

Chapter 4 Subject Areas

Languages
Arts Education Personal Development
Career Development
Social Sciences
Mathematics, Science and Technology

This preliminary version of the chapter cannot be finalized until all the programs in Secondary Cycle Two have been drafted. The chapter is thus incomplete, but it should still contribute to the reader's understanding of the Québec Education Program.

Québec Education Program
Secondary **Cycle Two**

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4.1 Grouping Subjects to Consolidate Learning

Our way of thinking leads us to be lucid in separating things and myopic in connecting them.

Edgar Morin

This chapter provides succinct descriptions of the six subject areas in Secondary Cycle Two.

Secondary Cycle Two is an important stage of consolidation and integration of learning for all students, whether their objective is to continue their studies or to enter the job market. The school should ensure that at the end of their secondary studies, they feel they are equipped to embark on adult life with confidence. This presupposes that they have acquired subject-specific knowledge and have learned to make connections between knowledge in different subjects.

The nature of the situations and challenges these students will have to face demands that the school go beyond merely educating them in a variety of subjects. Teachers and other school personnel should avoid the compartmentalization of learning by adopting a common view of the subjects and of their respective contributions to the aims of the Québec Education Program, the educational aims of the broad areas of learning and the development of the common skills, or cross-curricular competencies. The challenge is even greater in Cycle Two, where the programs are more specialized.

It is recognized that the subjects are mutually enriching and contribute to the construction of unified networks of concepts and structured ways of thinking. It is important that this be reflected in the teaching. It is up to the teachers to show that, while each subject includes a whole range of specific knowledge and important competencies, its potential is increased when connections are made with other subjects.

The subject areas provide complementary and differentiated perspectives on reality. Teachers should read the competencies and program content in the various subjects in relation to each other, and should become involved in increasingly collegial action. The subject areas are thus conducive to the enrichment of teaching practices and become a factor in the integration and consolidation of learning.

The consolidation of learning, like its integration, is a process that takes time. But time is limited within the constraints of the school timetable. Hence the importance of connecting different elements of learning by approaching concepts through complex and diversified subject-specific and interdisciplinary tasks. This can lead students to make connections between things they learn and to apply what they already know to other contexts.

It is the teachers' responsibility to grasp the essence of each subject area and to see how their own subject area and the others complement each other. With a better understanding of the learning expected of students, teachers will be better equipped to ensure continuity among their respective actions and to occasionally provide integrative learning situations drawing on more than one subject.

In the Applied General Education path, the Integrative Project justifiably has a place at the end of Secondary school. It is the connections that are made among the elements of learning that give this program its special quality. The Integrative Project, which is covered in Chapter 11, brings together the concept of project with that of integration and stresses the importance of the systematic, conscious use of what is learned. Students should therefore be encouraged to step back and discover how their various learning is connected and complementary, and determine which skills are useful under which circumstances and which ones should be added to their tool kits. While reflection is present in every subject, the purpose of the Integrative Project is to give graduating students an opportunity to experience it autonomously in a context largely defined by themselves. By making connections between their learning and "real life," they should receive benefits that go beyond the immediate project and beyond their school career.

4.2 Six Subject Areas

In the perspective of common-core basic education in continuity with preschool and elementary education programs and those of Secondary Cycle One, Secondary Cycle Two contains the subject areas already found in previous cycles—Languages; Mathematics, Science and Technology; Social Sciences; Arts Education; and Personal Development—as well as Career Development, which takes into account the specific orientations of this cycle.

Languages

Subjects in this area:

General Education Path Applied General Education Path

- Français, langue d’enseignement
- Secondary English Language Arts
- English as a Second Language
- Français, langue seconde
- Spanish as a Third Language
- Intégration linguistique, scolaire et sociale

Work-Oriented Training Path

- Français, langue d’enseignement
- Secondary English Language Arts
- English as a Second Language
- Français, langue seconde

For Secondary Cycle Two students, learning in the Languages subject area remains fundamental to all studies. Students use the language of instruction, but the great majority of them also use their second or third language in developing their subject-specific and cross-curricular competencies and, where applicable, those related to certain trades.

While languages in themselves are the focus of teaching and learning, they cannot be approached without addressing their connection to culture. In this sense, they are part of the construction of each individual's identity. This aspect takes a different form depending on whether the language is the student's native language or second or third language. As children gradually master their native language and the culture associated with it, they at the same time construct their personal and social identity. Compulsory learning of English or French as the language of instruction or the second language may give rise to internal conflict for some children, depending on the status or role attributed to the language in their family or their cultural or social environment. This is rarely the case for a third language, because it is generally a matter of choice.

Contribution of the Languages subject area to students' general education

The subjects in Languages have a role to play in helping students to structure and affirm their personal, social and cultural identity and take their place in Québec society. In Secondary Cycle Two, students are encouraged to increasingly master and appreciate the languages they are learning and to discover the cultures associated with them. Special attention should be given to openness to other languages and cultures and intercultural dialogue so that students can both gain a better grasp of their own language and culture and broaden their world-view.

Elements common to the subjects in the Languages subject area

The languages taught in francophone or anglophone secondary schools in Québec are subjects with their own history and pedagogical culture. The programs in this subject area all have the same purpose: to help students

to communicate with ease and precision both in society in general and in class. They all target the synergistic development of competencies in oral communication, reading and writing. Students develop their competencies in their native language and their second or third language, and more easily gain access to the world around them by having many opportunities to interact in class, to listen, to read and to produce a broad range of oral, written, visual and media texts.

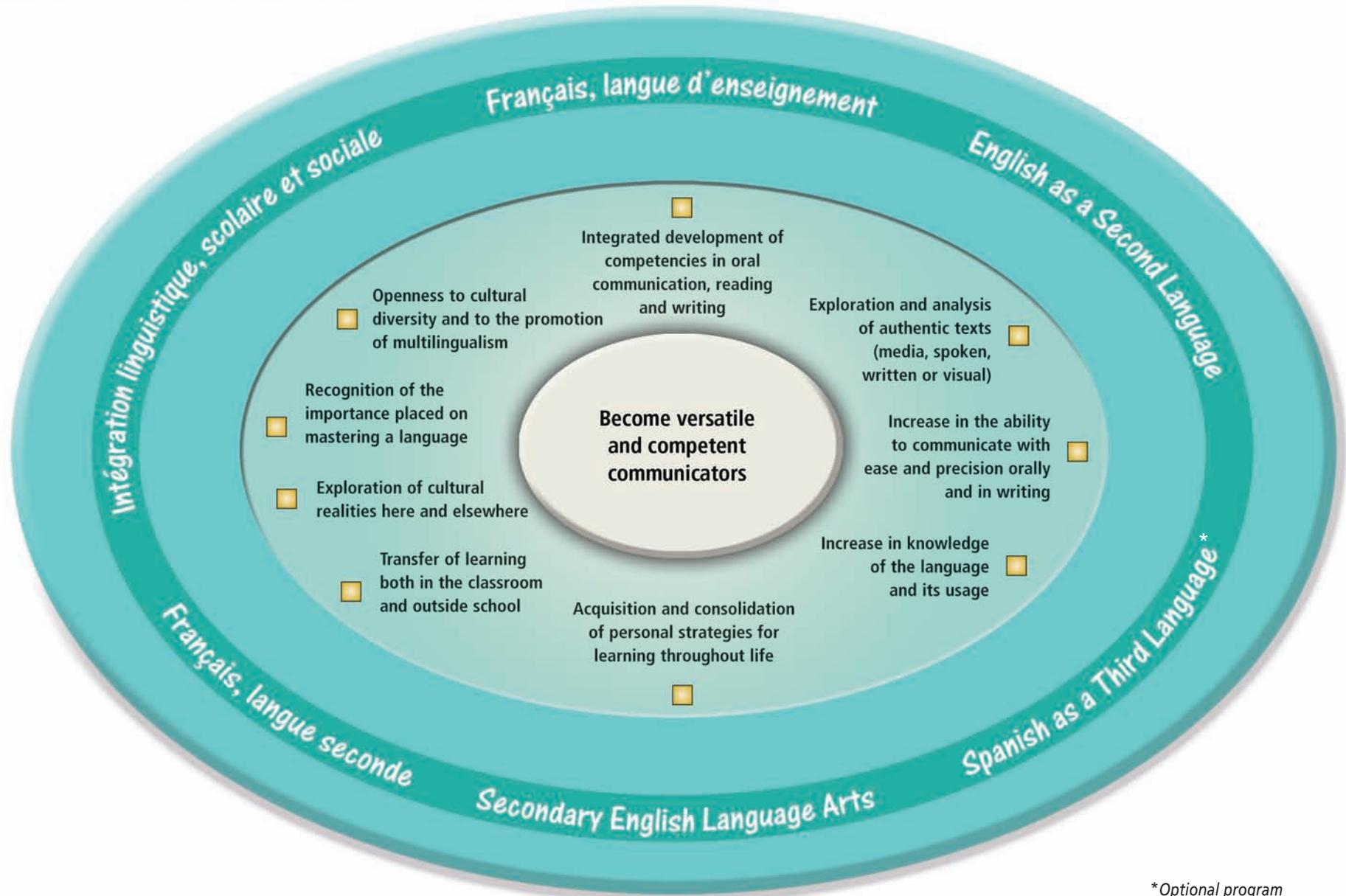
Texts reflect their authors' culture, expressing the identity, values and beliefs of people from here and elsewhere and providing opportunities to better understand different communities. Discovering writers, exploring and analyzing texts, and discussing their understanding and interpretation of these texts with their fellow students are communication contexts that help students to consolidate and increase their language knowledge. As they become increasingly competent in two or three languages and are better equipped to reflect on their learning, they can apply their linguistic and cultural knowledge in various contexts and for various purposes.

Learning strategies are another element that is common to the programs in the Languages subject area. Students are expected to broaden and consolidate their repertoire of learning strategies in Secondary Cycle Two, and they should learn to manage them effectively in order to attain a higher level of autonomy. By doing so, they acquire the ability to learn throughout their lives.

Finally, the programs in Languages reflect the importance of mastering one's native language and learning several languages in a world in which multilingualism and linguistic diversity are increasingly prevalent. Being able to understand texts and express themselves in different languages should enable Secondary Cycle Two students to recognize and appreciate their own culture and be open to cultural diversity. Thus, better knowledge of their native language, as well as their second or third language, should enable them to become competent, versatile communicators who respect cultural differences in today's globalized world.

LANGUAGES

ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA



*Optional program

Mathematics, Science and Technology

Subjects in this area:

General Education Path Applied General Education Path

- Mathematics
- Science and Technology
- Applied Science and Technology
- Environmental Science and Technology
- Science and the Environment
- Chemistry
- Physics

Work-Oriented Training Path

- Mathematics
- Technological and Scientific Experimentation

Mathematics, science and technology are among the major manifestations of human thought and are an integral part of our collective cultural heritage. With roots dating back to prehistory, mathematics, science and technology have evolved through the achievements of previous civilizations. They were part of the construction of architectural wonders and paved the way for major discoveries and the exploration of the universe.

The subject-specific knowledge and technical objects associated with this subject area reflect the historical, social, environmental, economic and cultural context in which they were developed. Advances in mathematics, science and technology have played a role in changing our environment and determining our way of life. For instance, spinoffs of information and communications technologies have revolutionized the way we work and communicate, and even the way we think.

Mathematics, science and technology have long been intrinsically linked, and their evolution and internal dynamics reflect their synergy. The design or representation of certain technical objects, the development of mathematical models and the representation of scientific phenomena all demonstrate the essential connections among these subjects.

Contribution of the Mathematics, Science and Technology subject area to students' general education

This subject area gives students opportunities to continue developing rigour, reasoning ability, intuition, creativity and critical thinking. Through systematic observation, questioning, experimentation and the use of the languages of mathematics, science and technology, students construct representations of the world in which they live and better understand and adapt to it. In addition, dealing with situations in which they apply mathematics or conduct technological and scientific experiments encourages students in the Work-Oriented Training Path to solve problems.

Some of the knowledge they acquire also makes it possible for students to find sources of aesthetic pleasure in their environment. For example, they may recognize a particularly harmonious design in a technological object, discover a geometric figure in a crystal or a flower, observe patterns in nature, architecture or music, or contemplate a satellite image of a region of the globe or a photograph revealing the complexities of the human body.

From an ethical point of view, it is important to remember that although most mathematical, scientific and technological advances contribute to our individual and collective well-being, some of them have had a profound impact on the social, political and ecological balance of the world. Forceful economic arguments tend to stress the short-term effects of these advances, while the long-term effects, which are difficult to foresee, are too often played down. If students are to appreciate the ethical questions arising from these changes in our world, they must develop a broad general knowledge of this subject area as well as a concern for social issues.

Lastly, the Mathematics, Science and Technology subject area broadens students' world-view by exposing them to different areas of human activity. It furthers their construction of identity by contributing to intellectual development and promotes creativity, autonomy and self-confidence. It also furthers students' empowerment: mastering the languages of mathematics, science and technology enables them to process information and find relationships among data, while interpreting, analyzing and managing situational problems encourages them to exercise critical judgment and take part in discussion of the major issues of the day.

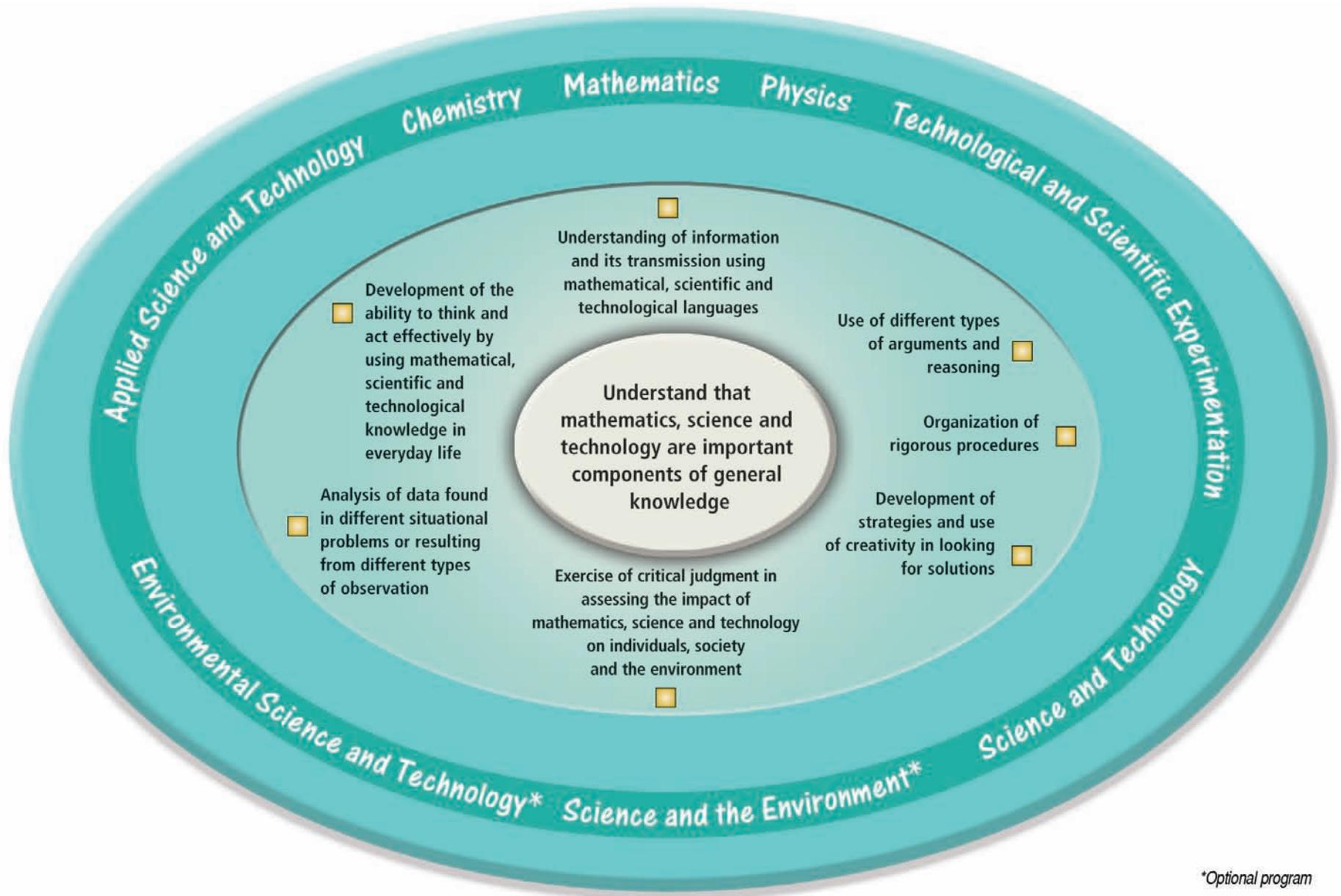
Elements common to the subjects in the Mathematics, Science and Technology subject area

Mathematics, Science and Technology, each in its own way, help students to understand, appreciate, describe, conjecture, investigate, reason, explain, solve problems, conceive, transform and anticipate. With respect to student learning, the programs in this subject area also:

- enable students to look at different situations or phenomena from a mathematical, scientific or technological point of view
- enrich their culture
- help them understand how activities associated with this subject area affect individuals, society and the environment

These subjects encourage students to use their knowledge and cognitive and metacognitive strategies to interpret and act on their environment. The ability to generalize, to discriminate and to model are essential in dealing with the issues raised in these subjects. These issues are often associated with a way of life, and they demand reflection and decisions. This promotes the development of aptitudes and attitudes that enable students to deal with new situations.

MATHEMATICS, SCIENCE AND TECHNOLOGY
ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA



*Optional program

Social Sciences¹

Subjects in this area:

General Education Path Applied General Education Path

- History and Citizenship Education
- Contemporary World

Work-Oriented Training Path

- Geography, History and Citizenship Education

The social sciences are concerned with all phenomena associated with human societies and human representations of them. The complexity of the social world is increasing because of constantly accelerating change in societies and because of the current world situation. Accelerating globalization is reflected in new relationships of power, greater population mobility, increased contact among different cultures and extremely rapid circulation of information. In the Secondary Cycle Two Social Sciences curriculum, social phenomena are considered in terms of the complex relationship between economics, geography, politics and history, and with a view to providing citizenship education.

Contribution of the Social Sciences subject area to students' general education

This subject area contributes to the achievement of the educational aims of the Québec Education Program by contributing to students' understanding of social issues. The Social Sciences subjects help students to construct their world-view by giving them opportunities to grasp the complexity of phenomena pertaining to human societies. They contribute to the construction of identity by providing reference points that allow students to perceive their membership in a community based on shared values. They enable students to take into account their own opinions and values, to question them and to put them in perspective.

The programs in Social Sciences foster the development of students' ability to reason and enrich their culture. These subjects promote intellectual development by giving students methodological and conceptual tools that can be used in a multitude of situations. Regardless of the training path

they choose, students should be able to use these tools to help them understand the present-day world and encourage them to play an active role in it.

The very nature of their object of study makes the subjects in this area a particularly rich vehicle for cultural learning. These topics promote students' social literacy, helping them to acquire society's shared knowledge. In addition, they introduce students to the cultural heritage of communities that contribute to the cultural diversity of society.

Finally, with regard to social integration, the programs in the Social Sciences should help students to develop their own values and attitudes in relation to the values and principles on which Québec society is based, and they should prepare students to exercise their role as citizens.

Elements common to the subjects in the Social Sciences subject area

The programs in the Social Sciences subject area are based on the perspectives of geography, history, politics and economics. They introduce a complementary point of view on social phenomena and encourage students to show openness to the world. Their complementary perspectives reinforce students' understanding of these phenomena and of human action.

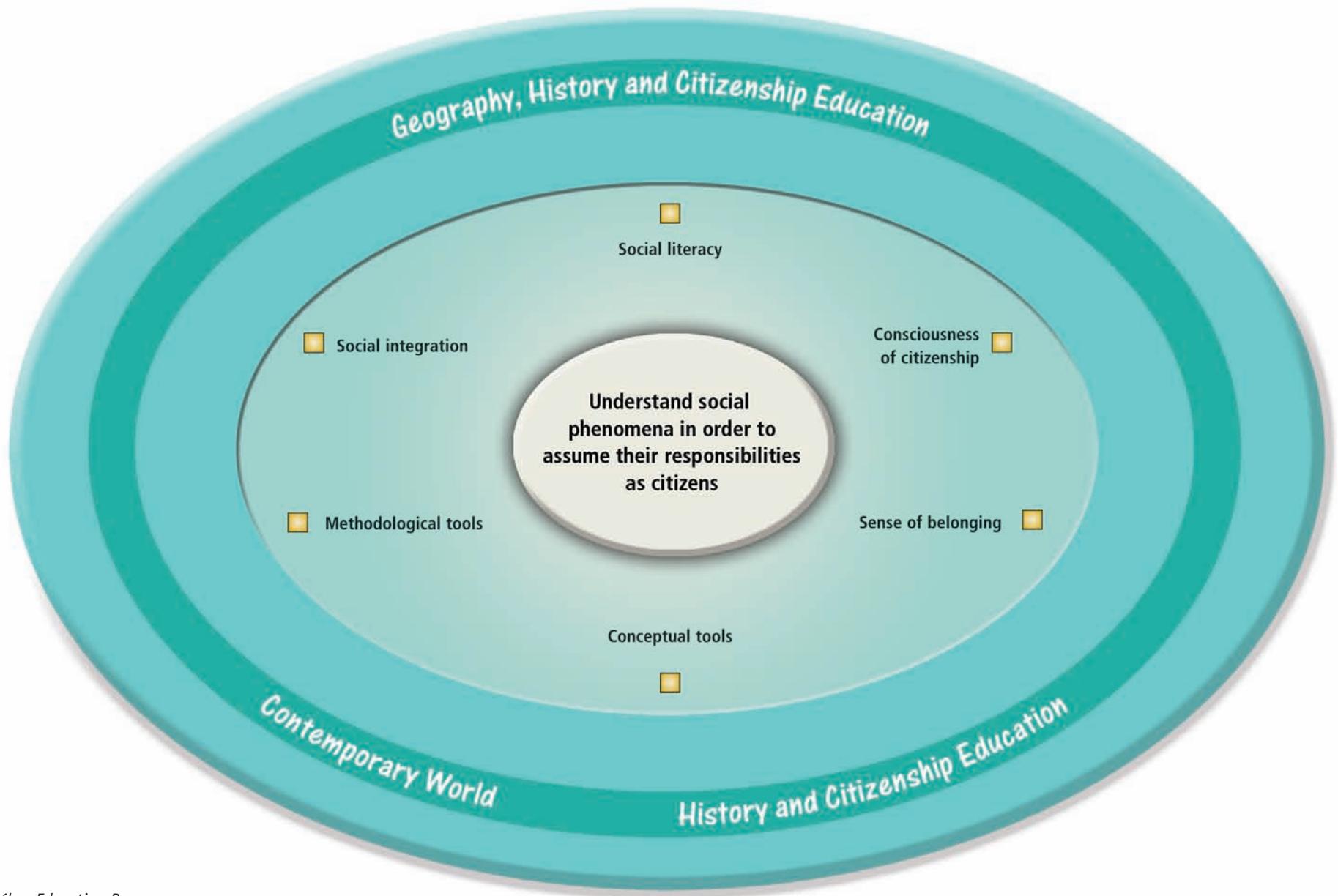
1. This text, which has been adapted from the Québec Education Program for Secondary Cycle One, is provided as a guide only. It will be finalized once the Secondary V programs in this subject area have been developed. However, it is a useful reference with regard to the History and Citizenship Education program in the General Education Path and the Applied General Education Path, and with regard to the Geography, History and Citizenship Education program in the Work-Oriented Training Path.

By encouraging students to observe phenomena from here and elsewhere, past and present, these programs attune students to the change and diversity that characterize the present-day world.

They also help students grasp complementary concepts that help them decode current and past social phenomena. In order to participate in a society that is increasingly complex and constantly changing, students need reference points and interpretive keys to understand the processes by which a society is organized, as well as the nature of the relationships that it forms with other societies.

Although the Secondary Cycle Two History and Citizenship Education program, the Contemporary World program and the Geography, History and Citizenship Education program are for students in different training paths, they are closely connected by the very nature of their competencies. They teach students to decode the real world from different perspectives: economics, politics, space and time. By becoming aware of the effect of commitment and social participation, students recognize that all decisions should be based on a critical foundation, while taking into account the repercussions on society.

SOCIAL SCIENCES
ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA



Arts Education

Subjects in this area:¹

General Education Path Applied General Education Path²

- Drama
- Visual Arts
- Dance
- Music

Work-Oriented Training Path

Activities related to the arts may be based on the programs in the General Education Path and the Applied General Education Path.

The arts call on different forms of intelligence and enable us to confront, understand and interpret reality and transpose it into symbolic language. The practice of an art form offers access to the world of the imagination and draws on creativity. It provides a new way of seeing people, things and events and of communicating this new vision through art. Works of art are part of the history of societies and reflect their aesthetic and cultural values. They also contribute to social and human development, because they play an important role in expressing and preserving the values of societies and the identity of peoples.

Contribution of the Arts Education subject area to students' general education

The practice of an art form enables adolescents to develop their creativity through the combined application of sensitivity and rationality. They draw on all aspects of the self in order to convey their ideas, values and dreams in symbolic language that opens up new perspectives on themselves, others and their environment. Arts Education thus contributes to students' construction of identity, the enrichment of their world-view and their empowerment. It can also help them discover connections between their learning in school and the world of work, and pave the way to studies leading to many occupations and trades in the arts and culture.

Arts Education in Secondary Cycle Two carries on from that in Cycle One. Students enrolled in either of the General Education Paths can continue their training through a compulsory course every year of the cycle. Although the arts are not a formal part of the curriculum in the Work-Oriented Training Path, teachers in this path can take advantage of these programs to enrich their learning situations.² In the General Education Path and the Applied General Education Path, optional courses may be added that allow students to pursue further learning in an Arts Education subject or to explore the use of multimedia in relation to an art form.

Students are offered a range of artistic experiences that speak to them personally and encourage them to explore social and global issues. They develop their critical and aesthetic faculties and broaden their cultural horizons through exposure to works of different periods and origins, visits to cultural sites, meetings with artists and active participation in the artistic life of the school and the community.

1. Each Arts Education subject consists of three types of programs; for example, Drama consists of the Drama compulsory program, the Drama optional program and the Drama and Multimedia optional program.
2. See section 1.8 in Chapter 1.

Elements common to the subjects in the Arts Education subject area

Beyond their specific characteristics, the Arts Education subjects share a common vision, contribute to the development of similar attitudes, are based on the same creative dynamic and include similar activities of creation, interpretation³ and appreciation.

The connecting thread among all these subjects is that they allow students to use symbolic language to convey their representations of reality and their world-view in various situations involving creation, interpretation and appreciation.

Learning in the arts makes students aware of the importance of being receptive to their sensations, impressions and emotions. It teaches them to show openness to activities involving creation, interpretation and appreciation. The practice of an art form encourages them to adopt a constructive attitude to their experiences, to cooperative work and to criticism. As they progress, they have more and more opportunities to demonstrate autonomy by expressing their personal, social and cultural values in making decisions.

The creative dynamic,⁴ which is common to all the Arts Education subjects, is a tool that can help students become aware of their creativity and develop their autonomy through creation. The relevance and the value of the concept of the creative dynamic is that it sees creation as a systemic phenomenon combining an approach and a process, and involving an ongoing dialogue between theory and practice, action and reflection, experience and cultural enrichment.

In each of these subjects, activities of creation, interpretation and appreciation serve as catalyst, thread or framework for the creative dynamic.⁵

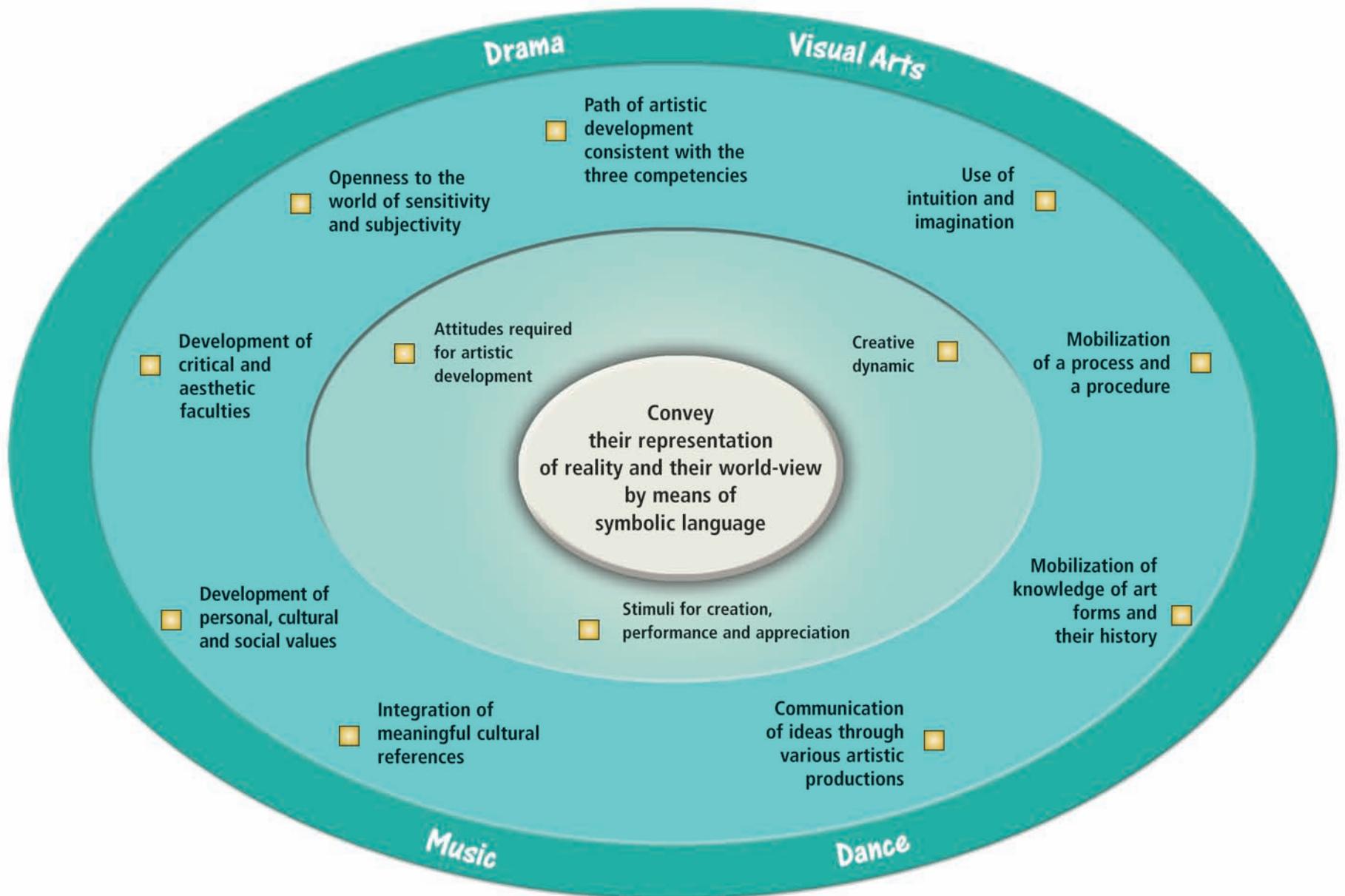
3. Interpretation is involved in drama, dance and music.

4. We are referring here to the work of researcher Pierre Gosselin, who has used this term to describe the creative process.

5. Interpretation is involved in drama, dance and music.

ARTS EDUCATION

ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA



Personal Development

Subjects in this area:

General Education Path Applied General Education Path

- Ethics and Religious Culture
- Physical Education and Health

Work-Oriented Training Path

- Autonomy and Social Participation
- Physical Education and Health

The subjects in the Personal Development subject area enable students to reflect on themselves, to understand themselves, to recognize their true value, to take responsibility for themselves and to relate to others in a constructive way.

Contribution of the Personal Development subject area to students' general education

Each of the subjects in this subject area contributes in its own way to students' general education. They take into account the physical, intellectual, affective, social and moral dimensions of students' development and how these dimensions are related, as well as making students aware of their importance for harmonious development. They play a particularly important role in the students' construction of identity and the development of their world-view. They empower students in various contexts and make them more aware of the unique role they have to play in building a healthy, just and democratic society.

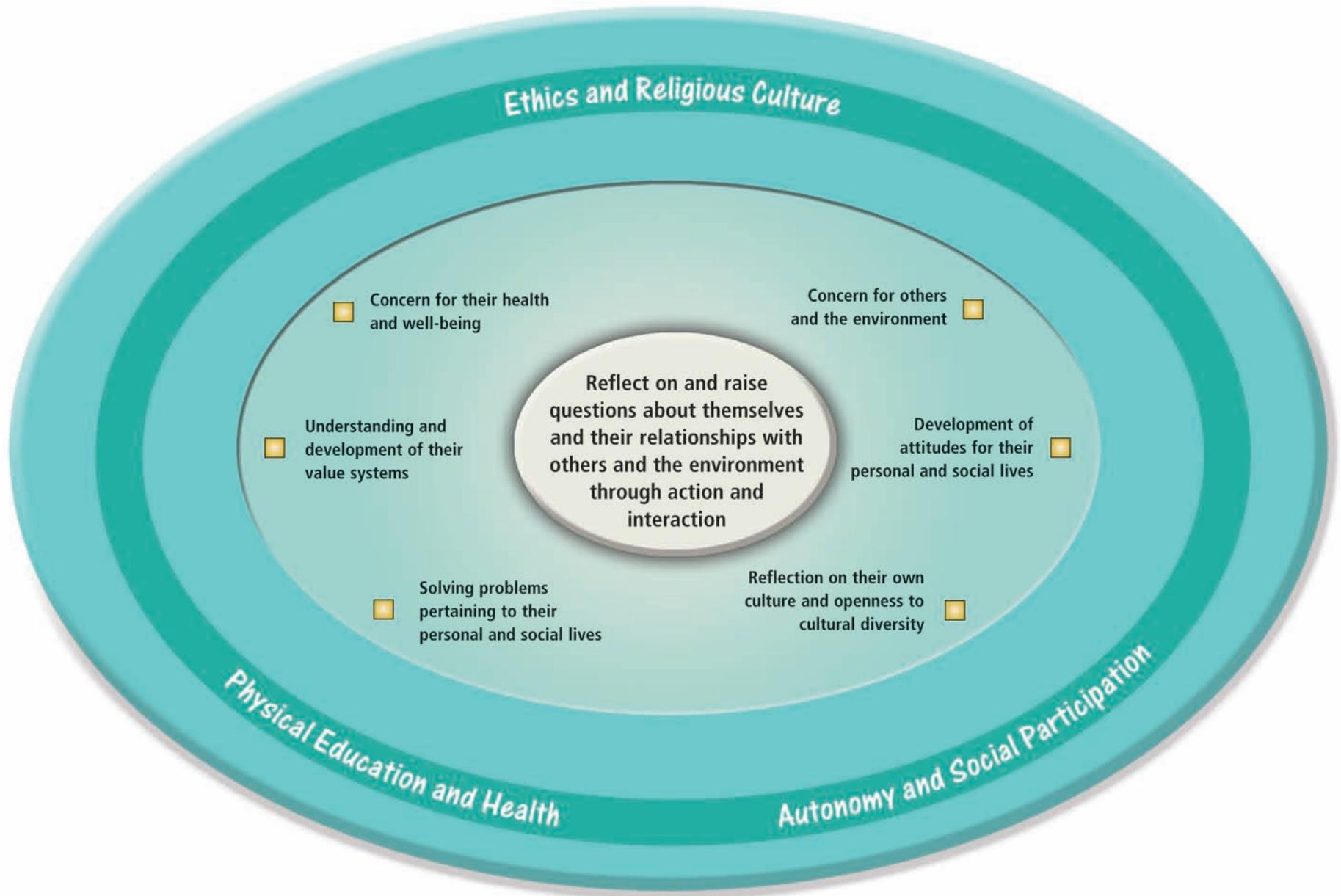
Elements common to the subjects in the Personal Development subject area

Beyond their differences, these subjects share a common aim, which is to develop in students a concern for their physical and mental health and for community life. They encourage students to be active, to ask questions about themselves and their relationships with others and with their environment, to value actions that promote the common good and to become aware of their responsibilities. They aim to broaden students' understanding of realities

that affect them directly, such as health, interpersonal relationships, consumption and the environment, and help them acquire tools for making informed choices now and in the future.

The learning acquired in these subjects enables students to develop values such as commitment, self-affirmation, solidarity, equality and respect, as well as qualities such as self-confidence, trust in others, a work ethic, autonomy and a sense of responsibility. It should make them aware of human dignity and the need to respect themselves, others and the common good, and should encourage them to be open-minded and to project themselves into the future as responsible citizens.

**PERSONAL DEVELOPMENT
ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA**



Career Development

Programs in the subject area:

General Education Path Applied General Education Path

- Exploration of Vocational Training
- Personal Orientation Project
- Entrepreneurship

Work-Oriented Training Path

- Pework Training
- Preparation for the Job Market
 - Introduction to the World of Work
 - Work Skills
- Training for a Semiskilled Trade
- Preparation for the Job Market
 - Preparation for a Semiskilled Trade

The Career Development subject area has been included in order to meet the need to prepare Secondary Cycle Two students for the job market. The aim of the programs in this subject area is to help students look at the options available to them and envisage what their lives as workers and citizens will be like in the short or medium term, depending on the path in which they are enrolled.

Contribution of the Career Development subject area to students' general education

At this stage of their education, students are confronted with choices regarding their education or training path, electives, educational institution, etc. Often motivated by a need to fulfill their potential, they seek opportunities for self-knowledge and self-affirmation. For example, many of them take summer jobs or become involved in volunteer work or community projects.

The programs in this subject area focus on career choices and even qualifications, and they give students opportunities to develop their personal and occupational identity. Exploration and experimentation activities of various kinds enable them to define their interests, discover their talents and experience being workers or entrepreneurs capable of enriching their community.

The programs in this subject area also enable students to construct representations of the world of work and adjust them gradually through observation, reflection and experience. The different types of activities offered—practicum in a business, simulation of work-related tasks, setting up a microbusiness, carrying out an entrepreneurial project, talk by a professional, discussion with a worker, visit to a training facility, etc.—enable students to better understand the world of work, the regional or provincial context, and the globalization of trade.

The programs in this subject area also allow students in the Work-Oriented Training Path to prepare concretely for employment. The practical training, which takes the form of a practicum, allows them to develop the competencies needed to carry out tasks in the workplace, or practise a semiskilled trade.

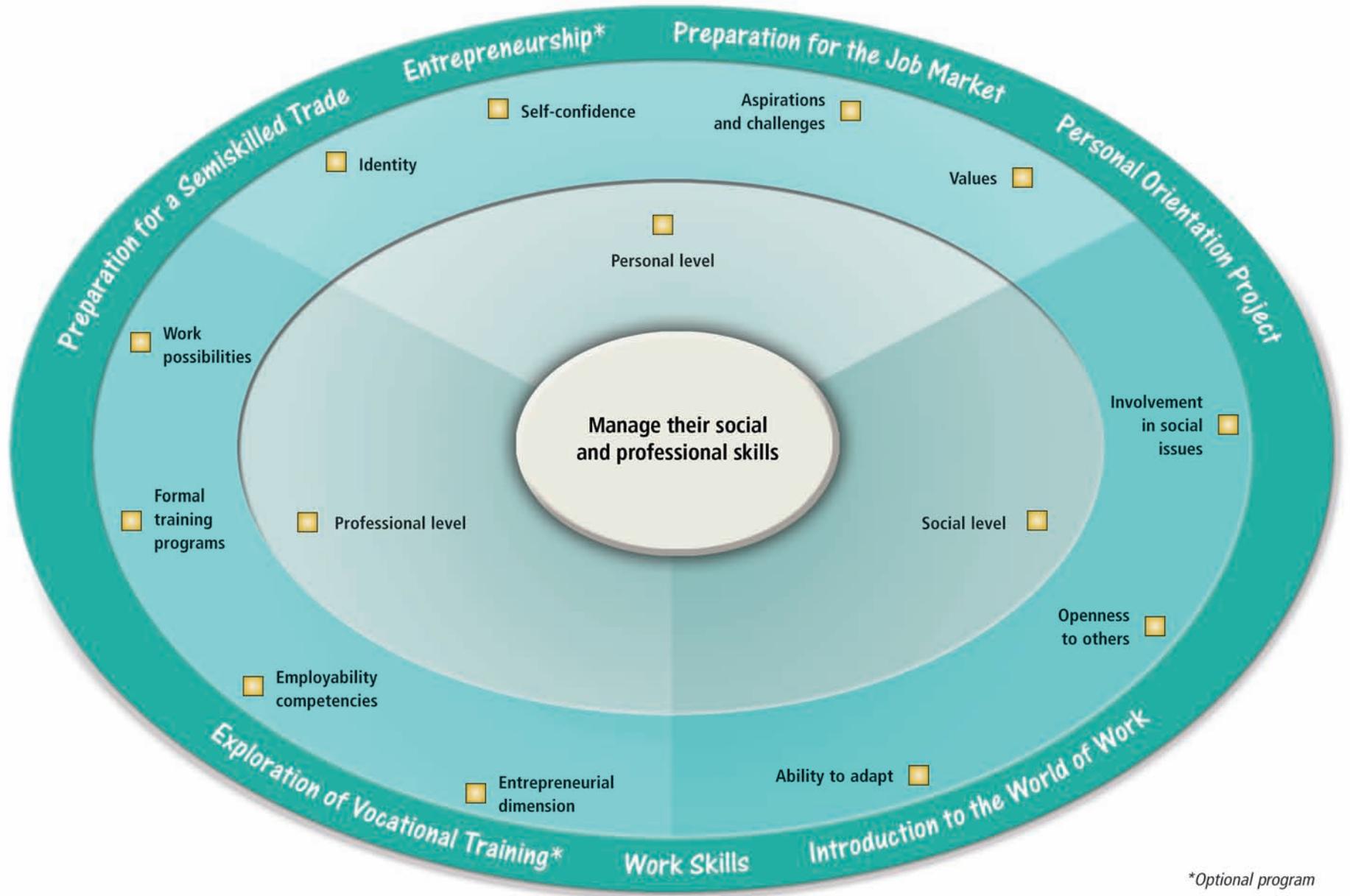
Elements common to the subjects in the Career Development subject area

Some of the seven programs in the Career Development subject area are intended for students in the General Education Path or the Applied General Education Path, while others are for those in the Work-Oriented Training Path.

All of these programs aim to develop students' confidence in their capacity to carry out their undertakings and successfully integrate into society and the job market. The programs prepare them to go on to other levels of the education system, other training facilities or the job market. They are distinctive in that they provide periods of reflection and action in a very active, often experiential, pedagogical context. They allow students to explore their future employment and to envisage how they will prepare for it.

These programs provide support for students' personal and career planning and implementation, and may thus play an important role in their empowerment. They encourage students to think about what they can and want to become and to face their prospects in life with responsibility and solidarity. This is a significant source of motivation and it should contribute to their awareness of the importance of lifelong learning.

CAREER DEVELOPMENT
ELEMENTS COMMON TO ALL SUBJECTS IN THE SUBJECT AREA



*Optional program

4.3 Subjects That Vary in the Different Learning Paths

The three paths presented in Chapter 1—General Education Path, Applied General Education Path and Work-Oriented Training Path—provide the structure for a varied set of subject-specific programs that enable Secondary Cycle Two students to increase their knowledge, better define their areas of interest and make choices that meet their needs. The programs offered in this cycle are therefore quite diverse:

- compulsory programs that are differentiated to adapt the basic learning to students' needs and interests, as in Languages and Mathematics
- optional programs that allow students to acquire more learning in certain subjects, such as those in Arts Education and Science and Technology
- programs whose purpose is to enable students to personally integrate their learning, such as Autonomy and Social Participation
- programs focusing on the development of skills related to the world of work, such as Work Skills, Preparation for a Semiskilled Trade, Personal Orientation Project and Entrepreneurship

Each path includes a range of subjects, combining the basic education all students need with more specialized training corresponding to their individual interests, aptitudes and talents.

The learning paths, particularly the General Education Path and the Applied General Education Path, are marked by flexibility. Thus a student could begin Secondary Cycle Two in the Applied General Education Path and, for personal or academic reasons, switch to the General Education Path, or vice versa, after the first year. The choice of the Work-Oriented Training Path, which is for students who for various reasons have more difficulty in school, is not irreversible either. Despite the problems they are having or have had in the past, some students enrolled in this path may, with a defined work plan, go on to one of the general education paths or a more demanding vocational training program.

Whatever path they choose, all students will, at the successful completion of their studies, receive ministerial recognition in the form of a diploma or certificate attesting to their studies and the level of their competency development.

The diagram on the following two pages describes each of these paths.

LEARNING PATHS IN SECONDARY CYCLE TWO

	WORK-ORIENTED TRAINING PATH	>	GENERAL EDUCATION PATH	↔	APPLIED GENERAL EDUCATION PATH
PURPOSE	Preparation for work> Preparation for a semiskilled trade			Preparation for further studies		
STUDENTS	Students at least 15 years of age whose individualized education plan or competency report shows that this learning path is most likely to meet their interests, needs and abilities.			Students who have attained the objectives of the elementary-level programs of study or students whose overall situation shows that this learning path is most likely to meet their interests, needs and abilities. Students choose one of the two learning paths.		
ADMISSION REQUIREMENTS	Students have not attained the objectives of the elementary-level programs of study in the language of instruction and mathematics.	Students have attained the objectives of the elementary-level programs of study in the language of instruction and mathematics, but have not earned credits in these subjects in Secondary Cycle One. Students meet the specific admission requirements for the trade chosen.		Students satisfy the rules of the school and the school board with regard to students' academic progress.		
SUBJECTS	COMPULSORY SUBJECTS <i>General education</i> – Language of instruction – Second language – Mathematics – Technological and Scientific Experimentation – Geography, History and Citizenship Education – Physical Education and Health – Autonomy and Social Participation	COMPULSORY SUBJECTS <i>General education</i> – Language of instruction – Second language – Mathematics		COMPULSORY SUBJECTS IN BOTH PATHS – Language of instruction – Second language – Mathematics – History and Citizenship Education – Contemporary World – Drama or Visual Arts or Dance or Music – Ethics and Religious Culture – Physical Education and Health – Integrative Project		

	COMPULSORY SUBJECTS (Cont.)	COMPULSORY SUBJECTS (Cont.)	COMPULSORY SUBJECTS IN EACH PATH
	<i>Practical training</i> – Preparation for the Job Market – Introduction to the World of Work – Work Skills	<i>Practical training</i> – Preparation for the Job Market – Preparation for a Semiskilled Trade	– Science and Technology – Personal Orientation Project – Applied Science and Technology
			OPTIONAL SUBJECTS IN BOTH PATHS
			– Spanish as a Third Language – Environmental Science and Technology – Science and the Environment – Chemistry – Physics – Drama or Visual Arts or Dance or Music – Drama and Multimedia or Visual Arts and Multimedia or Dance and Multimedia or Music and Multimedia – Exploration of Vocational Training* – Personal Orientation Project – Entrepreneurship* – <i>Local programs</i> * available in schools offering the Applied General Education Path
DURATION	3 years (2 700 hours)	1 year (900 hours)	3 years (2 700 hours)
MINISTERIAL CERTIFICATION	Pework training certificate (PWTC)	Pework training certificate (PWTC)	Secondary School Diploma (SSD)

GOAL

Fulfillment as individuals, citizens and workers

.....➤ Indicates possible transitions if certain conditions are met

4.4 Table of Subject-Specific Competencies in Secondary Cycle Two

The following table shows all subject-specific competencies to be developed in the three paths in Secondary Cycle Two.

Subject Area	Program	Competencies	GEP and AGEP	WOTP	
				PT	TST
Languages	Français, langue d'enseignement	<ul style="list-style-type: none"> – Lire et apprécier des textes variés – Écrire des textes variés – Communiquer oralement selon des modalités variées 	✓	✓	✓
	Intégration linguistique, scolaire et sociale	<ul style="list-style-type: none"> – Communiquer oralement en français dans des situations variées – Lire et écrire des textes variés en français – S'intégrer au milieu scolaire et à la société québécoise 	✓		
	Secondary English Language Arts	<ul style="list-style-type: none"> – Uses language/talk to communicate and to learn – Reads and listens to written, spoken and media texts – Produces texts for personal and social purposes 	✓		✓
	Secondary English Language Arts	<ul style="list-style-type: none"> – Uses language/talk to communicate and to learn – Reads and listens to written, spoken and media texts – Produces spoken, written and media texts 		✓	
	Français, langue seconde (Programme de base)	<ul style="list-style-type: none"> – Interagir en français – Lire des textes variés en français – Produire des textes variés en français 	✓	✓	✓
	Français, langue seconde (Programme enrichi)	<ul style="list-style-type: none"> – Interagir en français – Lire des textes courants, spécialisés et littéraires en français – Produire des textes variés en français 	✓		

Legend

GEP: General Education Path
 AGEP: Applied General Education Path
 WOTP: Work-Oriented Training Path
 PT: Prework training
 TST: Training for a semiskilled trade

* Program specific to the General Education Path
 ** Program specific to the Applied General Education Path
 *** Program specific to the Applied General Education Path but also open to students in the General Education Path

Subject Area	Program	Competencies	GEP and AGEF	WOTP	
				PT	TST
Languages (cont.)	English as a Second Language (Core Program)	– Interacts orally in English	✓		✓
	English as a Second Language (Enriched Program)	– Reinvests understanding of texts – Writes and produces texts	✓		
	English as a Second Language	– Interacts orally in English – Listens to, reads and views texts – Writes texts in English		✓	
	Spanish as a Third Language	– Interacts in Spanish – Understands a variety of texts in Spanish – Produces a variety of texts in Spanish	✓		
Mathematics, Science and Technology	Mathematics	– Solves a situational problem – Uses mathematical reasoning – Communicates by using mathematical language	✓		✓
	Mathematics	– Solves a situational problem – Uses mathematical reasoning – Communicates by using mathematical language		✓	
	Science and Technology*	– Seeks answers or solutions to scientific or technological problems	✓		
	Applied Science and Technology** Technological and Scientific Experimentation Environmental Science and Technology	– Makes the most of his/her knowledge of science and technology – Communicates in the languages used in science and technology	✓ ✓	✓	
			✓		

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Subject Area	Program	Competencies	GEP and AGEP	WOTP	
				PT	TST
Mathematics, Science and Technology (cont.)	Science and the Environment	<ul style="list-style-type: none"> – Seeks answers or solutions to scientific problems – Makes the most of his/her scientific knowledge – Communicates using scientific language 	✓		
	Chemistry Physics	<ul style="list-style-type: none"> – Seeks answers or solutions to problems involving chemistry or physics – Makes the most of his/her knowledge of chemistry or physics – Communicates ideas relating to questions in chemistry or physics, using the languages associated with science and technology 	✓ ✓		
Social Sciences	History and Citizenship Education	<ul style="list-style-type: none"> – Examines social phenomena from a historical perspective – Interprets social phenomena using the historical method – Strengthens his/her exercise of citizenship through the study of history 	✓		
	Geography, History and Citizenship Education	<ul style="list-style-type: none"> – Builds a sense of belonging to his/her home territory – Builds a sense of belonging to Québec society 		✓	
	Contemporary World	<ul style="list-style-type: none"> – Interprets a contemporary world problem – Takes a position on a contemporary world issue 	✓		

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Subject Area	Program	Competencies	GEP and AGE ^P	WOTP	
				PT	TST
Arts Education	Drama	<ul style="list-style-type: none"> – Creates dramatic works – Performs dramatic works – Appreciates dramatic works 	✓		
	Visual Arts	<ul style="list-style-type: none"> – Creates personal images – Creates media images – Appreciates images 	✓		
	Dance	<ul style="list-style-type: none"> – Creates dances – Performs dances – Appreciates dances 	✓		
	Music	<ul style="list-style-type: none"> – Creates musical works – Performs musical works – Appreciates musical works 	✓		
Personal Development	Ethics and Religious Culture	<ul style="list-style-type: none"> – Reflects on ethical questions – Demonstrates an understanding of the phenomenon of religion – Engages in dialogue 	✓		
	Physical Education and Health	<ul style="list-style-type: none"> – Performs movement skills in different physical activity settings – Interacts with others in different physical activity settings – Adopts a healthy, active lifestyle 	✓	✓	
	Autonomy and Social Participation	<ul style="list-style-type: none"> – Demonstrates autonomy in everyday life situations – Takes an informed position on everyday issues – Participates in community life 		✓	

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Subject Area	Program	Competencies	GEP and AGEP	WOTP	
				PT	TST
Career Development	Personal Orientation Project***	<ul style="list-style-type: none"> – Carries out a process of career exploration – Contemplates his/her learning and work possibilities 	✓		
	Exploration of Vocational Training***	<ul style="list-style-type: none"> – Diversifies his/her exploration of vocational training – Determines his/her suitability for vocational training 	✓		
	Preparation for the Job Market	<ul style="list-style-type: none"> – Establishes his/her personal and occupational profile – Gains an understanding of the job market – Carries out a a sociovocational integration plan 		✓	✓
	Preparation for a Semiskilled Trade	<ul style="list-style-type: none"> – Develops the specific competencies associated with a semiskilled trade – Adopts attitudes and behaviours required in the workplace 			✓
	Introduction to the World of Work	<ul style="list-style-type: none"> – Understands the requirements specific to different work situations – Performs tasks associated with different work situations – Adopts attitudes and behaviours appropriate to different work situations 		✓	
	Work Skills	<ul style="list-style-type: none"> – Develops specific competencies associated with one or more semiskilled trades – Adopts attitudes and behaviours required in the workplace 		✓	
	Entrepreneurship***	<ul style="list-style-type: none"> – Determines his or her suitability for entrepreneurship – Implements an entrepreneurial project 	✓		
Chapter 11	Integrative Project	<ul style="list-style-type: none"> – Carries out an integrative project – Makes connections between elements of his/her learning 	✓		

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4.5 Components of the Subject-Specific Programs

Each subject-specific program is based on a limited number of complementary competencies that contribute to fulfilling the educational aims of the program. The competencies are indissociable from the acquisition of knowledge, which is needed for both the development and the exercise of these competencies. This knowledge, which is of various kinds, corresponds to the elements of the program content in each program. The competencies play an integrative role because they require making connections between the knowledge and the learning situations.

The programs are organized into five main sections:

- Introduction to the subject
- Connections between the subject and the other dimensions of the Québec Education Program (programs in the General Education Path and the Applied General Education Path only)
- Pedagogical context
- Competencies
- Program content

Introduction to the subject

This section covers the specific contribution of the subject to students' education, the conception of the subject and the spirit in which it should be taught. It presents the competencies to be developed, the connections among them and the elements of continuity with the Secondary Cycle One program.

Making connections: The subject and the other dimensions of the Québec Education Program

This section explains and illustrates the connections between the subject-specific competencies and the cross-curricular competencies, the broad areas of learning and the other subjects. Where appropriate, it brings out the particular relationship that may exist between the subject and certain broad areas of learning. It also highlights the role of language in the development and exercise of the subject-specific competencies.

Pedagogical context

The pedagogical context provides details regarding the pedagogical considerations discussed in Chapter 1. It covers such topics as pedagogical approaches, teachers' and students' roles, the type of learning situations to be used to create a classroom climate conducive to competency development and the evaluation of learning. Suggestions may be provided regarding the human and material resources to be made available to students. In some programs, an example of a learning and evaluation situation is provided to show how the subject-specific competencies can be connected with each other and with the broad areas of learning, the cross-curricular competencies or other subjects.

Competencies

For each competency, the focus of the competency, the key features, the evaluation criteria, the end-of-cycle outcomes and the development of the competency during the cycle are explained.

Focus of the competency

The focus of the competency describes the role of the competency in learning about the subject and its connections with the other subject-specific competencies. The manifestations of the competency are described and information is provided that helps situate the Secondary Cycle Two learning on a continuum that includes learning in Cycle One.

Key features of the competency

The key features of a competency describe the essential aspects of the competency. They provide a concrete conception of the main elements involved in the exercise of the competency. They are examined from the point of view of their dynamic interaction in order to bring out the fact that they are interdependent and are not simply a linear sequence. They generally cover the three aspects of the competency: mobilization in context, availability of resources and reflection.

Evaluation criteria

The evaluation criteria are essential in order to make a judgment on students' competencies; they are generic in nature and their formulation is general enough to apply to both the students' process and their productions. They reflect the essence of the key features of the competency and their manifestations and describe the essential characteristics to be observed in situations calling for the use of the competency. Their wording suggests that there is a continuum within which the observations gathered may be situated. They do not constitute an evaluation checklist to be used as is, however, but rather a framework for the development of tools for evaluating the competency.

End-of-cycle outcomes and learning targets

The end-of-cycle outcomes in the General Education Path and the Applied General Education Path and the learning targets in the Work-Oriented Training Path provide an overall picture of the learning targeted in Secondary

Cycle Two. They refer to all the evaluation criteria and take into account the learning that is specifically required and the types of situations in which it is used. The general nature of the information provided is an invitation to look at the components of the competency all together rather than separately. The scales of competency levels will later be developed on the basis of the information provided in this section.

Secondary Cycle Two is a cycle of diversification that involves decisions at the end of each year (orientation, choice of options, transfer from one path to another, support measures, etc.), and the end-of-cycle outcomes or learning targets are indications that should make it possible to judge the progress of learning.

Development of the competency during the cycle

This section, which is part of the programs in the General Education Path and the Applied General Education Path, provides indications to help teachers plan activities for developing the competency during the year and from year to year. These indications involve the parameters of the learning and evaluation situations that can be changed to modify their level of complexity or difficulty.

Program content

This section describes the learning essential for the exercise of the competencies the program seeks to develop. It is not exhaustive, and thus does not exclude the possibility that students draw on other resources. It includes learning related to concepts, methods, strategies, processes, techniques and attitudes. The organization of the program content is appropriate for the subject and takes into account the logic of the subject. Cultural references are included in one form or another; these are resources in the social and cultural environment that support the development of the competency. It should be noted that while the inclusion of cultural references is compulsory, teachers are free to choose from among those suggested in this section.

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This section includes the main works used in defining the aims and orientations in the subject. More general works, however, are provided at the end of this chapter.

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