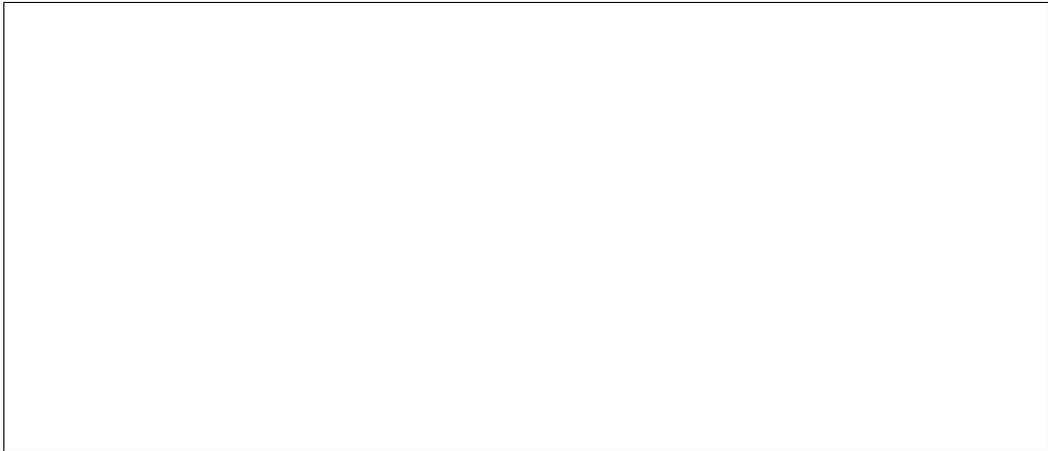


# 20



Québec 



# **SOCIAL, EDUCATIONAL AND LEGAL SERVICES**

---

**Direction générale des programmes  
et du développement**

© Gouvernement du Québec  
Ministère de l'Éducation, 2000 – 00-0784

ISBN 2-550-36642-5

Legal deposit – Bibliothèque nationale du Québec, 2000





## **ACKNOWLEDGMENTS**

The Ministère de l'Éducation would like to thank the many people in the business and educational communities who helped in the development of this program, in particular the following individuals,

## **Working World**

Marc Jasmin  
Service de loisir de Ville Saint-Laurent  
Saint-Laurent

Stéphane Lamothe  
Directeur of recreation and culture  
Ville de Pohenegamook

Louise Lefebvre  
Recreation leader  
École secondaire de l'Érablière  
Saint-Félix-de-Valois

Luc Lepage  
Coordinator of recreation  
Complexe Le Renoir  
Laval

Sylvie Marleau  
Recreation leader  
Manoir Cartierville

Edna May McKenzie  
Ednamation (private firm that organizes recreational activities)  
Montréal

Marie-Claude Miousse  
Coordinator  
Maison des jeunes Sens Unique,  
Secteur Brandon  
Saint-Gabriel-de-Brandon

Bruno Mital  
Recreation leader  
Jeunesse J'écoute  
Montréal

Sylvain Raymond  
Director of recreation  
Ville de Saint-Étienne-de-Lauzon

Réal Travers  
Recreation leader  
Service des sports, des loisirs et du développement social  
Ville de Montréal

Frank Turcotte  
Director of recreation, marketing and sales  
Parc du Mont-Comi  
Rivière-du-Loup

Germain Veilleux  
Recreation leader  
Hôpital Sacré-Coeur

## **Education System**

Marc Hainaut  
Dawson College

## **PRODUCTION TEAM**

### **Coordination**

Ghislaine Timmons-Plamondon  
Direction générale de la formation  
professionnelle et technique  
Ministère de l'Éducation

### **Design and Development**

Jean-Paul Laberge  
Education specialist  
Cégep de Saint-Laurent

Jacqueline Frenette-Roy  
Technical consultant for program development



## TABLE OF CONTENTS

<b>INTRODUCTION TO THE PROGRAM .....</b>	<b>1</b>
<b>VOCABULARY USED.....</b>	<b>3</b>
<b>PART ONE.....</b>	
<b>GOALS OF THE PROGRAM .....</b>	<b>7</b>
<b>THE GOALS OF GENERAL EDUCATION.....</b>	<b>9</b>
<b>EDUCATIONAL INTENTIONS OF GENERAL EDUCATION.....</b>	<b>13</b>
<b>LIST OF PROGRAM OBJECTIVES.....</b>	<b>15</b>
General education common to all programs .....	15
General education adapted to programs.....	16
Complementary general education.....	16
Specific program component.....	17
<b>HARMONIZATION.....</b>	<b>19</b>
<b>PART TWO.....</b>	
Objectives and standards - .....	23
General education common to all programs .....	23
Objectives and standards - .....	37
General education adapted to programs.....	37
Objectives and standards: complementary general education .....	45
Objectives and standards - sp	



## **INTRODUCTION TO THE PROGRAM**

---

The Community Recreation Leadership Training program shares the aims and goals for technical education that serve as guidelines for the Direction générale de la formation professionnelle et technique. It was designed in accordance with the framework for developing technical programs, which emphasizes partnership and cooperation between the working world and the education system.

This program is defined in terms of competencies, which are broken down into objectives and standards. Designed using an approach based on training needs, the workplace situation and the general goals of technical education, the program provides a basis for the development and evaluation of learning activities. Furthermore, it supports the application of a program-based approach.

The Community Recreation Leadership Training program includes a general education component that is common to all programs of study (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other components (4 credits) and a program-specific component (58 credits).

Part One of this document presents an overview of the program. Part Two describes the objectives and standards of the general education component and the program-specific component.



## **VOCABULARY USED**

---

### **Program**

An integrated set of learning activities leading to the achievement of educational objectives based on set standards ( section 1).

### **Competency**

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market ( p. 3).

### **Objective**

The competency, skills or knowledge to be acquired or mastered ( section 1).

### **Statement of the competency**

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

### **Elements of the competency**

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

## **Standard**

The level of performance at which an objective is considered to be achieved ( section 1).

## **Achievement context**

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

## **Performance criteria**

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

## **Learning activities**

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

# PART ONE

---



## **GOALS OF THE PROGRAM**

---

### **Desired Result**

The aim of the Community Recreation Leadership Training program is to produce graduates qualified to work with the general public or specific groups in order to meet their recreational needs.

### **Description of the Occupation**

Recreation leaders have responsibilities related to the provision of recreational services; more specifically, they carry out tasks involving planning, organizing, coordinating, leading and evaluating activities of a social and recreational nature. They may work in a variety of organizations (school, municipal, institutional and community) and in various private organizations that provide recreational activities. This variety of work settings means that recreation professionals are called upon to work with a broad range of clientele.

The constantly changing labour market, with the increasing number and complexity of tasks, requires training individuals who are competent and versatile in the exercise of their occupation. The program enables the acquisition of these capacities through learning of, among other things, concepts and techniques for leading activities with individuals and groups and for managing human, material and financial resources.

### **Educational Intentions**

In accordance with the general goals of technical education, the aims of the program-specific component of the Community Recreation Leadership Training program are:

- to enable students to acquire competence in the exercise of the occupation, performing the tasks and activities of the occupation at a level acceptable for entry into the job market;

Finally, the Community Recreation Leadership Training program is designed to enable graduates to



## Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- Ø autonomy;
- Ø a critical sense;
- Ø awareness of their responsibilities toward themselves and others;
- Ø openmindedness;
- Ø creativity;
- Ø openness to the world.

These outcomes apply to the three general education components, more specifically:

- Ø General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
  - Ø language of instruction and literature: 7 1/3 credits;
  - Ø humanities or : 4 1/3 credits;
  - Ø physical education: 3 credits;
  - Ø second language: 2 credits.
- Ø General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
  - Ø language of instruction and literature: 2 credits;
  - Ø humanities or : 2 credits;
  - Ø second language: 2 credits.
- Ø Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses fo

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.



## **EDUCATIONAL INTENTIONS OF GENERAL EDUCATION**

---

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.



## LIST OF PROGRAM OBJECTIVES

---

### GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.  
or  
000A Communiquer en français avec une certaine aisance.  
or  
000B Communiquer avec aisance en français.  
or  
000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.

**GENERAL EDUCATION ADAPTED TO PROGRAMS**

**(6 credits)**

000L To communicate in the forms of discourse appropriate to one or more fields of study.

000U To apply a critical thought process to ethical issues relevant to the field of study.

0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

or

000Q Communiquer en français dans un champ d'études particulier.

or

000R Communiquer avec aisance en français dans un champ d'études particulier.

or

000S Dissserter en français sur un sujet lié au champ d'études.

**COMPLEMENTARY GENERAL EDUCATION**

**(4 credits)**

000V To estimate the contribution

**SPECIFIC PROGRAM COMPONENT****(58 credits)**

- 01AD To analyse the occupation
- 01AE To analyse the characteristics of clients and their recreational needs
- 01AF To recognize significant indicators for recreation leadership
- 01AG To manage health and safety risks
- 01AH To organize recreational activities
- 01AJ To use creativity in a work context
- 01AK To interact in the workplace
- 01AL To lead recreational activities
- 01AM To lead a work team meeting
- 01AN To create and adapt work management tools
- 01AP To manage material resources
- 01AQ To manage a recreational activities budget
- 01AR To supervise human resources
- 01AS To analyse recreation trends in specific contexts
- 01AT To develop recreational activities
- 01AU To establish programming for recreational activities
- 01AV To promote recreational services
- 01AW To recruit human resources
- 01AX To carry out a fundraising activity
- 01AY To supervise a recreational activities project
- 01AZ To lead recreational activities for clients



## HARMONIZATION

---

A comparative analysis of the programs of study offered in the Social, Educational and Legal Services sector was carried out in order to show where harmonization was possible. The four programs involved are Social Service, Early Childhood Care and Education, Community Recreation Leadership Training, and Special Care Counselling.

Harmonization of these programs is intended to make it easier for students to move from one program to another without having to repeat course content previously covered. Equivalence tables were drawn up to show the links among the various harmonized programs.

The tables below show the programs involved in harmonization. The left side of each table shows the codes and competencies of the Community Recreation Leadership Training program, while the right side indicates the equivalent competencies in the three other programs. Thus a student who has acquired one or more competencies in this program would be able to have the equivalent competencies recognized in the other programs if he or she chose to transfer to one of the other programs.

FROM

TO

Community Recreation Leadership Training		Early Childhood Care and Education	
Code	Competency	Code	Competency
01AF	To recognize significant indicators for recreation leadership	0191	To observe children's behaviour
01AJ	To use creativity in a work context	019B	To use creativity in a work context
01AK	To interact in the workplace	0197	To communicate in the workplace

FROM

TO

Community Recreation Leadership Training		Special Care Counselling	
Code	Competency	Code	Competency
01AG	To manage health and safety risks	01A4 019V	To protect themselves physically, emotionally and legally To assist a client in need of help
01AK	To interact in the workplace	019Q	To communicate with clients and members

FROM

TO

<b>Community Recreation Leadership Training</b>		<b>Social Service</b>	
<b>Code</b>	<b>Competency</b>	<b>Code</b>	<b>Competency</b>
01AG	To manage health and safety risks	018U	To protect themselves physically, emotionally and legally

## PART TWO

---



**OBJECTIVES AND STANDARDS -  
GENERAL EDUCATION COMMON TO ALL  
PROGRAMS**

---



OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To analyze and produce various forms of discourse.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 To identify the characteristics and functions of the components of discourse.</li> <li>2 To determine the organization of facts and arguments of a given discourse.</li> <li>3 To prepare ideas and strategies for a projected discourse.</li> <li>4 To formulate a discourse.</li> </ol>	<p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Accurate explanation of the denotation of words.</li> <li>1.2 Adequate recognition of the appropriate connotation of words.</li> <li>1.3 Accurate definition of the characteristics and function of each component.</li> <li>2.1 Clear and accurate recognition of the main idea and structure.</li> <li>2.2 Clear presentation of the strategies employed to develop an argument or thesis.</li> <li>3.1 Appropriate identification of topics and ideas.</li> <li>3.2 Adequate gathering of pertinent information.</li> <li>3.3 Clear formulation of a thesis.</li> <li>3.4 Coherent ordering of supporting material.</li> <li>4.1 Appropriate choice of tone and diction.</li> <li>4.2 Correct development of sentences.</li> <li>4.3 Clear and coherent development of paragraphs.</li> <li>4.4 Formulation of a 750-word discourse.</li> </ol>

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To apply a critical approach to literary genres.</p> <p><b>Elements</b></p> <p>1 To distinguish genres of literary discourse.</p> <p>2 To recognize use of literary conventions within a specific genre.</p> <p>3 To situate a discourse within its historical and literary period.</p> <p>4 To explicate a discourse representative of a literary genre.</p>	<p><b>Performance criteria</b></p> <p>1.1 Clear recognition of characteristics of a literary genre.</p> <p>2.1 Accurate recognition of figurative communication meaning.</p> <p>2.2 Adequate explanation of effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate recognition of relationship of a text to its period.</p> <p>4.1 Selective use of appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p>

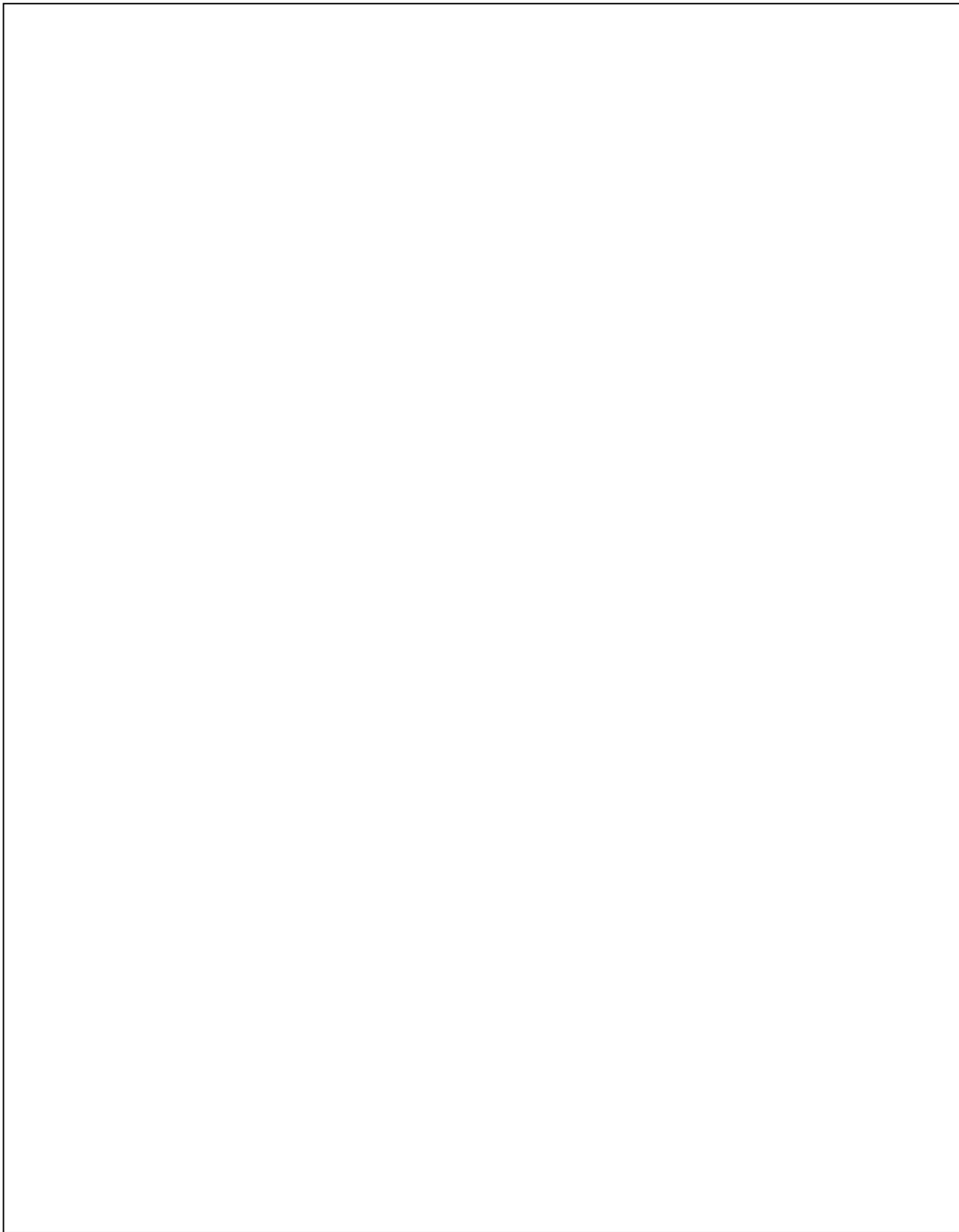
LEARNING ACTIVITIES

**Discipline :** English  
**Weighting :** 2-2-3  
**Credits :** 2 1/3

GENERAL EDUCATION COMMON TO A



GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G



OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer en français avec une certaine aisance.</p> <p><b>Éléments</b></p> <p>1 Interpréter un texte oral simple de trois minutes en français courant.</p> <p>2 Produire un texte oral planifié de cinq minutes en français courant.</p> <p>3 Interpréter un texte écrit en français courant.</p> <p>4 Rédiger un texte simple en français courant.</p>	<p><b>Critères de performance</b></p> <p>1.1 Distinction claire des principaux éléments du texte oral.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis des idées et des sujets traités dans le texte.</p> <p>2.1 Emploi pertinent du vocabulaire courant.</p> <p>2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation.</p> <p>2.3 Formulation claire et cohérente du propos.</p> <p>3.1 Distinction claire des principaux éléments du texte.</p> <p>3.2 Explication précise du sens des mots dans le texte.</p> <p>3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</p> <p>4.1 Respect du code grammatical et</p>

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer avec aisance en français.</p> <p><b>Éléments</b></p> <p>1 Produire un texte oral planifié de cinq minutes de complexité moyenne.</p>	<p><b>Critères de performance</b></p> <p>1.1 Emploi pertinent du vocabulaire courant</p>

OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Traiter d'un sujet culturel et littéraire.</p> <p><b>Éléments</b></p> <p>1 Analyser un texte culturel ou littéraire.</p> <p>2 Rédiger un texte sur un sujet culturel ou littéraire.</p>	<p><b>Critères de performance</b></p> <p>1.1 Formulation personnelle des éléments principaux du texte.</p> <p>1.2 Inventaire des thèmes principaux.</p> <p>1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</p> <p>1.4 Repérage des valeurs véhiculées.</p> <p>1.5 Repérage juste de la structure du texte.</p> <p>1.6 Articulation claire d'un point de vue personnel.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Respect du code grammatical et orthographique.</p> <p>2.3 Adaptation au lecteur ou à la lectrice.</p> <p>2.4 Utilisation judicieuse des principaux éléments du corpus.</p> <p>2.5 Formulation claire et cohérente d'un texte de 500 mots.</p> <p>2.6 Articulation claire d'un point de vue personnel.</p>
<p>LEARNING ACTIVITIES</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 To establish the relationship between one’s lifestyle and one’s health.</li> <li>2 To be physically active in a manner which promotes health.</li> <li>3 To recognize one’s needs, abilities, and motivational factors with respect to being physically active on a regular basis.</li> <li>4 To propose physical activities which promote health.</li> </ol>	<p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Proper use of documentation.</li> <li>1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health.</li> <li>2.1 Observance of the rules involved in the physical activity, including safety guidelines.</li> <li>2.2 Respect of one’s abilities when practising physical activities.</li> <li>3.1 Appropriate use of the physical quantitative and qualitative data.</li> <li>3.2 Statement of one’s main physical needs and abilities.</li> <li>3.3 Statement of one’s main motivational factors with respect to being physically active on a regular basis.</li> <li>4.1 Appropriate and justified choice of physical activities according to one’s needs, abilities, and motivational factors.</li> </ol>
<p><b>LEARNING ACTIVITIES</b></p>	
<p><b>Discipline :</b> Physical Education  <b>Weighting :</b> 1-1-1  <b>Credits :</b> 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION  
CODE : 0065

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To improve one's effectiveness when practising a physical activity.</p> <p><b>Elements</b></p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p><b>Performance criteria</b></p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
<p>LEARNING ACTIVITIES</p>	
<p><b>Discipline :</b> Physical Education</p> <p><b>Weighting :</b> 0-2-1</p> <p><b>Credits :</b> 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :  
 PHYSICAL EDUCATION

CODE : 0066

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To demonstrate one's responsibility for being physically active in a manner which promotes health.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 To combine effective practice with a health promotional approach to physical activity.</li> <li>2 To manage a personal physical activity program.</li> </ol>	<p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Integration of effective practice with factors which promote health in the practice of a physical activity.</li> <li>2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis.</li> <li>2.2 Proper formulation of objectives to achieve in one's personal program.</li> <li>2.3 Appropriate choice of activity or activities for one's personal program.</li> <li>2.4 Appropriate planning of how the activity or activities in the personal program are carried out.</li> <li>2.5 Appropriate choice of criteria to measure program objective attainment.</li> <li>2.6 Periodic statement of the time invested and the activities carried out during the program.</li> <li>2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity.</li> <li>2.8 Appropriate and periodic adjustment of objectives or action plan.</li> </ol>
<p><b>LEARNING ACTIVITIES</b></p>	
<p><b>Discipline :</b> Physical Education  <b>Weighting :</b> 1-1-1  <b>Credits :</b> 1</p>	

**OBJECTIVES AND STANDARDS -  
GENERAL EDUCATION ADAPTED TO PROGRAMS**

---









OBJECTIVE	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer en français dans un champ d'études particulier.</p> <p><b>Elements</b></p> <p>1 Distinguer les types de textes propres au champ d'études.</p> <p>2 Interpréter des textes représentatifs du champ d'études.</p> <p>3 Utiliser des techniques de production de textes appropriées au champ d'études.</p>	<p><b>Performance criteria</b></p> <p>1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.</p> <p>2.1 Distinction claire des principaux éléments du texte.</p> <p>2.2 Interprétation claire du vocabulaire spécialisé.</p> <p>2.3 Repérage précis des idées et des sujets traités.</p> <p>2.4 Utilisation pertinente des techniques de lecture et d'écoute.</p> <p>3.1 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>3.2 Respect du niveau de langue et du code grammatical.</p> <p>3.3 Formulation claire et cohérente du propos.</p> <p>3.4 Utilisation pertinente des techniques d'expression.</p>
<p>ACTIVITÉS D'APPRENTISSAGE</p>	

OBJECTIVE	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Communiquer avec aisance en français dans un champ d'études particulier.</p> <p><b>Elements</b></p> <p>1 Commenter des textes propres au champ d'études.</p>	<p><b>Performance criteria</b></p> <p>1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</p> <p>1.2 Explication précise du sens des mots dans le 1 du sRptém</p> <p>1 du s4( )-530Rerform justes desidétes principldes(et )TJ2.0328</p>



**OBJECTIVES AND STANDARDS -  
COMPLEMENTARY GENERAL EDUCATION**

---



OBJECTIVE

STANDARD

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To analyze one of the major problems of our time using one or more social scientific approaches.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Formulate a problem using one or more social scientific approaches.</li> <li>2 Deal with an issue using one or more social scientific approaches.</li> <li>3 Draw conclusions.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will write an essay of approximately 750 words on a topic related to human existence.</li> <li>• Reference materials from the field of social sciences may be used.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Presentation of the background to the problem.</li> <li>1.2 Use of appropriate concepts and language.</li> <li>1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem.</li> <li>2.1 Clear formulation of an issue.</li> <li>2.2 Selection of pertinent reference materials.</li> <li>2.3 Brief description of historical, experimental and survey methods.</li> <li>3.1 Appropriate use of the selected method.</li> <li>3.2 Determination of appropriate evaluation criteria.</li> <li>3.3 Identification of strengths and weaknesses of the conclusions.</li> </ol>

LEARNING ACTIVITIES

**Number of student-contact hours :** 45  
**Number of credits :** 2

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X	
OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Describe the standard scientific mode of thought and method.</li> <li>2 Demonstrate how science and technology are complementary.</li> <li>3 Explain the context and the stages related to several scientific and technological discoveries.</li> <li>4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will use a written commentary on a scientific discovery or technological development.</li> <li>• They will write an essay of approximately 750 words.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration.</li> <li>1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method.</li> <li>2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions.</li> <li>3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries.</li> <li>3.2 List of the main stages of scientific and technological discoveries.</li> <li>4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries.</li> <li>4.2 Formulation of relevant questions and credibility of responses to the questions formulated.</li> </ol>
<b>LEARNING ACTIVITIES</b>	
<p><b>Number of student-contact hours :</b> 45</p> <p><b>Number of credits :</b> 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To resolve a simple problem by applying the basic scientific method.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Describe the main steps of the standard scientific method.</li> <li>2 Formulate a hypothesis designed to solve a simple scientific and technological problem.</li> <li>3 Verify a hypothesis by applying the fundamental principles of the basic experimental method.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone or in groups.</li> <li>• They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method.</li> <li>• Common scientific instruments and reference materials (written or other) may be used.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method.</li> <li>2.1 Clear, precise description of the problem.</li> <li>2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.).</li> <li>3.1 Pertinence, reliability and validity of the experimental method used.</li> <li>3.2 Observance of established experimental method.</li> <li>3.3 Appropriate choice and use of instruments.</li> <li>3.4 Clear, satisfactory presentation of results.</li> <li>3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.</li> </ol>
<b>LEARNING ACTIVITIES</b>	
<p><b>Number of student-contact hours :</b> 45</p> <p><b>Number of credits :</b> 2</p>	



OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To communicate on familiar topics in a modern language.</p> <p><b>Elements</b></p> <p>1 Understand the meaning of a verbal message.</p> <p>2 Understand the meaning of a written message.</p> <p>3 Express a simple message verbally, using sentences of average complexity.</p> <p>4 Write a text on a given subject, using sentences of average complexity.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will have a conversation that includes at least 15 lines of dialogue.</li> <li>• They will write a text consisting of at least 20 sentences for Latin-alphabet languages.</li> <li>• They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.</li> <li>• Students will be exposed to:                             <ul style="list-style-type: none"> <li>– common situations in everyday life</li> <li>– simple topics from everyday life</li> </ul> </li> <li>• Reference materials may be used.</li> </ul> <p><b>Performance criteria</b></p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate identification of words and idiomatic expressions.</p> <p>1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>1.3 Logical connection between the various elements of the message.</p> <p>2.1 Accurate identification of words and idiomatic expressions.</p> <p>2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity.</p> <p>2.3 Logical connection between the various elements of the message.</p> <p>3.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>3.2 Appropriate application of grammar rules.</p> <p>3.3 Use of verbs in the present indicative.</p> <p>3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>3.5 Understandable pronunciation.</p> <p>3.6 Coherent sequence of sentences of average complexity.</p> <p>3.7 Conversation</p> <p>4.1 Appropriate use of language structures in main or subordinate clauses.</p> <p>4.2 Appropriate application of grammar rules.</p> <p>4.3 Use of verbs in the present and past indicative.</p> <p>4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions.</p> <p>4.5 Coherent sequence of sentences of average complexity.</p> <p>4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.</p>
<b>LEARNING ACTIVITIES</b>	
<p><b>Number of student-contact hours : :</b> 45</p> <p><b>Number of credits :</b> 2</p>	

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To communicate with relative ease in a modern language.</p> <p><b>Elements</b></p> <p>1 Understand the meaning of a verbal message in everyday language.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will have a conversation that includes at least 20 lines of dialogue.</li> <li>• They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages).</li> <li>• They will use documents of a sociocultural nature. Reference materials for the written text may be used.</li> </ul> <p><b>Performance criteria</b></p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p>

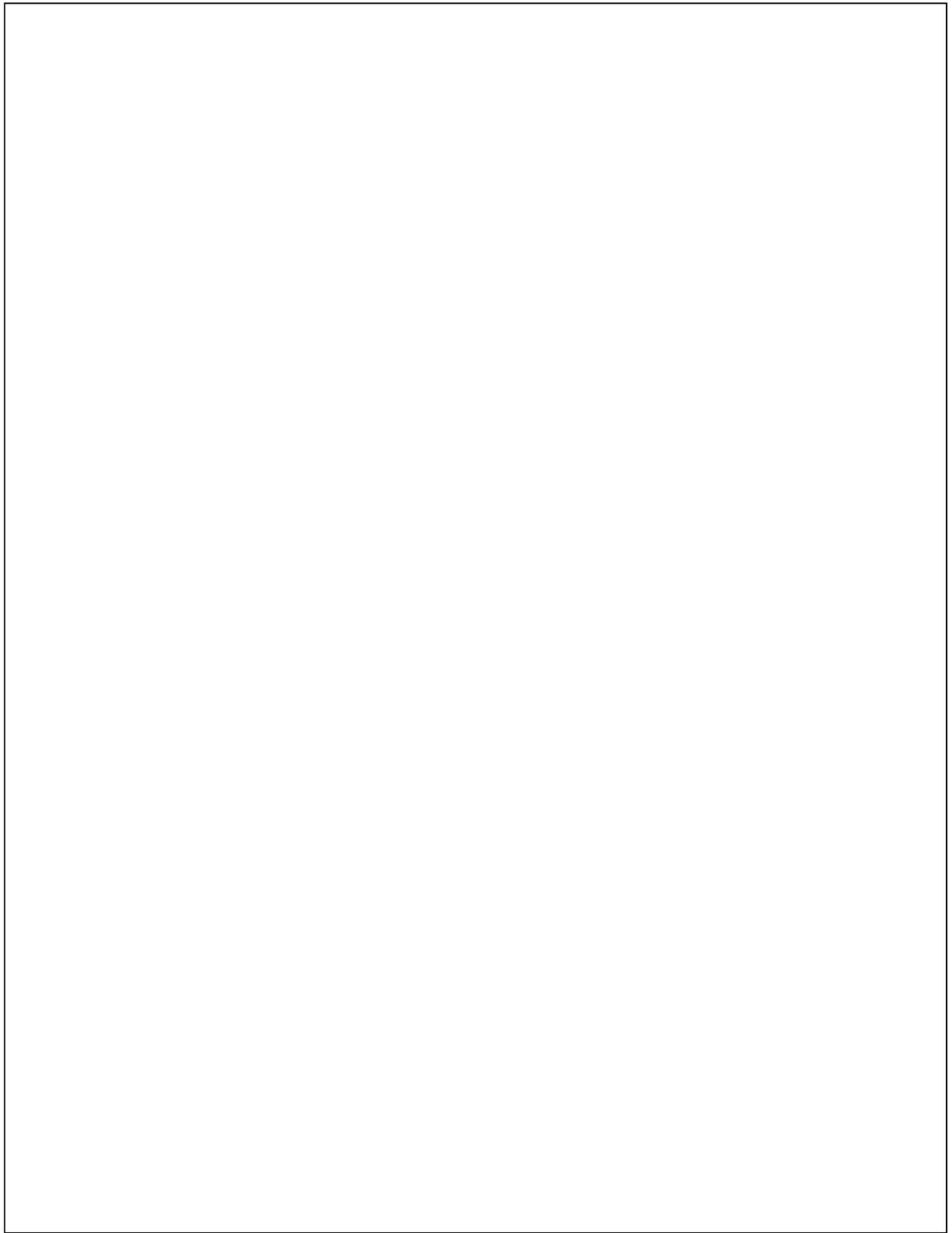
OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p><b>Elements</b></p> <p>1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.</li> </ul> <p><b>Performance criteria</b></p> <p>1.1 Identification of basic notions and concepts.</p> <p>1.2A9( op9(c(on, )5.the r0.9(ing ninologuni)4sel9ty)-0.1(riteria )TJE</p>

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To use various mathematical or computer concepts, procedures and tools for common tasks.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.</li> <li>2 Select mathematical or computer tools and procedures on the basis of specific needs.</li> <li>3 Use mathematical or computer tools and procedures to carry out tasks and solve problems.</li> <li>4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.</li> </ol>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will carry out a task or solve a problem based on everyday needs.</li> <li>• Familiar tools and reference materials may be used.</li> </ul> <p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Brief definition of concepts.</li> <li>1.2 Correct execution of basic operations.</li> <li>1.3 Appropriate use of terminology.</li> <li>2.1 List of numerous possibilities available with mathematical and computer tools and procedures.</li> <li>2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures.</li> <li>2.3 Appropriate choice according to needs.</li> <li>3.1 Planned, methodical process.</li> <li>3.2 Correct use of tools and procedures.</li> <li>3.3 Satisfactory results, given the context.</li> <li>3.4 Appropriate use of terminology specific to a tool or procedure.</li> <li>4.1 Accurate interpretation, given the context.</li> <li>4.2 Clear, precise formulation of the interpretation.</li> </ol>

LEARNING ACTIVITIES

**Number of student-contact hours :** 45  
**Number of credits :** 2

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To consider various forms of art produced by aesthetic practices.</p> <p><b>Elements</b></p> <p>1 Develop an appreciation for the dynamics of the imagination in art.</p>	<p><b>Achievement context</b></p> <ul style="list-style-type: none"> <li>• Students will work alone.</li> <li>• They will use a specified work of art and write a commentary of approximately 750 words.</li> </ul> <p><b>Performance criteria</b></p> <p>1.1 Precise explanation of a creative process connected to the construction of an imaginary universe.</p>





**OBJECTIVES AND STANDARDS -  
SPECIFIC PROGRAM COMPONENT**

---



Code: 01AD	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To analyze the occupation.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To describe the occupation and the working conditions.</li> <li>2. To examine the tasks and operations related to the occupation.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• On the basis of recent information about the occupation and organizations in the field.</li> <li>• On the basis of regulations in effect.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Gathering of relevant information.</li> <li>1.2 Full examination of the general characteristics of the occupation and the working conditions.</li> <li>1.3 Recognition of entrepreneurial opportunities in the field.</li> <li>2.1 Full examination of the operations, performance conditions and performance criteria for each task.</li> <li>2.2 Correlation of steps in the work process with the tasks of the occupation.</li> </ol>



Code :

Code :	

Code : 01AE

3. To analyze clients' recreational needs.

3.1 Relevant links established between the characteristics of an individual or group and their motivations.

3.2 Consideration of the interests of an individual or group when analyzing their needs.

3.3 Relevant links established between people's social problems and their attitude towards recreation.

Code : 01AF	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To recognize significant indicators for recreation leadership.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To observe people's behaviour.</li> <li>2. To interpret the observations made.</li> <li>3. To analyze the procedure used.</li> <li>4. To formulate hypotheses for recreational activities.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a variety of work situations.</li> <li>• With clients.</li> <li>• Using observation forms or checklists.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Appropriate choice of observation method for the situation.</li> <li>1.2 Appropriate tools used.</li> <li>1.3 Consideration of factors that may help or hinder the observation process.</li> <li>1.4 Accurate perception of feelings expressed by people in different situations.</li> <li>1.5 Identification of any abnormal behaviour or behaviour that might be a sign of a problem.</li> <li>1.6 Summary of facts indicating unusual behaviour.</li> <li>2.1 Use of means to confirm or correct initial impressions.</li> <li>2.2 Consideration of the constants and variables observed.</li> <li>2.3 Plausible interpretation of observed behaviour and facts.</li> <li>3.1 Critical analysis of the procedure used to make interpretations.</li> <li>4.1 Formulation of realistic and reasonable hypotheses based on the observations made.</li> <li>4.2 Consideration of the professional resources available.</li> <li>4.3 Respect for the limits of the occupation.</li> </ol>



Code : 01AG	
OBJECTIVE	STANDARD
<b>Statement of the Competency</b>	<b>Achievement Context</b>

Code : 01AG

5. To give first aid.

- 5.1 Observance of the general procedure for emergency situations.
- 5.2 Appropriate decision on actions to take in specific situations.
- 5.3 Correct application of first aid techniques.
- 5.4 Calm and self-control.
- 5.5 Adoption of appropriate behaviour to comfort an injured person.

6. To write up accident or incident reports.

- 6.1 Use of the appropriate form.
- 6.2 Accuracy and inclusion of all required information.
- 6.3 Clarity and accuracy of comments.

Code : 01AH	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To organize recreational activities.</p> <p><b>Elements of the Competency</b></p> <p>1. To plan the organization of the activity.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on existing planning or requests for activities of varied types and organizational requirements.</li> <li>• According to client characteristics.</li> <li>• Working with resource people.</li> <li>• Using the necessary documents: list of resource people, catalogues, equipment inventories, modes of operation, etc.</li> <li>• Using the necessary audiovisual and computer equipment, facilities and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Careful determination of the needs for human, material and financial resources, and the actions to take.</p> <p>1.2 Consideration of the type of activity, objectives, client specifics and availability of human, material and financial resources in determining the needs.</p> <p>1.3 Respect for the operating methods specific to the organization.</p> <p>1.4 Consideration of the need to protect the environment when choosing locations and equipment and determining guidelines.</p>

Code : 01AH

Code : 01AJ	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To use creativity in a work context.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To identify a need.</li> <li>2. To research and suggest ideas.</li> <li>3. To select and develop an idea.</li> <li>4. To evaluate the results of their creativity.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a variety of work situations.</li> <li>• Using reference documents to stimulate creativity.</li> <li>• Using the necessary materials.</li> <li>• Consulting resource people.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Identification of a need in terms of a given situation.</li> <li>1.2 Clarification of the need in terms of the expected effects.</li> <li>2.1 Use of appropriate research methods.</li> <li>2.2 Proposal of innovative ideas for the stated need.</li> <li>3.1 Proper application of creativity techniques.</li> <li>3.2 Inclusion of additional details to further define the idea.</li> <li>3.3 Demonstration of a spirit of innovation.</li> <li>4.1 Demonstration of the ability to self-assess.</li> <li>4.2 Determination of means to improve their creative abilities.</li> </ol>





Code : 01AK

4. To participate in team meetings.

- 4.1 Active, appropriate participation in the team.
- 4.2 Respect for the rules of conduct in a team
- 4.3 Expression of their ideas while respecting the opinions of others.
- 4.4 Adoption of appropriate behaviour for the leadership style of certain participants.

5. To establish public relations.

- 5.1 Use of means to foster a climate of trust.
- 5.2 Respect for the rules of public relations.
- 5.3 Demonstration of self-confidence.

Code : 01AL	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To lead recreational activities.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In the locations planned for the activities.</li> <li>•</li> </ul>

Code : 01AL	
5. To intervene in the case of undesirable behaviour by the participants.	<p>5.1 Identification of any act contrary to the rules or pre-established methods of operation.</p> <p>5.2 Application of measures to ensure the appropriate use of equipment and materials by the participants.</p> <p>5.3 Appropriate action given the nature of the behaviour and the particularities of the person involved.</p>
6. To evaluate the results of the activity.	<p>6.1 Use of appropriate evaluation methods.</p> <p>6.2 Careful analysis of participants' comments concerning their expectations and the objectives of the activity.</p>
7. To write a report on the activity.	<p>7.1 Clear, full report.</p> <p>7.2 Taking into account of the analysis results.</p> <p>7.3 Quality of written language.</p>

Code : 01AM	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To lead a work team meeting.</p> <p><b>Elements of the Competency</b></p> <p>1. To prepare for the meeting.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a request.</li> <li>• With the people participating in the meeting.</li> <li>• With the necessary documents and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Appropriate strategy for the purpose of the meeting.</p> <p>1.2 Clear agenda that respects the rules of writing.</p> <p>1.3 Correct form of the notice of meeting.</p> <p>1.4 Preparation of all necessary documents, equipment and materials.</p> <p>1.5 Appropriate set-up of equipment and materials.</p> <p>1.6 Measures to handle equipment problems or breakdown.</p>



Code : 01AN	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To create and adapt work management tools.</p> <p><b>Elements of the Competency</b></p> <p>1. To identify the needs.</p> <p>2. To create and adapt work planning tools.</p> <p>3. To create and adapt work organization tools.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a variety of work situations.</li> <li>• Using models of tools for planning, organizing and evaluating work.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Appropriate identification of the needs to be met.</p> <p>1.2 Careful analysis of existing tools.</p> <p>1.3 Appropriate decision about the type of tool to create or adapt.</p> <p>2.1 Establishment of an appropriate schedule for the project to be carried out.</p> <p>2.2 Consideration of the availability of human and material resources when planning the work.</p> <p>2.3 Reasonable distribution of the work activities on the agenda.</p> <p>2.4 Allowance for room to maneuver in the event of unexpected situations.</p> <p>2.5 Legibility and clarity of documents produced.</p> <p>3.1 Creation and adaptation of pertinent and effective tools for the classification and use of information.</p> <p>3.2 Consideration of the needs of the organization.</p>

Code : 01AN

4. To create and adapt work evaluation tools.

- 4.1 Tools that are clear and easy to use.
- 4.2 Inclusion in the evaluation tool of elements that are pertinent, observable and measurable in terms of the nature of the task.
- 4.3 Appropriate adaptation of existing evaluation tools for the different needs.

Code : 01AP	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To manage material resources.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To set up and keep up an inventory of material resources.</li> <li>2. To carry out an inspection of material</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a request or on established planning.</li> <li>• Based on inventory lists and forms for borrowing or rental of material resources.</li> <li>• Using the necessary computer equipment and materials.</li> <li>• With the help of catalogues and price lists.</li> <li>• In keeping with the regulations in effect and the established budget.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Precise, detailed, complete list of equipment and materials.</li> <li>1.2 Updates done correctly and at appropriate times.</li> </ol>

Code : 01AP

4. To design and use a form for the use of material resources.

4.1 Proper design of a schedule for the use of facilities and equipment.

4.2 Consideration of the need to provide a tool that is clear and easy to use.

4.3 Correct use of the form in terms of the information to be recorded.

5. To borrow and rent material resources.

5.1 Preparation of loan and rental schedules appropriate for the types of resources available and for client requests.

5.2 Correct application of procedures for loans and rentals.

5.3 Respect for the policies and regulations of the organization.



Code : 01AQ

4. To interpret a financial statement.

- 4.1 Appropriate interpretation of the statement in terms of the projected budget.
- 4.2 Demonstration of an overall view of the situation.
- 4.3 Formulation of pertinent recommendations regarding the budgetary adjustments to make.

5. To prepare a file for a grant application.

- 5.1 Appropriate choice of organizations likely to subsidize the project to be submitted.
- 5.2 Correct application of the procedure for the preparation of a grant application.
- 5.3 Consideration of the requirements of the organization approached.
- 5.4 Quality of the visual and written presentation of the file.

6. To make a request for sponsorship.

- 6.1 Appropriate choice of potential sponsors.
- 6.2 Establishment of an appropriate strategy in terms of the purpose of the sponsorship and the sponsor selected.
- 6.3 Use of persuasive arguments when meeting with the sponsor.
- 6.4 Drawing up of a clear, complete agreement with the sponsor.

Code : 01AR	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To supervise human resources.</p>	<p><b>Achievement Context</b></p>

Code : 01AR

4. To prepare and give training.

- 4.1 Accurate assessment of training needs.
- 4.2 Design of a detailed, structured, pertinent training plan.
- 4.3 Use of dynamic and varied pedagogical methods.
- 4.4 Quality of spoken language.
- 4.5 Use of methods to arouse and maintain the interest of trainees.
- 4.6 Regular verification of understanding by participants.
- 4.7 Appropriate evaluation of the quality of training given.

Code :

Code :	



Code : 01AT	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To develop recreational activities.</p> <p><b>Elements of the Competency</b></p> <p>1. To analyze a request or need.</p> <p>2. To create new activities.</p> <p>3. To adapt existing activities.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on requests or perceived needs.</li> <li>• Taking into account objectives and client characteristics.</li> <li>• With a view to establishing programs or meeting specific needs.</li> <li>• Using pertinent documents: activity directories, reference works, etc.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Accurate interpretation of the request or need.</p> <p>1.2 Appropriate choice of the type of activity to set up in terms of the clients and the objectives.</p> <p>1.3 Submission of a logical proposal to create a new activity or adapt an existing activity.</p> <p>2.1 Creation of activities of different types in keeping with the clients and the objectives.</p> <p>2.2 Presence of all data required for the activities.</p> <p>2.3 Respect for the rules of writing and presentation as related to an activity.</p> <p>2.4 Consideration of measures for protecting the health and safety of the participants.</p> <p>3.1 Proper evaluation of the needs.</p> <p>3.2 Adaptation of activities to the particular needs of the clients, or material or organizational constraints.</p> <p>3.3 Establishment of proper conditions for the activity.</p>

Code : 01AT

4. To try out scenarios for activities.

4.1 Field tests in keeping with data on the creation or adaptation of activities.

4.2 Proper identification of the aspects of the activity to be modified.

5. To evaluate the results.

5.1 Evaluation of the results obtained in relation to the objectives.

5.2 Demonstration of a critical sense.

5.3 Identification of pertinent changes.

Code : 01AU	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To establish programming for recreational activities.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To study data about the clients and the availability of resources.</li> <li>2. To define the general and specific objectives.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a request or on expressed needs.</li> <li>• Taking into account the mission of the organization and constraints related to the availability of human, material and financial resources.</li> <li>• Based on data on the clientele and their needs.</li> <li>• Using reference documents: inventory, balance sheet, evaluation reports of previous years' activities, compilation of activities, etc.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Appropriate interpretation of clients' characteristics and recreational needs.</li> <li>1.2 Accurate evaluation of the available human, financial and material resources.</li> <li>2.1 Definition of general objectives in keeping with the mission of the organization.</li> <li>2.2 Definition of specific objectives in keeping with the general objectives.</li> <li>2.3 Clarity and respect for the rules for formulating goals and objectives.</li> </ol>

Code : 01AU

3. To design the program.

- 3.1 Appropriate selection of activities in terms of the clients' characteristics and needs and the resources available.
- 3.2 Accurate determination of data related to holding the activities.
- 3.3 Appropriate organization of the activities in terms of the type of activities, needs and preferences of the clients and availability of resources.
- 3.4 Correct use of software appropriate for designing a program.
- 3.5 Quality of writing and presentation of the program.
- 3.6 Consideration of the need to innovate when designing a program.

Code : 01AV	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To promote recreational services.</p> <p><b>Elements of the Competency</b></p> <p>1. To establish a promotion strategy.</p> <p>2. To design and produce promotional tools.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a verbal or written request.</li> <li>• Taking into account the availability of human and financial resources.</li> <li>• With the participation of a work team or committee of volunteers.</li> <li>• Using existing reference guides and promotion tools.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Choice of a pertinent, realistic strategy in keeping with the services to be promoted.</p> <p>1.2 Creativity in the choice of means of promotion.</p> <p>1.3 Detailed description of the strategy: schedule, objectives and promotional tools.</p> <p>1.4 Consideration of the human, material and financial resources available and the time needed to apply the promotion strategy.</p> <p>1.4 Agreement obtained from the work team or immediate superior.</p> <p>2.1 Production of varied and appropriate tools.</p> <p>2.2 Clarity and coherence of the message given the purpose of the promotion.</p> <p>2.3 Inclusion of all necessary information.</p> <p>2.4 Consideration of the image of the organization, the originality and aesthetics of the promotion, and the production costs.</p> <p>2.5 Rigorous application of the rules of grammar.</p> <p>2.6 Correct use of the appropriate software tools.</p>

Code : 01AV

3. To present the tools produced.

- 3.1 Clear and dynamic presentation of the promotional tools produced.
- 3.2 Correct, appropriate spoken language.
- 3.3 Demonstration of confidence and a professional attitude.

4. To organize and hold a press conference.

- 4.1 Correct execution of all the steps necessary.
- 4.2 Professional language and appearance.
- 4.3 Respect for the rules of protocol in events of an official nature.



Code : 01AW

4. To prepare for and hold interviews.

4.1 Preparation of an appropriate schedule in terms of the job to be filled.

4.2 Preparation of pertinent questions and hypothetical situations for the job to be filled.

4.3 Correct application of interview techniques.

4.4 Appropriate reactions to candidates' behaviour.

4.5 Adoption of behaviour allowing candidates to express themselves easily during interviews.

4.6 Respect for the rules of professional ethics.

4.7 Respect for the organization's policies.

5. To evaluate the interview results and make recommendations.

5.1 Appropriate evaluation of the results in relation to the established criteria.

5.2 Objective and pertinent recommendations given the identified needs.

Code : 01AX	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To carry out a fundraising activity.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To determine the type of activity to organize.</li> <li>2. To plan the organization of the activity.</li> <li>3. To submit the fundraising activity to the people responsible for the service.</li> <li>4. To organize and coordinate the activity.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a need for funding.</li> <li>• Taking into account the time allotted and the human, material and financial resources available.</li> <li>• Using the necessary computer equipment and materials.</li> <li>• Taking into account the regulations regarding the type of activity involved.</li> <li>• With the assistance of resource people.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Appropriate choice of the type of activity for the time and resources available and the objectives.</li> <li>1.2 Demonstration of originality in the choice of activity.</li> <li>2.1 Realistic and detailed schedule.</li> <li>2.2 Realistic estimates of the human, material and financial resources needed.</li> <li>3.1 Clear presentation of the projected activity and all its aspects.</li> <li>3.2 Quality of written and verbal communication.</li> <li>3.3 Use of persuasive arguments.</li> <li>3.4 Proposal of pertinent alternative solutions.</li> <li>4.1 Proper execution of scheduled tasks.</li> <li>4.2 Assignment of tasks to the appropriate people.</li> </ol>

Code :	
<p>5. To evaluate and communicate the results of the activity and to write a report.</p>	<p>5.1 Detailed and pertinent evaluation of the results obtained.</p> <p>5.2 Clear and concise oral presentation.</p> <p>5.3 Detailed, complete written report.</p> <p>5.4 Respect for the rules of presentation for a written report.</p>



Code : 01AY

4. To assess the team's work.

4.1 Full, pertinent assessment of the work.

4.2 Respect for the rules of grammar and presentation.

4.3 Observance of the rules of professional ethics in comments.

Code : 01AZ	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To lead recreational activities for clients.</p> <p><b>Elements of the Competency</b></p> <p>1. To plan the work.</p> <p>2. To organize the work.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on existing programming or a specific request.</li> <li>• With clients of the organization.</li> <li>• As part of a work team.</li> <li>• Taking into account the general objectives of the organization.</li> <li>• Using the necessary equipment, materials and documents.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Accurate estimate of the available human, material and financial resources.</p> <p>1.2 Proper definition of specific goals and objectives and priorities in keeping with the goals and objectives of the organization and the work to be done.</p> <p>1.3 Realistic timetable in keeping with the availability of human and material resources.</p> <p>2.1 Methodical organization of the work.</p> <p>2.2 Demonstration of initiative and resourcefulness.</p> <p>2.3 Effective use of the organization's human, material and financial resources.</p>

Code : 01AZ	
<p>3. To carry out the work.</p>	<p>3.1 Application of effective work methods.</p> <p>3.2 Demonstration of flexibility and adaptability to people and situations.</p> <p>3.3 Respect for the rules of safety and professional ethics.</p> <p>3.4 Respect for the organization's operating procedures and the previously established specific goals and objectives.</p> <p>3.5 Demonstration of autonomy and a sense of responsibility.</p> <p>3.6 Quality of communication and participation in teamwork.</p> <p>3.7 Use of methods to ensure the quality of services and the satisfaction of clients.</p>
<p>4. To evaluate the results of their interventions and the quality of their work.</p>	<p>4.1 Use of appropriate evaluation methods.</p> <p>4.2 Identification of positive aspects and difficulties observed.</p> <p>4.3 Determination of methods to optimize the quality of future activities.</p> <p>4.4 Formulation of relevant recommendations with respect to the activities carried out.</p> <p>4.5 Demonstration of receptiveness to criticism.</p>



## Humanities

The first set, the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

### **Français, langue seconde**

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

### **Principes**

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.

ing theciété. 264ces en Àlle de 50iE4e) uo 071E493, Texgudinh3 This f seégr

- sur le plan des connaissances, qu'il ou elle :
  - Ø sait faire une présentation orale structurée;
  - Ø connaît les différentes formes du discours;
  - Ø connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
  - Ø est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - Ø est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - Ø est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
  - Ø fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - Ø a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - Ø a la préparation voulue pour s'insérer dans la vie sociale et économique.

### **Séquence des objectifs et des standards**

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

### **Physical Education**

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

## **Principles**

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

## **Outcome Objectives**

Students who have achieved the general education

- ∅ Use their creative and communication skills, particularly in group activities.
  - ∅ Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
  - ∅ Maintain or increase their physical activity level and fitness level on their own.
  - ∅ Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
- ∅ Recognize the importance of taking charge of their health.
  - ∅ Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
  - ∅ Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
  - ∅ Respect the environment in which the activities are held.
  - ∅ Appreciate the aesthetic and play value of physical activity.
  - ∅ Promote a balanced and active lifestyle as a social value.

### **Sequence of Objectives and Standards**





**Ministère de l'Éducation**

17-2055-01A