-type: none"> • Accurate application of the relevant concepts, laws and principles • Rigorous application of a procedure adapted to the problem • Clear presentation of problem-solving steps • Accurate interpretation of results
3. Demonstrate the contribution of the field to understanding scientific issues.	<ul style="list-style-type: none"> • Clear delimitation of a relevant problem involving scientific issues • Accurate application of concepts, laws and principles relevant to the problem • Establishment of relevant connections between the field and the scientific issues studied
Learning Activities	
Disciplines:	Biology, chemistry, computer science, geology, mathematics, physics
Periods of instruction:	At least 60

Code: 0B0F

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Explain how the systems of the human body contribute to homeostasis.	<ul style="list-style-type: none"> • Appropriate use of terminology • Relevant linkage of systems
Elements of the Competency	Performance Criteria
1. Explain the importance of homeostasis in the functioning of the human body.	<ul style="list-style-type: none"> • Summary representation of the body and its organs as a set of interconnected systems • Appropriate description of the main tissues that form the organs • Appropriate description of the principle of homeostasis • Appropriate characterization of the main regulatory mechanisms of homeostasis
2. Explain the functioning of the nervous and endocrine systems.	<ul style="list-style-type: none"> • Accurate linkage of the anatomy and physiology of nervous and endocrine systems with their functions • Appropriate description of the modes of action of hormones on their target cells • Appropriate representation of the physiology of neurons, nerve impulses and synaptic transmission
3. Explain the functioning of the digestive system.	<ul style="list-style-type: none"> • Accurate linkage of the anatomy and physiology of the digestive system with its functions • Appropriate underscoring of the regulation of energy reserves with respect to homeostasis
4. Explain the functioning of the cardiovascular and respiratory systems.	<ul style="list-style-type: none"> • Accurate linkage of the anatomy and physiology of cardiovascular and respiratory systems with their functions • Accurate correlation between the heart's electrical activity and the cardiac cycle • Accurate distinction of the main factors that affect blood pressure • Accurate linkage of the processes of lung ventilation, capillary exchange and gas transport in the blood
5. Explain the functioning of the urinary system.	<ul style="list-style-type: none"> • Accurate linkage of the anatomy and physiology of the urinary system with its functions • Accurate linkage of acid-base, fluid and electrolyte balances
6. Explain the functioning of the immune system.	<ul style="list-style-type: none"> • Summary distinction of innate and adaptive immunity • Accurate description of the stages of inflammatory response • Recognition of the importance of the role of microbiota
7. Examine the functioning of systems experimentally.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and measurement apparatus • Relevant linkage of some systems of the human body with their regulation [1]

Learning Activities

Discipline: Biology

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Additional information on content:

[1] Dissection, microscopy, anatomic models, etc.

Code: 0C0F

Objective	Standard
Statement of the Competency	Performance Criteria for the Competency as a Whole
Analyze the structure and reactivity of organic molecules.	<ul style="list-style-type: none"> • Appropriate use of terminology • Demonstration of rigour in the three-dimensional representation of molecules
Elements of the Competency	Performance Criteria
1. Use the language and symbols of organic chemistry.	<ul style="list-style-type: none"> • Adherence to writing conventions for molecules [1] • Accurate application of nomenclature rules of organic compounds • Accurate recognition of the different types of isomerism [2] • Accurate drawing and listing of isomers • Accurate linkage of the functional groups and molecules of biological interest [3]
2. Explain the reactivity of simple organic molecules.	<ul style="list-style-type: none"> • Accurate distinction of the main types of organic reactions [4] • Accurate distinction of reagent types [5] • Appropriate consideration of the main electronic effects on reactivity [6] • Accurate recognition of the reactivity of the major families of organic compounds [7] • Appropriate representation of a given reaction's mechanism [8] • Consideration of the stereospecificity of certain reactions
3. Develop methods for synthesizing simple organic compounds using given reagents.	<ul style="list-style-type: none"> • Correct demonstration of the connections between structure, reactivity and mechanism • Realistic prediction of the products of a reaction
4. Perform the synthesis, purification and characterization of organic compounds.	<ul style="list-style-type: none"> • Appropriate use of laboratory techniques, equipment and analysis instruments used in organic chemistry • Compliance with laboratory rules for health, safety and environmental protection • Relevance of the analysis and accuracy of the results [9] • Communication of results according to expected requirements • Effective contribution to teamwork

Learning Activities

Discipline: Chemistry

Weighting: 2-2-2

Credits: 2

Periods of instruction: 60

Indications:

Additional information on content:

[1] Conventions:

- condensed
- expanded
- skeletal
- perspective

[2] Types of isomerism:

- constitutional isomerism
- stereoisomerism

[3] Functional groups:

- alcohol
- amine
- carboxylic acid
- amide
- ester

[4] Types of organic reactions:

- addition
- elimination
- substitution

[5] Categories of reagents:

- nucleophilic reagent
- electrophilic reagent
- Lewis acids and bases

[6] Electronic effects:

- inductive effects
- resonance

[7] Families of organic compounds:

- alkane, alkene and alkyne
- alkyl halide
- alcohol
- aromatic

[8] Mechanisms studied:

- electrophilic addition
- elimination
- S_N1 and S_N2

[9] Analysis of results:

- identification of the product
- purity of the product
- reaction yield

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

English, Language of Instruction and Literature Code: 4EA0

Objective

Standard

Statement of the Competency	
Analyze and produce various forms of discourse.	
Elements of the Competency	Performance Criteria
1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content
Learning Activities	
Discipline:	English, Language of Instruction and Literature
Weighting:	2-2-4 or 1-3-4
Credits:	2 ½

English, Language of Instruction and Literature		Code: 4EA1
<i>Objective</i>	<i>Standard</i>	
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"> • Clear recognition of the formal characteristics of a literary genre 	
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices 	
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period 	
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text 	
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content 	
Learning Activities		
Discipline:	English, Language of Instruction and Literature	
Weighting:	2-2-3	
Credits:	2½	

English, Language of Instruction and Literature		Code: 4EA2
<i>Objective</i>	<i>Standard</i>	
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"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices 	
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices 	
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit / implicit) of a value system in a text 	
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text 	
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content 	
Learning Activities		
Discipline:	English, Language of Instruction and Literature	
Weighting:	2-2-3	
Credits:	2 ½	

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

Learning Activities

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

Français, langue d'enseignement et littérature

Code : 4EF0

Objectif

Standard

Énoncé de la compétence

Analyser des textes littéraires.

Éléments de la compétence

Critères de performance

1. Reconnaître le propos du texte.	<ul style="list-style-type: none"> Formulation juste des éléments importants du propos du texte.
2. Repérer et classer des thèmes et des procédés stylistiques.	<ul style="list-style-type: none"> Relevé des principales manifestations thématiques et stylistiques. Classement approprié des principales manifestations thématiques et stylistiques.
3. Choisir les éléments d'analyse.	<ul style="list-style-type: none"> Liens pertinents entre le propos du texte, les manifestations thématiques et les manifestations stylistiques.
4. Élaborer un plan de rédaction.	<ul style="list-style-type: none"> Choix judicieux des idées principales et des idées secondaires du plan de rédaction. Pertinence et cohérence du plan. Structure du plan de rédaction en trois parties : introduction, développement et conclusion.
5. Rédiger une analyse littéraire, un commentaire composé ou une explication de textes.	<ul style="list-style-type: none"> Utilisation appropriée des éléments d'analyse. Pertinence des exemples choisis. Organisation logique du paragraphe et des paragraphes entre eux. Précision et richesse du vocabulaire. Respect du registre de langue approprié. Respect des règles de présentation d'une production écrite. Respect des règles orthographiques, grammaticales, syntaxiques et de ponctuation. Rédaction d'un texte d'au moins 700 mots.
6. Réviser et corriger le texte.	<ul style="list-style-type: none"> Utilisation appropriée de stratégies de révision. Correction appropriée du texte.

Activités d'apprentissage

Discipline : Français, langue d'enseignement et littérature

Pondération : 2-2-3 ou 1-3-3

Unités : 2 ½

Précisions :

- Les textes littéraires analysés appartiennent à deux époques distinctes et à deux genres différents.
- L'étude d'un minimum de huit œuvres, dont au moins deux dans le cadre de cet objectif, permet d'atteindre les objectifs de la formation générale en français, langue d'enseignement et littérature.

Français, langue d'enseignement et littérature Code : 4EF1

Objectif **Standard**

Énoncé de la compétence
 Expliquer les représentations du monde contenues dans des textes littéraires d'époques et de genres variés.

Éléments de la compétence	Critères de performance
1. Reconnaître le traitement d'un thème dans un texte.	<ul style="list-style-type: none"> Relevé des procédés stylistiques et littéraires utilisés pour le développement du thème.
2. Situer le texte dans son contexte culturel et sociohistorique.	<ul style="list-style-type: none"> Mention des éléments significatifs du contexte culturel et sociohistorique.
3. Dégager les rapports entre le réel, le langage et l'imaginaire.	<ul style="list-style-type: none"> Liens pertinents entre le thème, les procédés stylistiques et littéraires, et les éléments significatifs du contexte culturel et sociohistorique.
4. Élaborer un plan de dissertation.	<ul style="list-style-type: none"> Choix judicieux des idées principales et des idées secondaires du plan de la dissertation. Pertinence et cohérence du plan. Structure du plan de rédaction en trois parties : introduction, développement et conclusion.
5. Rédiger une dissertation explicative.	<ul style="list-style-type: none"> Respect des limites du sujet de la dissertation. Développement approprié des idées. Pertinence des exemples choisis. Organisation logique du paragraphe et des paragraphes entre eux. Précision et richesse du vocabulaire. Respect du registre de langue approprié. Respect des règles de présentation d'une production écrite. Respect des règles orthographiques, grammaticales, syntaxiques et de ponctuation. Rédaction d'une dissertation explicative d'au moins 800 mots.
6. Réviser et corriger le texte.	<ul style="list-style-type: none"> Utilisation appropriée de stratégies de révision. Correction appropriée du texte.

Activités d'apprentissage

Discipline : Français, langue d'enseignement et littérature
 Pondération : 3-1-3
 Unités : 2 ½
 Précision :

- L'étude d'un minimum de huit œuvres, dont au moins deux dans le cadre de cet objectif, permet d'atteindre les objectifs de la formation générale en français, langue d'enseignement et littérature.

Français, langue d'enseignement et littérature

Code : 4EF2

Objectif

Standard

Énoncé de la compétence

Apprécier des textes de la littérature québécoise d'époques et de genres variés.

Éléments de la compétence

Critères de performance

1. Reconnaître les caractéristiques de textes de la littérature québécoise.	<ul style="list-style-type: none"> Description appropriée des représentations du monde contenues ou exprimées dans des textes de la littérature québécoise.
2. Comparer des textes.	<ul style="list-style-type: none"> Choix pertinent des critères de comparaison. Relevé des ressemblances et des différences significatives entre des textes littéraires.
3. Déterminer un point de vue critique.	<ul style="list-style-type: none"> Pertinence du point de vue critique.
4. Élaborer un plan de dissertation.	<ul style="list-style-type: none"> Pertinence et cohérence du plan. Structure du plan de rédaction en trois parties : introduction, développement et conclusion.
5. Rédiger une dissertation critique.	<ul style="list-style-type: none"> Respect des limites du sujet de la dissertation. Emploi d'arguments appropriés. Justification du point de vue critique. Pertinence des exemples choisis. Organisation logique du paragraphe et des paragraphes entre eux. Précision et richesse du vocabulaire. Respect du registre de langue approprié. Respect des règles de présentation d'une production écrite. Respect des règles orthographiques, grammaticales, syntaxiques et de ponctuation. Rédaction d'une dissertation critique d'au moins 900 mots.
6. Réviser et corriger le texte.	<ul style="list-style-type: none"> Utilisation appropriée de stratégies de révision. Correction appropriée du texte.

Activités d'apprentissage

Discipline : Français, langue d'enseignement et littérature

Pondération : 3-1-4

Unités : 2 ½

Précision :

- L'étude d'un minimum de huit œuvres, dont au moins deux dans le cadre de cet objectif, permet d'atteindre les objectifs de la formation générale en français, langue d'enseignement et littérature.

Français, langue d'enseignement et littérature Code : 4EFP

<i>Objectif</i>	<i>Standard</i>
Énoncé de la compétence	
Produire différents types de discours oraux et écrits liés au champ d'études de l'élève.	
Éléments de la compétence	Critères de performance
1. Analyser les caractéristiques de la situation de communication dans des discours d'ordre culturel ou d'un autre ordre.	<ul style="list-style-type: none"> • Mise en évidence précise des composantes de la situation de communication. • Relevé des facteurs contextuels de la situation de communication. • Détermination de l'influence des médias sur la situation de communication. • Établissement de liens entre les composantes et les facteurs de la situation de communication.
2. Déterminer un sujet et un objectif de communication.	<ul style="list-style-type: none"> • Exploration de sujets variés. • Choix justifié d'un sujet et d'un objectif de communication.
3. Rechercher l'information dans des discours littéraires ou non littéraires.	<ul style="list-style-type: none"> • Choix approprié des sources d'information. • Choix pertinent des éléments d'information.
4. Élaborer une stratégie en fonction de la situation et de l'objectif de communication.	<ul style="list-style-type: none"> • Choix judicieux des procédés à utiliser dans la situation de communication. • Choix judicieux des moyens d'expression.
5. Préparer et présenter des discours oraux de type informatif, critique ou expressif, liés, notamment, à son champ d'études.	<ul style="list-style-type: none"> • Reconnaissance de la contribution de procédés oraux à la conception de son discours. • Recherche de divers moyens d'aborder et de structurer un sujet. • Utilisation pertinente des éléments liés à la présentation d'un discours oral. • Respect de la situation et de l'objectif de communication dans le discours oral. • Précision et richesse du vocabulaire. • Respect des aspects du code linguistique propres au discours oral.
6. Rédiger des textes de type informatif, critique ou expressif, liés, notamment, à son champ d'études.	<ul style="list-style-type: none"> • Reconnaissance de la contribution de procédés d'écriture à la conception de son texte. • Recherche de divers moyens d'aborder et de structurer un sujet. • Respect des règles définissant les différents types de textes. • Respect de la situation et de l'objectif de communication dans le texte écrit. • Précision et richesse du vocabulaire. • Respect des règles orthographiques, grammaticales, syntaxiques et de ponctuation. • Respect des règles de présentation d'un texte écrit.
7. Réviser et corriger les textes.	<ul style="list-style-type: none"> • Utilisation appropriée de stratégies de révision. • Correction appropriée du texte.

Activités d'apprentissage

Discipline : Français, langue d'enseignement et littérature

Périodes d'enseignement : 60

Unités : 2

Précision :

- L'étude d'un minimum de huit œuvres permet d'atteindre les objectifs de la formation générale en français, langue d'enseignement et littérature.

Humanities		Code: 4HU0
<i>Objective</i>	<i>Standard</i>	
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"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge 	
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge 	
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge 	
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the main components 	
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content 	
Learning Activities		
Discipline:	Humanities	
Weighting:	3-1-3	
Credits:	2 ½	

Humanities		Code: 4HU1
<i>Objective</i>	<i>Standard</i>	
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"> • Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups 	
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view 	
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views 	
4. Compare world views.	<ul style="list-style-type: none"> • Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis 	
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content 	
Learning Activities		
Discipline:	Humanities	
Weighting:	3-0-3	
Credits:	2	

Humanities		Code: 4HUP
<i>Objective</i>	<i>Standard</i>	
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"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge 	
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> • Adequate description of the salient components of the issues 	
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues 	
4. Debate the ethical issues.	<ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content 	
Learning Activities		
Discipline:	Humanities	
Periods of instruction:	45	
Credits:	2	

Physical Education Code: 4EPO

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

Learning Activities

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

Physical Education		Code: 4EP1
<i>Objective</i>	<i>Standard</i>	
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	

Physical Education		Code: 4EP2
<i>Objective</i>		<i>Standard</i>
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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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.		<ul style="list-style-type: none"> • 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	

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 quebec.ca website.

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