

Social Science With Enriched Second Language (300.C1)

Pre-University program

College Education

2021 Version

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History

- June 2021 Approval of the program (replacing the *Social Science With Enriched Second Language* program 300.C0).
- May 2022 Adjustment of prescribed credits (minimum is changed from 30 $\frac{2}{3}$ credits to 30 credits).

DEFINITION OF THE PROGRAM

Program title	Social Science with Enriched Second Language
Type of program	Pre-university program
Program code and version	300.C1 (2021)
Type of certification	Diploma of College Studies
Specific conditions for admission	Secondary IV Mathematics: <i>Cultural, Social and Technical</i> Option Secondary V Mathematics: <i>Technical and Scientific</i> Option or <i>Science</i> Option, for the objectives OPU2, OPU3 and OPU4.
Number of credits	Between 58 and 60
General education component	28
Program-specific component	Between 30 and 32
Number of periods of instruction	Between 1 485 and 1 530
General education component	720
Program-specific component	Between 765 and 810
Field of study	Social Science
It includes the following disciplines:	
• Administration (401)	• Philosophy (340) [when not offered as part of the general education component]
• Anthropology (381)	• Psychology (350)
• Classics (332)	• Political Science (385)
• Economics (383)	• Religious Studies (370)
• Geography (320)	• Sociology (387)
• History (330)	
Contributing disciplines	
The following disciplines may contribute to the program-specific component for those objectives where they are specified:	
• Biology (101)	• Mathematics (201)
Term and year entering into effect	Optional implementation: Winter 2022 Compulsory implementation: Fall 2023

APPROVAL

Recommandations



Sous-ministre adjoint au développement
et au soutien des réseaux

3 mai 2022

Date



Sous-ministre

3 mai 2022

Date

Approbation de la ministre



3 mai 2022

Date

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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 *Social Science With Enriched Second Language* Program

The *Social 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 *Social 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 30 to 32 credits.
- The enriched general education component common to all programs consists of 22 credits:
 - Language of Instruction and Literature: 7 $\frac{1}{3}$ credits
 - Français, langue d'enseignement et littérature: 7 $\frac{1}{3}$ credits
 - Philosophy or Humanities: 4 $\frac{1}{3}$ credits
 - Physical Education: 3 credits
- The 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 *Social Science With Enriched Second Language* program is intended to provide students with a balanced education involving general and scientific learning in a variety of disciplines, thereby making it possible for them to understand and analyze human realities. This training will equip them to pursue university studies in the social sciences, education, administration or law.

Goals of the Program

Program-Specific Component

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

- Explain human realities by using the main facts, concepts, theories, models and approaches specific to the social science disciplines
- Examine various issues related to citizenship in today's world
- Use academic work tools and methods as well as the technology needed to successfully pursue their studies
- Demonstrate scientific intellect and intellectual curiosity, and think critically
- Experiment with social science research methods
- Convey their ideas in a clear and organized manner in the language of instruction and use information resources in their second language in the context of their social science studies
- Demonstrate that the subject-specific and methodological learning required to study human realities has been integrated

Explain human realities by using the main facts, concepts, theories, models and approaches specific to the social science disciplines

Theoretical knowledge makes it possible to take a rigorously scientific look at contemporary society. By drawing on the facts, concepts, theories, models and approaches associated with the various social science disciplines, students acquire a nuanced and complex understanding of human beings, societies and the world.

With this knowledge, students are able to analyze, interpret and appreciate the different human realities in the contemporary world. They are in a position to take an informed interest in phenomena that affect individuals, groups or the world at large.

Examine various issues related to citizenship in today's world

The transformations that contemporary societies are undergoing have redefined the foundations of community life and the conditions for the exercise of citizenship. Through training in the social sciences, students are able to grasp these issues, to understand that they have rights and responsibilities in a democratic, pluralistic society open to the world, and to interpret these realities.

To this end, students develop their sense of judgment and an openness to others, consider different points of view and perspectives, and learn to think carefully and express their ideas responsibly when it comes to questions affecting Québec and other societies in the world, such as social and economic inequality, environmental conservation and respect for minorities. Special emphasis is also placed on the realities and perspectives of the First Nations and Inuit in the analysis of the issues examined in the program. Over time, students work on developing the knowledge, attitudes and behaviours conducive to the exercise of enlightened citizenship.

Use academic work tools and methods as well as the technology needed to successfully pursue their studies

Students' scientific training is based, among other things, on the development of practical know-how characteristic of rigorous academic work, which involves efficient work planning, research strategies, the ability to convey ideas orally and in writing and to work with others, as well as a knowledge of the learning process itself. Learning to use these academic work methods will make it easier for students to transition from secondary school to college, successfully complete their social science studies and prepare for university.

A key focus in this regard is learning how to make better use of technology. By mastering these tools, students meet an essential training objective and develop a way of carrying out academic work efficiently and, ultimately, of enhancing their understanding of human realities.

Demonstrate scientific intellect and intellectual curiosity, and think critically

Students develop scientific intellect and critical thinking skills by learning about the theoretical and methodological foundations as well the interpretations associated with various social science disciplines. By challenging them to open up to fields of knowledge that are not all familiar to them, this diversity of views allows students to better grasp the complexity of human realities and stimulates their interest in better understanding today's world.

By the end of the program, students demonstrate rigour through their ability to distinguish between facts and opinions, to develop a line of reasoning based on credible sources and to present a coherent argument. They are able to critically assess scientific reasoning about human phenomena and reconsider their ideas in light of new information. Students are curious about the different realities studied in the social sciences and tend to become more intellectually independent.

Experiment with social science research methods

Students are able to understand the characteristics and steps associated with a research project whose objective is to develop scientific knowledge pertaining to human realities. They are capable of carrying out the different steps in a scientific research project, in particular developing a theoretical context.

Depending on the objectives of the research project, they are also capable of designing or using qualitative or quantitative data collection tools. In accordance with ethical standards, they are able to analyze different types of data and make relevant connections in explaining human realities. They can also critically assess their entire research approach. Lastly, students are able to show how research methods have contributed to the development of knowledge in social science disciplines and to contextualize these methods.

Convey their ideas in a clear and organized manner in the language of instruction and use information resources in their second language in the context of their social science studies

The ability to analyze and interpret human realities is based on an excellent mastery of the language of instruction. Students use oral and written language that is clear and rich to explain human realities. Reading and understanding various types of texts, especially those of a scientific nature, is essential in the social sciences. Students know how to produce different types of texts according to the standards that govern spelling, grammar, syntax and style in the language of instruction. When speaking, they know how to use a level of language appropriate for the type of communication involved.

Students who intend to pursue university studies must also use their second language given that information resources are not always available in the language of instruction. They know how to gather material and to read and understand social science texts in their second language.

Demonstrate that the subject-specific and methodological learning required to study human realities has been integrated

Analyzing complex human realities involves combining different elements of subject-specific and methodological learning. Students are able to apply the knowledge, skills and attitudes they have acquired throughout their college-level social science studies and to correctly use what they have learned to examine various questions.

Aware of their overall learning approach, students critically examine what they have learned and their ability to process, retain and transfer information. In this way, they will have what they need to achieve specific objectives.

The goals of the program-specific component are clear: to enable students to acquire a body of general knowledge, work methods, analytical tools, communication skills and attitudes conducive to learning as well as to independent and collaborative work. Along with fundamental learning comes a mindset characterized by curiosity, openness and the ability to reason and present an argument. Having developed this knowledge and know-how, the discipline required for critical and scientific thinking, the capability of providing the broadest perspectives or the most detailed analyses, and the qualities associated with the intellectual maturity needed for success in higher education, a social science graduate is prepared to play an active and positive role as a citizen in Québec.

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
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works or 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

Between 30 and 32 credits, between 765 and 810 periods of instruction

Minimum of 570 compulsory periods of instruction

Maximum of 150 periods of instruction per social science discipline

Common Objectives

Methodology and Integration (min. 195 periods)

- OME1 Apply academic work methods to the social sciences.
- OME2 Carry out scientific research by applying a qualitative method used in the social sciences.
- OME3 Interpret human realities by using quantitative analysis in the social sciences.
- OME4 Demonstrate that one has integrated what one has learned in the social sciences.

Introduction (min. 240 periods)

Compulsory Objectives

- ON01 Explain the foundations of world history from the 15th century until today.
- ON02 Explain the economic foundations of resource allocation in society.
- ON03 Explain patterns of human behaviour and mental processes from a psychological perspective.

Optional Objectives (Choose at least two of the following)

- ON04 Explain the administrative operations of companies and organizations as well as their interactions with society.
- ON05 Explain human unity and diversity from an anthropological perspective.
- ON06 Explain classical civilizations by drawing on archaeological and historical sources.
- ON07 Explain the relationships between human phenomena and geographic space.
- ON08 Explain the religious phenomenon from a religious studies perspective.
- ON09 Explain the main political foundations of community life in the 21st century.
- ON10 Explain human realities from a sociological perspective.
- ON11¹ Demonstrate how philosophical methods and theories respond to problems of human concern.

Enrichment (min. 135 periods)

Compulsory Objective

- OANA Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Optional Objectives

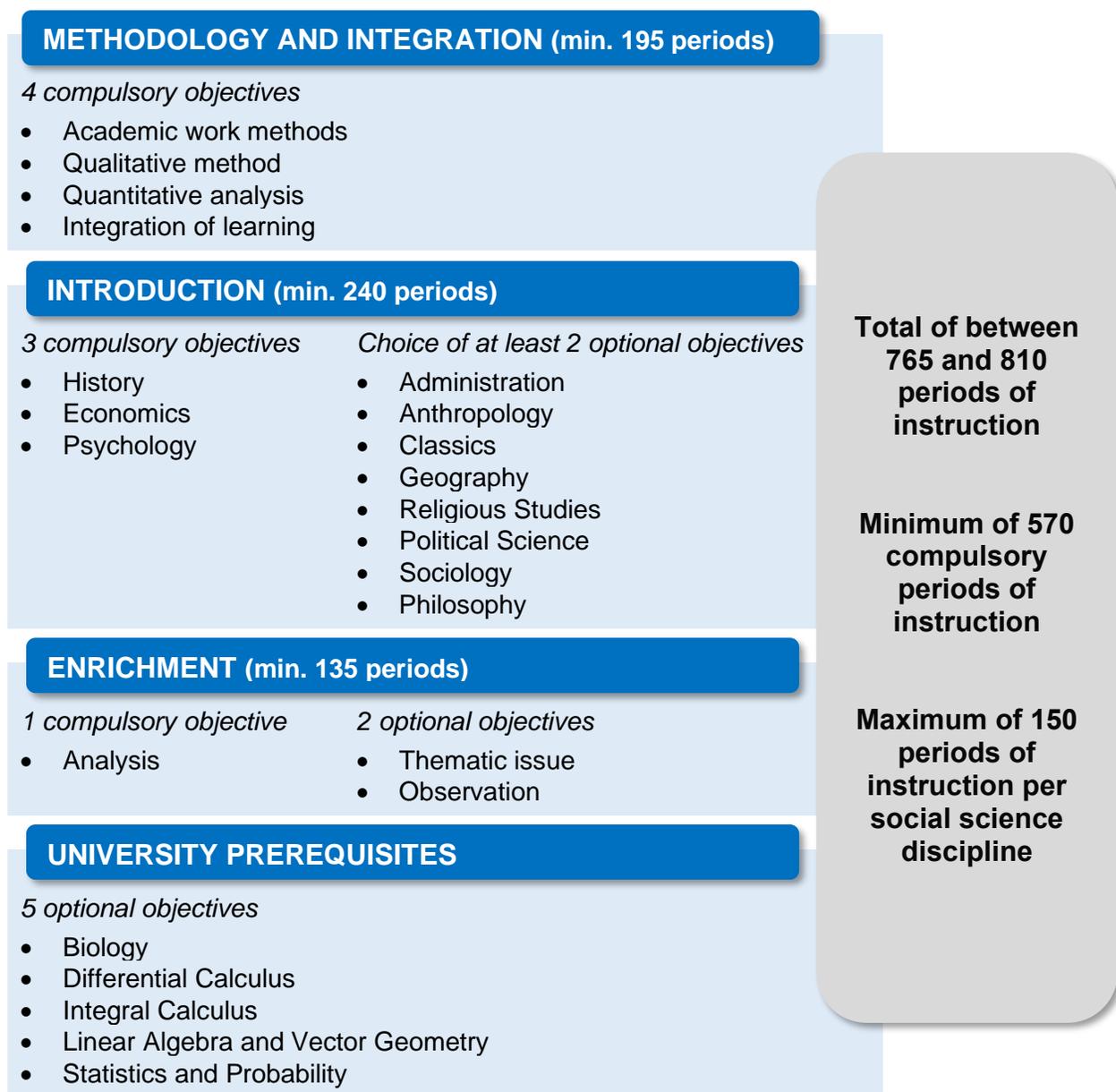
- OENJ Analyze a thematic issue from a multidisciplinary perspective in the social sciences.
- OPRA Analyze human realities observed in an applied context in the social sciences.

¹ Objective ON11 is one of the optional introduction objectives if philosophy is not offered as part of the general education component.

Optional Objectives (prerequisites for certain university programs)

- 0PU1 Explain how biological systems affect homeostasis and human behaviour.
 0PU2 Analyze problems studied in the social sciences by using differential calculus.
 0PU3 Analyze problems studied in the social sciences by using integral calculus.
 0PU4 Analyze problems studied in the social sciences by using linear algebra and vector geometry.
 0PU5 Analyze problems studied in the social sciences by using statistical tools based on probability theory.

Figure 2 – Overview of the Program-Specific Component of the Social Science Pre-University Program



**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

Methodology and Integration		Code: OME1
<i>Objective</i>		<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Apply academic work methods to the social sciences.	<ul style="list-style-type: none"> • Appropriate planning of tasks • Observance of academic work ethics • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Demonstrate an understanding of texts in the social sciences.	<ul style="list-style-type: none"> • Accurate distinction between the different types of texts • Identification of the significant aspects of the context in which the text was produced • Precise indication of the components and logic of the text 	
2. Carry out a literature search in the social sciences.	<ul style="list-style-type: none"> • Appropriate use of information research tools • Relevance and reliability of information sources • Relevant use of a variety of information sources 	
3. Write texts adapted to the field of study.	<ul style="list-style-type: none"> • Writing in accordance with the different types of texts • Appropriate writing plan • Appropriate use of quotations, paraphrasing and references • Correct application of work presentation rules • Mediagraphy in accordance with established rules 	
4. Use current technologies in the social sciences.	<ul style="list-style-type: none"> • Appropriate use of technological tools for the task involved • Appropriate networking practices • Responsible use of current technologies 	
5. Carry out teamwork in the social sciences.	<ul style="list-style-type: none"> • Establishment of operating rules adapted to the task involved • Collaborative behaviour that encourages feedback 	
6. Convey and support one's ideas orally in the social sciences.	<ul style="list-style-type: none"> • Ideas clearly expressed • Effective interaction with the audience • Well-founded demonstration of one's ideas 	
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	30 or 45	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 300 (Social Science) if it is achieved by creating a 30- or 45-period course. • This objective must be associated with code 320 (Geography), 330 (History), 332 (Classics), 340 (Philosophy), 350 (Psychology), 370 (Religious Studies), 381 (Anthropology), 383 (Economics), 385 (Political Science), 387 (Sociology) or 401 (Administration) if it is achieved by incorporating a 15-period segment devoted to this learning into each of two or three introduction objectives. 	

Methodology and Integration		Code: OME2
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Carry out scientific research by applying a qualitative method used in the social sciences.	<ul style="list-style-type: none"> • Observance of the basic ethical standards regarding social sciences research • Proper use of recognized terminology • Appropriate use of required technologies • Appropriate contribution to teamwork • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Explain the characteristics of the scientific approach used in the social sciences.	<ul style="list-style-type: none"> • Accurate distinction between scientific and non-scientific knowledge • Appropriate description of the distinctive features of social science research • Accurate distinction between the steps in the scientific approach used in the social sciences 	
2. Develop a theoretical context.	<ul style="list-style-type: none"> • Clear definition of the research problem • Selection of relevant information sources • Appropriate written formulation of the statement of the question • Appropriate formulation of the hypothesis or the objective of the research 	
3. Use a qualitative data collection method.	<ul style="list-style-type: none"> • Accurate distinction between different qualitative data collection methods used in the social sciences • Production of a data collection tool adapted to the problem defined and consistent with the method selected • Careful data collection planning • Systematic collection of data 	
4. Analyze the data gathered.	<ul style="list-style-type: none"> • Creation of a relevant data classification system • Appropriate processing of data • Summarized presentation of the data as it relates to the hypothesis or the research objective 	
5. Interpret and convey the research results.	<ul style="list-style-type: none"> • Relevant interpretation of the results as they relate to the theoretical context • Appropriate identification of the limitations and biases that influence the value and interpretation of the results • Production of a scientific research paper that outlines the methodology used and the results obtained 	
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	At least 60	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 300 (Social Science). 	

Methodology and Integration		Code: OME3
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Interpret human realities by using quantitative analysis in the social sciences.	<ul style="list-style-type: none"> • Appropriate use of required technologies • Proper use of recognized terminology • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Situate the use of quantitative analysis in the social sciences.	<ul style="list-style-type: none"> • Proper recognition of the emergence of quantification in the social sciences • Illustration of the current use of quantitative data in various social sciences disciplines • Accurate distinction between quantitative and qualitative data analysis • Proper recognition of the ethical issues involved in quantitative analysis 	
2. Formulate measurable hypotheses that make it possible to examine human realities.	<ul style="list-style-type: none"> • Recognition of the various types of variables and scales of measurement • Appropriate formulation of an operational hypothesis • Relevant justification of a hypothesis from a documented perspective 	
3. Describe quantitative data collection methods used in the social sciences.	<ul style="list-style-type: none"> • Accurate distinction between methods of collecting primary data in the social sciences • Proper recognition of different secondary data sources used in the social sciences • Accurate identification and description of potential errors and biases in constructing and interpreting quantitative data in the social sciences 	
4. Process social science data by using descriptive measurements.	<ul style="list-style-type: none"> • Relevant use of primary or secondary data • Appropriate use of descriptive measurements • Appropriate development of constructed data • Appropriate organization and presentation of data • Accurate linkage and interpretation of quantitative data in different contexts 	
5. Determine the conditions under which a quantitative analysis of human realities can be generalized.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of different types of sampling • Appropriate use of statistical tools used to ascertain the representative nature of the quantitative analysis • Accurate interpretation of elements of statistical inference used in the social sciences 	
6. Describe the relationships between variables specific to human realities.	<ul style="list-style-type: none"> • Accurate differentiation of the types of relationships between quantitative and qualitative variables • Accurate verification of the existence and intensity of a relationship between two variables, using appropriate measurements • Accurate interpretation of the measurements and the relationship between the variables 	

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| <p>7. Assess a quantitative analysis and its interpretation in the social sciences.</p> | <ul style="list-style-type: none">• Appropriate critical evaluation of the organization and overall presentation of the quantitative data• Appropriate critical reflection on the relevance of the quantitative information• Coherent interpretation of the quantitative analysis |
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Learning Activities

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| Discipline: | Any of the social science disciplines
Note: The discipline of mathematics can be used to achieve this objective |
| Periods of instruction: | At least 60 |
| Additional information: | <ul style="list-style-type: none">• This objective must be associated with code 300 (Social Science) or 360 (Multidisciplinary). |

Methodology and Integration		Code: OME4
Objective		Standard
Statement of the Competency		Performance Criteria for the Competency as a Whole
Demonstrate the acquisition of what one has learned in the social sciences.		<ul style="list-style-type: none"> • Appropriate use of academic work methods • Observance of academic work ethics • Attention to the quality of English and the way ideas are expressed
Elements of the Competency		Performance Criteria
1. Prepare to carry out the project related to one's acquired learning.		<ul style="list-style-type: none"> • Identification of the significant learning acquired in the program • Detailed description of an approach for carrying out the project
2. Carry out a major original project.		<ul style="list-style-type: none"> • Rigorous application of the methodologies one has learned in developing the approach to the project • Appropriate application of acquired learning to a new situation • Integration of perspectives from at least three social science disciplines • Approach based on relevant sources of information in the language of instruction and the second language
3. Publicly disseminate the project.		<ul style="list-style-type: none"> • Appropriate summary of the project • Use of an appropriate medium for disseminating the project • Clear transmission of information
4. Evaluate one's overall learning approach with regard to the social sciences.		<ul style="list-style-type: none"> • Critical evaluation of the project • Relevant evaluation of one's strengths and weaknesses upon completing the social science program • Recognition of the impact of the training on one's role as a student and citizen
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	At least 45	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 300 (Social Science). 	

Introduction		Code: 0N01
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain the foundations of world history from the 15th century until today.	<ul style="list-style-type: none"> • Demonstration of critical thinking skills in studying historical realities and sources • Use of relevant chronological and geographic reference points to situate the historical realities examined • Proper use of recognized terminology specific to history • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Determine what characterizes the development of historical knowledge.	<ul style="list-style-type: none"> • Accurate recognition of the different types of sources • Appropriate contextualization of a primary source • Appropriate emphasis on the time dimension of the human realities examined • Accurate distinction between historical interpretations of a given subject 	
2. Recognize historical legacies prior to the 15th century that have had an impact on the formation of the West and of the modern and contemporary world.	<ul style="list-style-type: none"> • Appropriate reference to historical legacies of antiquity and the Middle Ages that have had an impact on the formation of the West and of the modern and contemporary world. • Appropriate recognition of historical legacies from various regions of the world prior to the 15th century that have had an impact on the formation of the West and of the modern and contemporary world. 	
3. Examine the fundamental elements of world history from the 15th century until today.	<ul style="list-style-type: none"> • Relevant factual description of fundamental elements such as actors, events and phenomena • Relevant focus on the variety of historical realities throughout the world as they pertain to the fundamental elements examined • Appropriate characterization of the historical relationships between societies from different areas of the world • Appropriate recognition of historical processes at work on a continental or global scale 	
4. Formulate a historical explanation.	<ul style="list-style-type: none"> • Relevant determination of the causes or origins of the historical realities examined • Appropriate assessment of the repercussions or consequences of the historical realities examined • Relevant focus on elements involving continuity, a break or a transition in light of the historical realities examined 	

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| <p>5. Interpret a current global issue from a historical perspective.</p> | <ul style="list-style-type: none">• Appropriate characterization of the issue selected• Use of relevant historical data in interpreting the issue• Appropriate focus on the importance and repercussions of the selected issue in time and space |
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Learning Activities

Discipline: History (330)

Periods of instruction: 60 or 75 if objective OME1 is partially achieved

Additional information:

- The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context.

Introduction		Code : 0N02
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain the economic foundations of resource allocation in society.	<ul style="list-style-type: none"> • Accurate interpretation of numerical data • Appropriate reference to current events • Proper use of recognized terminology specific to economics • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize the specificity of economics.	<ul style="list-style-type: none"> • Accurate recognition of the focus of economics • Accurate recognition of economic systems, major schools of thought and their main proponents • Appropriate distinction between the roles and interactions of economic agents 	
2. Describe the structural and cyclical dimensions of an economy.	<ul style="list-style-type: none"> • Appropriate recognition of the structural and cyclical dimensions of an economy • Appropriate use of the main indicators of a given economic situation • Appropriate comparisons in space and time of economic indicators in different contexts 	
3. Describe how a mixed-market economy and a free-market economy work.	<ul style="list-style-type: none"> • Accurate description of the economic situation by using the aggregate model and its determinants • Correct use of an analytical model in a variety of current contexts 	
4. Describe the effects of economic policies on the standard of living.	<ul style="list-style-type: none"> • Appropriate recognition of the short-term and long-term effects of economic policies • Correct identification of the role of the various agents with regard to fiscal and monetary policies 	
5. Interpret a current social issue from an economic perspective.	<ul style="list-style-type: none"> • Relevant illustration of how economics has contributed to an understanding of the issue selected • Accurate interpretation of the indicators as they pertain to the issue selected • Relevance of the analytical model used or the theory applied 	
Learning Activities		
Discipline:	Economics (383)	
Periods of instruction:	45 or 60 if objective OME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. 	

Introduction Code: 0N03

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole
Explain patterns of human behaviour and mental processes from a psychological perspective.	<ul style="list-style-type: none"> • Appropriate distinction between patterns of human behaviour and mental processes • Proper use of recognized terminology specific to psychology • Attention to the quality of English and the way ideas are expressed

Elements of the Competency	Performance Criteria
1. Recognize the specificity of psychology.	<ul style="list-style-type: none"> • Accurate recognition of the focus of psychology • Appropriate description of the emergence of psychology in the fields of science and clinical intervention • Relevant description of the common areas of practice in psychology
2. Distinguish between various research methods used in psychology.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of the different research methods, including the experimental method • Correct association between research methods examined and various objectives of psychology
3. Characterize the main recognized theoretical perspectives.	<ul style="list-style-type: none"> • Appropriate identification of the main proponents and foundations of the classic theoretical perspectives in psychology • Accurate description of the main concepts associated with the classic theoretical perspectives in psychology • Accurate identification of distinctive features and concepts associated with recently recognized theoretical perspectives in psychology
4. Characterize psychobiological, cognitive and affective processes as well as psychosocial factors at the root of patterns of human behaviour and mental processes.	<ul style="list-style-type: none"> • Accurate description of psychobiological, cognitive and affective processes • Appropriate description of the relationships or interactions between the processes examined • Accurate recognition of the influence of psychosocial factors on the processes examined
5. Interpret various patterns of human behaviour and mental processes.	<ul style="list-style-type: none"> • Choice of relevant theoretical perspectives, concepts or processes • Accurate illustration of the relationship between the theoretical perspectives, concepts or processes selected and patterns of human behaviour or mental processes • Establishment of accurate links between the various aspects of psychological knowledge used

Learning Activities	
Discipline:	Psychology (350)
Periods of instruction:	45 or 60 if objective OME1 is partially achieved
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context.

Introduction		Code: 0N04
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
<p>Explain the administrative operations of companies and organizations as well as their interactions with society.</p>	<ul style="list-style-type: none"> • Accurate interpretation of numerical data • Communication style adapted to the world of administration • Proper use of recognized terminology specific to administration • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
<p>1. Recognize the specificity of administration.</p>	<ul style="list-style-type: none"> • Accurate recognition of the focus of administration • Relevant illustration of how some social science disciplines have contributed to the field of administration • Appropriate identification of how the field of administration has contributed to the study of human realities • Appropriate differentiation of business models and types of companies and organizations 	
<p>2. Distinguish between the functions of a business and those of an organization.</p>	<ul style="list-style-type: none"> • Clear characterization of the functions of a business and those of an organization • Accurate recognition of the concepts, methods and theories pertaining to the functions of a business and those of an organization • Accurate recognition of the interdependence of the functions of a business and those of an organization in achieving its objectives 	
<p>3. Interpret the components of the internal and external environments that influence the business world, companies and organizations.</p>	<ul style="list-style-type: none"> • Relevant distinction between the components of the internal and external environments • Relevant illustration of the relationship between business strategies given the components of the internal and external environments • Appropriate use of the concepts, methods and theories pertaining to the components of the internal and external environments 	

4. Interpret a current issue related to the administration of a company or an organization.

- Relevant illustration of the functions involved in regard to the issue selected
- Appropriate contextualization of the issue selected in light of the external environments
- Relevant use of concepts, methods and theories in the field of administration
- Presentation of relevant solutions pertaining to the issue selected

Learning Activities

Discipline: Administration (401)

Periods of instruction: 45 or 60 if objective OME1 is partially achieved

Additional information:

- The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context.

Introduction		Code: 0N05
<i>Objective</i>		<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain human unity and diversity from an anthropological perspective.	<ul style="list-style-type: none"> • Open-minded approach to the facts and phenomena studied • Proper use of recognized terminology specific to anthropology • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize the specificity of anthropology.	<ul style="list-style-type: none"> • Appropriate recognition of the main subfields of anthropology • Accurate identification of fundamental anthropological approaches, methods and concepts • Clear distinction between anthropology and other social science disciplines • Appropriate recognition of how contemporary anthropologists are contributing to the understanding of human phenomena 	
2. Describe cultural and biological characteristics specific to human beings.	<ul style="list-style-type: none"> • Accurate illustration of elements that define the human species and its evolution • Accurate distinction between the universal, cultural and personal dimensions of human behaviour • Accurate recognition of the mechanisms by which otherness is constructed • Recognition of relevant situations that illustrate encounters between cultures or societies 	
3. Examine human phenomena by using anthropological concepts, methods and approaches.	<ul style="list-style-type: none"> • Active participation* in examining at least one phenomenon • Accurate description of the phenomena examined • Relevant connection between the phenomena examined and anthropological concepts, methods and approaches 	
4. Interpret a current issue from an anthropological perspective.	<ul style="list-style-type: none"> • Sufficient contextualization of the issue selected • Relevant illustration of how anthropology has contributed to an understanding of the issue selected • Relevant critical reflection on consequences related to the issue selected 	
Learning Activities		
Discipline:	Anthropology (381)	
Periods of instruction:	45 or 60 if objective OME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. • * Active participation: interview, participant observation, examination of fossils, anthropometric comparison, introduction to an excavation activity, examination of museum artefacts, etc. 	

Introduction		Code: 0N06
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain classical civilizations by drawing on archaeological and historical sources*.	<ul style="list-style-type: none"> • Appropriate contextualization of sources pertaining to civilizations • Proper use of the recognized terminology specific to the classics • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize how archaeological and historical sources have contributed to the study of the classical civilizations.	<ul style="list-style-type: none"> • Accurate understanding of the concept of civilization • Appropriate recognition of the types of sources and their characteristics • Accurate recognition of the evolution of the discipline • Appropriate recognition of the development of methods and knowledge 	
2. Identify cradles of classical civilizations.	<ul style="list-style-type: none"> • Appropriate recognition of the main characteristics of civilizations • Appropriate recognition of the elements of chronology • Relevant illustration of the relationship between civilizations, resources and the components of the environment 	
3. Use basic archaeological and historical methods to study classical civilizations.	<ul style="list-style-type: none"> • Appropriate choice of archaeological and historical sources • Appropriate use of a data collection technique to study classical civilizations • Appropriate handling of archaeological and historical data 	
4. Interpret phenomena related to antiquity.	<ul style="list-style-type: none"> • Accurate description of phenomena from antiquity • Relevant examination of the similarities and differences associated with phenomena from antiquity • Accurate interpretation of the role of institutions, actors and events related to civilizations 	
Learning Activities		
Discipline:	Classics (332)	
Periods of instruction:	45 or 60 if objective 0ME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. • * Archaeological and historical sources: monuments, artefacts, ecofacts, writings of authors from antiquity, inscriptions and papyri, etc. 	

Introduction		Code: 0N07
<i>Objective</i>		<i>Standard</i>
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain the relationships between human phenomena and geographic space.	<ul style="list-style-type: none"> • Appropriate use of geographic tools • Proper use of recognized terminology specific to geography • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize the specificity of geography.	<ul style="list-style-type: none"> • Accurate recognition of the evolution of geography • Appropriate description of its focus • Accurate recognition of how geography and geographers have contributed to the understanding of human phenomena 	
2. Characterize spatial interrelationships between human beings, society and the natural elements of the environment.	<ul style="list-style-type: none"> • Clear description of characteristics and processes related to spheres of the geosystem • Accurate distinction between physical and human geographic units on different scales • Relevant illustration of the relationship between natural or human dynamics in a geographic space 	
3. Apply an approach that makes it possible to interpret geographic space.	<ul style="list-style-type: none"> • Accurate interpretation of cartographic records • Appropriate processing of geographic information • Appropriate design of spatial representations • Formulation of appropriate geographic comments 	
4. Interpret a local, regional, national or international issue from a geographic perspective.	<ul style="list-style-type: none"> • Accurate recognition of the main geographic components of the issue selected • Relevant illustration of how geography has contributed to an understanding of the issue selected • Consideration of solutions that take into account human beings, society and the natural elements of the environment 	
Learning Activities		
Discipline:	Geography (320)	
Periods of instruction:	45 or 60 if objective OME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. 	

Introduction

Code: 0N08

Objective

Standard

Statement of the Competency	Performance Criteria for the Competency as a Whole
Explain the religious phenomenon from a religious studies perspective.	<ul style="list-style-type: none"> • Appropriate demonstration that various perspectives have been taken into account • Proper use of recognized terminology specific to religious studies • Attention to the quality of English and the way ideas are expressed
Elements of the Competency	Performance Criteria
1. Recognize what characterizes the religious phenomenon.	<ul style="list-style-type: none"> • Clear distinction between religious studies and theology • Detailed comparison of different definitions of the religious phenomenon • Appropriate recognition of how the social sciences have contributed to religious studies • Coherent description of the social and personal functions of the religious phenomenon • Accurate distinction between the concepts and methods used in religious studies
2. Characterize religious traditions.	<ul style="list-style-type: none"> • Accurate association between religious traditions and their corresponding key figures, institutions, works, founders and events • Detailed description of the beliefs and practices of each religious tradition • Accurate identification of what each religious tradition has inherited and borrowed • Clear representation of the common cultural foundation shared by religious traditions
3. Examine the religious phenomenon through its movements and transformations.	<ul style="list-style-type: none"> • Coherent perspective on the interactions between religious traditions • Clear demonstration of how secularization has influenced religious traditions and society • Use of a coherent prospective approach to determine the future of the religious phenomenon
4. Interpret a contemporary reality from a religious studies perspective.	<ul style="list-style-type: none"> • Use of relevant information sources • Coherent contextualization of a contemporary reality • Relevant illustration of how religious studies have contributed to the understanding of a contemporary reality
Learning Activities	
Discipline:	Religious Studies (370)
Periods of instruction:	45 or 60 if objective OME1 is partially achieved
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context.

Introduction		Code: 0N09
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain the main political foundations of community life in the 21st century.	<ul style="list-style-type: none"> • Appropriate reference to current events • Proper use of recognized terminology specific to political science • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize the specificity of political science.	<ul style="list-style-type: none"> • Accurate recognition of the political dimensions of community life • Accurate description of the focus of political science • Appropriate recognition of the fields of study in political science 	
2. Distinguish between the characteristics of the major schools of political thought.	<ul style="list-style-type: none"> • Relevant description of the emergence and evolution of the major schools of thought • Clear distinction between the basic components of the major schools of thought • Relevant illustration of current political trends 	
3. Describe how political institutions work.	<ul style="list-style-type: none"> • Accurate recognition of the components of a political system • Accurate description of political institutions and their interactions • Description of relevant situations or problems that illustrate how power is exercised 	
4. Identify the role of various political actors.	<ul style="list-style-type: none"> • Relevant description of the nature and characteristics of political actors • Subtle distinctions made in illustrating how citizenship is exercised in political life • Appropriate description of the interests, ideas and values of political actors as well as their influence on political dynamics 	
5. Interpret a current issue from a political science perspective.	<ul style="list-style-type: none"> • Appropriate contextualization of the issue selected • Relevant presentation of various points of view • Rigorous critical reflection 	
Learning Activities		
Discipline:	Political Science (385)	
Periods of instruction:	45 or 60 if objective OME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. 	

Introduction		Code: 0N10
Objective		Standard
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Explain human realities from a sociological perspective.	<ul style="list-style-type: none"> • Proper use of recognized terminology specific to sociology • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize the specificity of sociology.	<ul style="list-style-type: none"> • Appropriate recognition of the context in which sociology emerged • Clear distinction between sociology and the other social science disciplines • Appropriate recognition of how sociologists have contributed to an understanding of life in society 	
2. Characterize the main approaches in sociology.	<ul style="list-style-type: none"> • Accurate distinction between the main theoretical perspectives and classical concepts in sociology • Appropriate description of theoretical perspectives and recently recognized concepts in sociology 	
3. Examine contemporary social phenomena.	<ul style="list-style-type: none"> • Appropriate description of social phenomena specific to contemporary society • Correct use of theories and concepts related to the social phenomena studied 	
4. Interpret a current social issue from a sociological perspective.	<ul style="list-style-type: none"> • Appropriate contextualization of the issue selected • Relevant illustration of the relationship between sociological knowledge and the issue selected • Relevant illustration of the different points of view pertaining to the issue selected 	
Learning Activities		
Discipline:	Sociology (387)	
Periods of instruction:	45 or 60 if objective 0ME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. 	

Introduction		Code: 0N11*
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Demonstrate how philosophical methods and theories respond to problems of human concern.	<ul style="list-style-type: none"> • Correct application of principles of critical thinking • Clear and coherent expression of philosophical ideas and arguments • Appropriate demonstration of a variety of perspectives • Proper use of terminology specific to philosophy • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Recognize methods and theories specific to philosophy.	<ul style="list-style-type: none"> • Appropriate description of different fields of the discipline • Accurate description of methods and theories appropriate to philosophy • Appropriate distinguishing of philosophical methods and theories from those of other disciplines 	
2. Situate philosophical problems and theories in their historical or intellectual contexts.	<ul style="list-style-type: none"> • Proper recognition of philosophical problems and theories • Appropriate description of the relevant historical settings • Appropriate description of different schools of thought within the discipline • Appropriate contextualizing of philosophical problems or theories 	
3. Apply critical thinking to philosophical problems.	<ul style="list-style-type: none"> • Correct recognition of arguments and of the relations between their elements • Coherent evaluation of an argument • Accurate reformulation of arguments in philosophical texts 	
4. Investigate a problem of human concern from a philosophical perspective.	<ul style="list-style-type: none"> • Adequate appreciation of the relevance of philosophical thinking to a problem of human concern • Accurate comparison of competing philosophical responses to a problem of human concern • Coherent formulation of a philosophical argument 	
Learning Activities		
Discipline:	Philosophy (340)	
Periods of instruction:	45 or 60 if objective 0ME1 is partially achieved	
Additional information:	<ul style="list-style-type: none"> • The course also examines questions or examples based on Québec realities OR emphasizes the development and influence of the discipline in a Québec context. • * Objective 0N11 is one of the optional introduction objectives if philosophy is not offered as part of the general education component. 	

Enrichment		Code: 0ANA
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze human realities through a more in-depth study from the perspective of a social science discipline.	<ul style="list-style-type: none"> • Proper use of recognized terminology specific to the discipline in question • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Define the human realities studied.	<ul style="list-style-type: none"> • Clear description of the human realities studied • Appropriate contextualization of the human realities studied 	
2. Examine fundamental elements of a perspective associated with a social science discipline.	<ul style="list-style-type: none"> • Appropriate use of subject-specific knowledge pertaining to the human realities studied • Accurate characterization of concepts and facts relevant to an understanding of the human realities studied • Appropriate differentiation of approaches or theories used to study human realities 	
3. Analyze a case, a situation or a problem pertaining to the human realities studied.	<ul style="list-style-type: none"> • Selection, in the language of instruction and the second language, of relevant information pertaining to the human realities studied • Formulation of relevant questions conducive to an understanding of the human realities studied • Appropriate use of concepts, approaches or theories • Appropriate illustration of the relationship between explanatory factors pertaining to the case, situation or problem 	
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	At least 45	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 320 (Geography), 330 (History), 332 (Classics), 340 (Philosophy), 350 (Psychology), 370 (Religious Studies), 381 (Anthropology), 383 (Economics), 385 (Political Science), 387 (Sociology) or 401 (Administration). 	

Enrichment		Code: 0ENJ
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze a thematic issue from a multidisciplinary perspective in the social sciences.	<ul style="list-style-type: none"> • Proper use of recognized terminology specific to the disciplines in question • Attention to the quality of English and the way ideas are expressed 	
Elements of the Competency	Performance Criteria	
1. Define a specific thematic issue.	<ul style="list-style-type: none"> • Clear description of facts related to the issue • Appropriate contextualization of the issue in space and time 	
2. Examine fundamental elements of a variety of disciplinary perspectives related to the issue.	<ul style="list-style-type: none"> • Appropriate use of subject-specific knowledge pertaining to the issue • Accurate characterization of concepts and facts relevant to an understanding of the issue • Appropriate differentiation of approaches or theories used to study the issue 	
3. Analyze an aspect of the issue from a variety of perspectives in the social sciences.	<ul style="list-style-type: none"> • Selection, in the language of instruction and the second language, of relevant information pertaining to the issue • Formulation of relevant questions conducive to an understanding of the issue • Appropriate use of concepts, approaches or theories • Appropriate illustration of the relationship between explanatory factors pertaining to the aspect of the issue 	
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	At least 45	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 300 (Social Science). 	

Enrichment		Code: 0PRA
<i>Objective</i>		<i>Standard</i>
Statement of the Competency		Performance Criteria for the Competency as a Whole
Analyze human realities observed in an applied context* in the social sciences.		<ul style="list-style-type: none"> • Observance of ethical rules • Proper use of recognized terminology specific to disciplines in question • Attention to the quality of English and the way ideas are expressed
Elements of the Competency		Performance Criteria
1. Determine the human realities to be observed.		<ul style="list-style-type: none"> • Accurate description of the human realities to be observed • Clear determination of the objectives and the approach to be used
2. Examine fundamental elements of one or more disciplines as they pertain to the human realities to be observed.		<ul style="list-style-type: none"> • Appropriate use of subject-specific knowledge pertaining to the human realities to be observed • Accurate characterization of concepts and facts relevant to an understanding of the human realities to be observed • Relevant illustration of the relationship between approaches or theories and the study of the human realities to be observed
3. Gather information in an applied context.		<ul style="list-style-type: none"> • Appropriate planning of the steps involved and the schedule for completing the work • Relevant information gathered • Adoption of appropriate behaviours
4. Analyze one or more dimensions of the human realities observed.		<ul style="list-style-type: none"> • Formulation of clear and relevant links between facts, concepts, approaches or theories and the human realities observed • Appropriate assessment of one's understanding of the human realities analyzed • Appropriate evaluation of the procedure in light of the objectives and the approach used
Learning Activities		
Discipline:	Any of the social science disciplines	
Periods of instruction:	At least 45	
Additional information:	<ul style="list-style-type: none"> • This objective must be associated with code 300 (Social Science), 320 (Geography), 330 (History), 332 (Classics), 340 (Philosophy), 350 (Psychology), 370 (Religious Studies), 381 (Anthropology), 383 (Economics), 385 (Political Science), 387 (Sociology) or 401 (Administration). • * Applied context: field study or survey, cultural visit, study trip, immersion or cooperation project, etc. 	

Optional Objectives and Standards

University Prerequisite		Code: 0PU1
<i>Objective</i>		<i>Standard</i>
Statement of the Competency		Performance Criteria for the Competency as a Whole
Explain how biological systems affect homeostasis and human behaviour.		<ul style="list-style-type: none"> • Appropriate reference to various patterns of human behaviour • Proper use of relevant concepts and recognized terminology
Elements of the Competency		Performance Criteria
1. Represent the cell as the basic structural and functional unit of the human body.		<ul style="list-style-type: none"> • Appropriate representation of the cellular model, its components and the main related functions • Appropriate representation of certain membrane transport mechanisms
2. Demonstrate how the endocrine system affects homeostasis and human behaviour.		<ul style="list-style-type: none"> • Appropriate representation of the structural and functional organization of the endocrine system • Appropriate description of how hormones act on their target cells • Appropriate demonstration of how the endocrine system contributes to homeostasis • Appropriate illustration of the relationship between the activity of the endocrine system and human behaviour
3. Demonstrate how the nervous system affects homeostasis and human behaviour.		<ul style="list-style-type: none"> • Appropriate representation of the structural and functional organization of the nervous system • Appropriate representation of neuron physiology and synaptic transmission • Accurate recognition of the functions of the main regions of the brain • Appropriate demonstration of how the nervous system contributes to homeostasis • Appropriate illustration of the relationship between the activity of the nervous system and human behaviour
4. Demonstrate how the reproductive system affects the transmission of inherited characteristics and human behaviour.		<ul style="list-style-type: none"> • Appropriate representation of the structural and functional organization of the reproductive system • Appropriate illustration of the relationship between the activity of the regulatory systems and the reproductive system • Appropriate representation of the mechanisms through which inherited characteristics are transmitted • Appropriate illustration of the relationship between the activity of the reproductive system and the transmission of inherited characteristics and human behaviour
Learning Activities		
Discipline:	Biology (101)	
Periods of instruction:	45	
Additional information:	<ul style="list-style-type: none"> • Learning activities in the laboratory would be appropriate. 	

University Prerequisite		Code: 0PU2
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze problems studied in the social sciences by using differential calculus.	<ul style="list-style-type: none"> • Accurate recognition of the context in which differential calculus emerged • Appropriate mathematical modelling of real-world situations studied in the social sciences • Correct use of mathematical syntax • Demonstration of rigorous mathematical reasoning • Accurate and coherent interpretation of the results 	
Elements of the Competency	Performance Criteria	
1. Apply mathematical models to current human realities.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of the main mathematical models used with regard to the basic functions [1] • Correct manipulation of equations involving the basic functions [2] • Appropriate graphs of the basic functions • Establishment of relevant relationships between mathematical models and current human realities 	
2. Examine how a current human reality manifests itself.	<ul style="list-style-type: none"> • Accurate recognition of the concepts of continuity and limit • Accurate algebraic and graphical determination of the limit of the functions associated with the main mathematical models • Accurate determination of the continuity or discontinuity of a function • Appropriate use of calculus techniques for lifting an indeterminate form [3] • Accurate interpretation of how a current human reality manifests itself, at a specific point in time and over the long term 	
3. Carry out the marginal analysis of a current human reality.	<ul style="list-style-type: none"> • Accurate recognition of the concept of the derivative of a function • Accurate interpretation the derivative function related to a current human reality • Accurate use of the definition of the derivative • Correct calculation of the derivative of a function • Correct application of differentiation rules and techniques • Correct application of the marginal analysis method to a current human reality 	
4. Analyze the variations of a function specific to a current human reality.	<ul style="list-style-type: none"> • Accurate recognition of the steps involved in analyzing a function • Correct analysis of a function [4] • Correct use of the method for analyzing the variations of a function specific to a current human reality 	

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| <p>5. Solve problems specific to a current human reality.</p> | <ul style="list-style-type: none">• Accurate recognition of problems requiring the use of differential calculus• Correct solution to problems [5] |
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Learning Activities

Discipline: Mathematics (201)

Periods of instruction: 75

Additional information:

- Students must have successfully completed the *Technical and Scientific* Option or the *Science* Option in Secondary V mathematics.
- Social science problems refer in particular to the fields of economics and administration.
- If necessary, technological tools are used to analyze a function.

The compulsory content is as follows:

- [1] Basic functions: algebraic, exponential, logarithmic and trigonometric
- [2] Previously acquired concepts involving the basic functions:
 - Algebraic expressions: factoring, rationalization, simplification, division by a polynomial, conjugate, common denominator
 - Equations and inequalities
 - Domain of a function
 - Main characteristics of a function: zeros, initial value, signs of a function
 - Laws of exponents and logarithmic properties
 - Standard unit circle and identities
- [3] Indeterminate forms: $\frac{0}{0}$; $\frac{\pm\infty}{\pm\infty}$.
- [4] Analysis of a function as it relates to:
 - the domain and the zeros
 - the vertical and horizontal asymptotes
 - the extrema and inflection points
 - the complete table of variations
 - the sketch
- [5] Problems involving rates of change, optimization and demographics

University Prerequisite		Code: 0PU3
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze problems studied in the social sciences by using integral calculus.	<ul style="list-style-type: none"> • Accurate recognition of the context in which integral calculus emerged • Appropriate mathematical modelling of real-world situations studied in the social sciences • Correct use of mathematical syntax • Demonstration of rigorous mathematical reasoning • Accurate and coherent interpretation of the results 	
Elements of the Competency	Performance Criteria	
1. Apply mathematical models to current human realities.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of different sequences* pertaining to current human realities • Accurate determination of the behaviour of a sequence [1] • Establishment of relevant relationships between different sequences and current human realities 	
2. Determine the definite and indefinite integrals of a function in order to model current human realities.	<ul style="list-style-type: none"> • Accurate recognition of the transition from the discrete level to the continuous level • Correct calculation of a definite integral using Riemann sums • Appropriate use of the fundamental theorem of calculus • Appropriate application of basic integration formulas, the change of variable technique and the integration by parts technique • Correct calculation of a limit using L'Hôpital's rule • Correct analysis of the convergence of an improper integral • Establishment of relevant relationships between the definite and indefinite integrals of a function and current human realities 	
3. Use integrals to understand a current human reality.	<ul style="list-style-type: none"> • Correct solution of separable differential equations related to economics, finance and demographics • Correct calculation of bounded areas useful for solving problems 	

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| <p>4. Solve problems specific to a current human reality.</p> | <ul style="list-style-type: none">• Accurate recognition of problems requiring the use of integral calculus• Appropriate application of definite integrals in economics [2]• Establishment of relevant relationships between probabilities, the calculation of areas and definite integrals [3] |
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Learning Activities

Discipline: Mathematics (201)

Periods of instruction: 60

Additional information:

- Students must have successfully completed the *Technical and Scientific Option* or the *Science Option* in Secondary V mathematics.
- Social science problems refer in particular to the fields of economics and administration.
- If necessary, technological tools can be used.
- * Arithmetic sequences and geometric progressions are among the types of sequences studied.

The compulsory content is as follows:

- [1] Behaviour of a sequence:
 - General term
 - Variations
 - To infinity
- [2] Applications of definite integrals in economics:
 - Consumer's surplus, producer's surplus and equilibrium point
 - Lorenz curve and Gini coefficient
- [3] Relationships between probabilities and definite integrals:
 - Probability density function
 - Mathematical expectation and variance
 - Normal distribution

University Prerequisite		Code: 0PU4
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze problems studied in the social sciences by using linear algebra and vector geometry.	<ul style="list-style-type: none"> • Accurate recognition of the context in which linear algebra and vector geometry emerged • Appropriate mathematical modelling of real-world situations studied in the social sciences • Correct use of mathematical syntax • Demonstration of rigorous mathematical reasoning • Accurate and coherent interpretation of the results 	
Elements of the Competency	Performance Criteria	
1. Apply mathematical models to current human realities.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of the matrices pertaining to current human realities • Correct use of appropriate matrix operations • Appropriate use of matrices to represent a current human reality 	
2. Solve an economic production problem.	<ul style="list-style-type: none"> • Appropriate use of a system of linear equations to represent a current human reality • Correct calculation of “2 x 2” and “3 x 3” determinants • Relevant application of the methods for solving systems of linear equations [1] • Correct application of Leontief’s method to open economy and closed economy models 	
3. Model situations that are specific to current human realities and that involve two or more variables.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of vectors, lines and planes [2] • Appropriate application of vector operations and products • Establishment of relevant relationships between the geometric loci and constraints specific to a current human reality 	
4. Solve optimization problems specific to current human realities.	<ul style="list-style-type: none"> • Appropriate use of a system of linear inequalities to represent a current human reality • Correct solution of systems of linear inequalities • Complete solution of a linear programming problem specific to a current human reality • Correct application of the simplex method 	

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| <p>5. Solve problems specific to current human realities by using Markov processes.</p> | <ul style="list-style-type: none">• Appropriate use of Markov chains to represent a current human reality• Appropriate representation of a transition diagram• Accurate interpretation of how a current human reality manifests itself over the long term |
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Learning Activities

Discipline: Mathematics (201)

Periods of instruction: 60

Additional information:

- Students must have successfully completed the *Technical and Scientific* Option or the *Science* Option in Secondary V mathematics.
- Social Science problems refer in particular to the field of economics and administration.
- If necessary, technological tools can be used.

The compulsory content is as follows:

- [1] Methods for solving systems of linear equations:
 - Gaussian elimination method
 - Inverse matrix method
- [2] Characteristics of vectors, lines and planes:
 - Geometric and algebraic vectors
 - Line in the plane
 - Line and plane in space

University Prerequisite		Code: 0PU5
<i>Objective</i>	<i>Standard</i>	
Statement of the Competency	Performance Criteria for the Competency as a Whole	
Analyze problems studied in the social sciences by using statistical tools based on probability theory.	<ul style="list-style-type: none"> • Accurate recognition of the context in which situations involving the use of statistics and probability emerged • Appropriate mathematical modelling of real-world situations studied in the social sciences • Correct use of mathematical syntax • Demonstration of rigorous mathematical reasoning • Accurate and coherent interpretation of the results 	
Elements of the Competency	Performance Criteria	
1. Use probability theory in a decision-making process specific to a current human reality.	<ul style="list-style-type: none"> • Accurate characterization of current human realities involving chance • Application of the basics of set theory to a current human reality • Accurate evaluation of the probability of an event using combinatorial analysis • Appropriate representation of a probabilistic situation associated with a current human reality • Rigorous use of Bayesian inference in a decision-making process specific to a current human reality 	
2. Apply probability models to current human realities.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of the main probability distributions [1] • Appropriate construction of the probability distribution of a discrete random variable specific to a current human reality • Correct calculation of the expectation and standard deviation of a discrete random variable specific to a current human reality • Establishment of relevant relationships between probability models and current human realities 	
3. Use statistical inference in a decision-making process specific to a current human reality.	<ul style="list-style-type: none"> • Accurate recognition of the characteristics of the statistical inference and of the conditions for applying the central limit theorem • Accurate determination of the confidence intervals [2] • Rigorous performance of relevant hypothesis testing depending on the situations encountered [3] • Correct interpretation of Type I and Type II errors as well as the P value • Correct determination of the adjustment of a current human reality to a probability distribution [1] • Establishment of relevant relationships between the statistical inference results and the decision-making process specific to a current human reality 	

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| <p>4. Detect different types of biases in a decision-making process specific to a current human reality.</p> | <ul style="list-style-type: none">• Appropriate recognition of the main statistical biases• Appropriate recognition of statistical and probability paradoxes• Accurate interpretation of the biases associated with statistical and probability paradoxes as they pertain to a current human reality [4] |
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Learning Activities

Discipline: Mathematics (201)

Note: The social science disciplines can be used to achieve this objective.

Periods of instruction: 45

Additional information:

- This objective must be associated with code 201 (Mathematics) or 360 (Multidisciplinary).
- Technological tools are used.

The compulsory content is as follows:

- [1] Main probability distributions:
 - Uniform distribution
 - Binomial distribution
 - Normal distribution
- [2] Small samples included
- [3] Hypothesis testing pertaining to:
 - a mean
 - a proportion
 - two paired or independent samples
- [4] Paradoxes in statistics and probabilities:
 - Simpson's paradox
 - Will Rogers phenomenon
 - Birthday paradox
 - Monty Hall problem

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 ⅔

English, Language of Instruction and Literature

Code: 4EA1

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • 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:	2 ½

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 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 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 cet objectif, permet d'atteindre les objectifs de la formation générale en français, langue d'enseignement et littérature.

Objectif

Standard

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.

- 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 Ministère's Web site at:

<https://www.quebec.ca/education/cegep/services/programmes/programmes-etudes-preuniversitaires>

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