Technical Training Program

570.E0

Interior Design

Training Sector

4

Arts

Québec

Technical Training Program

Interior Design

570.E0

Training Sector 4 Arts

Formation professionnelle et technique
et formation continue

Direction générale des programmes
et du développement

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Ministère de l'Éducation, du Loisir et du Sport, 2006 – 06-00470

ISBN 978-2-550-48009-9 (Printed version)
ISBN 978-2-550-48010-5 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2006

Interior Design

Acknowledgments

The Ministère de l'Éducation, du Loisir et du Sport would like to thank the many people working in the field and in the education community who helped in the development of this technical training program, in particular the following individuals.

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Élise Beaudoin
En marge Design inc.

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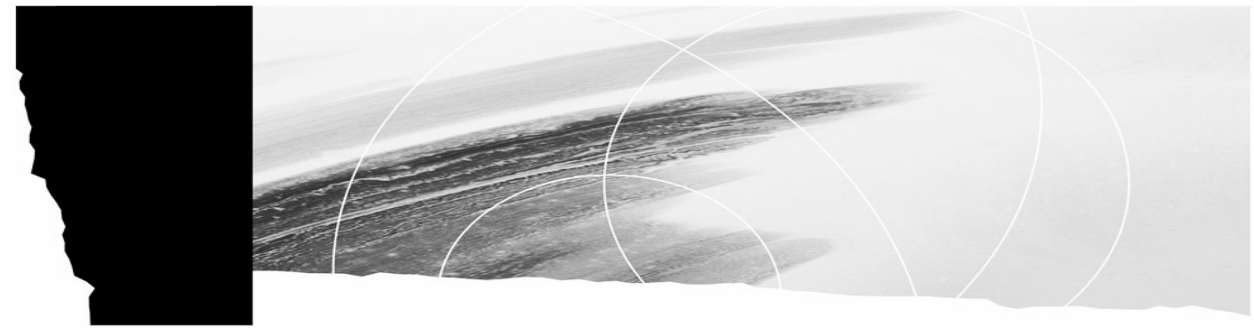


570.E0

Interior Design

Year of approval: 2006

Certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Total duration:	2 625 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	1 965	hours of instruction

Conditions for Admission:

To be admitted to the program, students must meet the general conditions for admission set out in Section 2 of the *College Education Regulations*, as well as the following requirements, if applicable:

- no requirements

Introduction to the Program

The *Interior Design* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation, du Loisir et du Sport. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Interior Design* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 65 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

General Education Component 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.

0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program (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 Disserter en français sur un sujet lié au champ d'études.

Complementary General Education Component (4 credits)

000V To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W To analyze one of the major problems of our time using one or more social scientific approaches.

000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y To resolve a simple problem by applying the basic scientific method.

000Z To communicate with limited skill in a modern language.

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

0011 To recognize the role of mathematics or informatics in contemporary society.

0012 To use various mathematical or computer concepts, procedures and tools for common tasks.

0013 To consider various forms of art produced by aesthetic practices.

0014 To produce a work of art.

Program-Specific Component **(65 credits)**

029A To analyze the job function.
029B To integrate historical or artistic trends into interior design.
029C To develop ideas.
029D To produce sketches.
029E To draw objects and spaces to scale.
029F To produce drawings using a computer-assisted drafting system.
029G To interact with clients, resource-persons and colleagues.
029H To create a mood, using colour.
029J To suggest finishes and materials for a project.
029K To specify the furniture, accessories and equipment for a project.
029L To use interior architectural and construction elements.
029M To design custom elements.
029N To create an interior design concept for a residence.
029P To present a design project.
029Q To create lighting concepts.
029R To produce working drawings and specifications.
029S To carry out administrative tasks.
029T To plan a layout for a commercial, industrial or public building.
029U To create an interior design concept for a commercial, industrial or public building.
029V To promote one's services.
029W To develop an interior design project.

Glossary

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations,* section 1).

Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques*, *Cadre-général – Cadre technique 2002*, p. 15).

Objective

An objective encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations,* section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

Elements of the Competency

In the program-specific 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 involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations,* section 1).

Achievement Context

In the program-specific 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

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element 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.

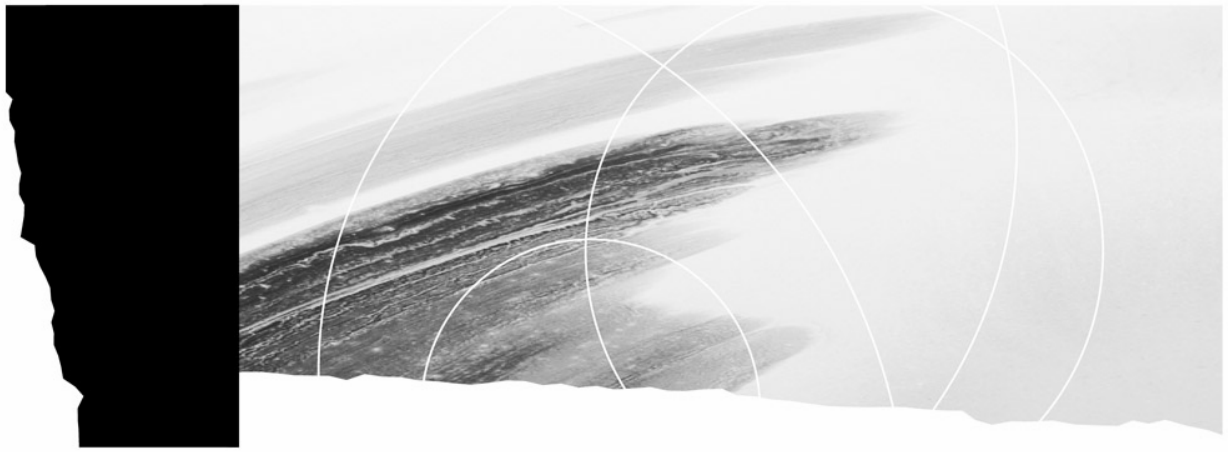
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or 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 organizing the way in which programs are offered.

In the general education components, 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 I

Goals of the General Education Components

Educational Aims of the General Education Components

Objectives and Standards of the General Education Components

Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and preuniversity education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common Cultural Core

The common cultural core is intended to help students do the following:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness
- creativity

- openness to the world

These goals apply to the following three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:

  – language of instruction and literature: 7 1/3 credits
  – humanities or *philosophie*: 4 1/3 credits
  – physical education: 3 credits
  – second language: 2 credits

- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:

  – language of instruction and literature: 2 credits
  – humanities or *philosophie*: 2 credits
  – second language: 2 credits

- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

  – social sciences
  – science and technology
  – modern languages
  – mathematics literacy and computer science
  – art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11, revised edition, October 2001).

Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

General Education Common to All Programs and General Education Adapted to Programs

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Expected Outcomes

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to:

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.
2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize main elements, ideas, values and implications of a world-view in a coherent fashion
- compare world-views
- recognize the basic elements in a specific example of the organization, transmission and use of knowledge
- define the dimensions, limits and uses of knowledge in appropriate historical contexts
- identify, organize and synthesize the salient elements of a particular example of knowledge
- situate important ethical and social issues in their appropriate historical and intellectual contexts
- explain, analyze and debate ethical issues in a personal and professional context

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In 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.
2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
  – sait faire une présentation orale structurée;
  – connaît les différentes formes du discours;
  – connaît les différentes techniques de lecture et d'écriture;

- que, sur le plan des habiletés, il ou elle :
  – est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  – est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  – est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- que, sur le plan des qualités et des attitudes à développer, il ou elle :
  – fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  – a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  – 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 is aimed at promoting the development of the whole person and 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 research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.
2) Physical Education enables students to improve their efficiency 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 (i.e. their skills and attitudes) for a given physical activity.
3) Physical Education helps students take responsibility for their own 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 other factors that promote health.
4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours 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 practices.

Expected Outcomes

Students who have achieved the general education objectives in Physical Education will be able to demonstrate the following:

- their knowledge of:
  - the relationship between physical activity, lifestyle and health, based on the findings of scientific research
  - the scientific principles for improving or maintaining physical fitness
  - ways to assess their abilities and needs with respect to activities that can improve their health
  - the rules, techniques and conditions involved in different types of physical activity
  - a method for setting goals
  - the factors that help make physical activity part of their lifestyle

- the skills that will enable them to do the following:
  - choose physical activities on the basis of their motivation, abilities and needs
  - establish relationships between lifestyle and health
  - apply the rules, techniques and conditions involved in different types of physical activity

  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
  - use their creative and communication skills, particularly in group activities
  - evaluate their skills, attitudes and progress with respect to different forms of physical activity
  - maintain or increase their level of physical activity and fitness on their own
  - manage a personal physical activity program and assume responsibility in the organization of physical activities

- the attitudes and qualities that will enable them to:
  - understand the importance of taking responsibility for their health
  - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
  - recognize the importance of self-confidence, self-control, respect for others and cooperation, through 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

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher’s supervision. The hours allotted for individual work enable students to complete their personal programs.

Complementary General Education

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language, while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

Mathematics Literacy and Computer Science

In Mathematics Literacy and Computer Science, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics literacy and computer science are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Through the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

Language of Instruction and Literature	Code: 0004

Objective *Standard*

Statement of the Competency

To analyze and produce various forms of discourse.

Elements of the Competency	Performance Criteria
1. To identify the characteristics and functions of the components of discourse.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. To determine the organization of facts and arguments of a given discourse.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. To prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. To formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. To edit the discourse.	• Thorough revision of form and content

Learning Activities

Discipline:	English
Weighting:	2-2-4 or 1-3-4
Credits:	2 2/3

Language of Instruction and Literature — Code: 0005

Objective	***Standard***

Statement of the Competency

To apply a critical approach to literary genres.

Elements of the Competency	**Performance Criteria**
1. To distinguish genres of literary discourse.	• Clear recognition of the formal characteristics of a literary genre
2. To recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. To situate a discourse within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. To explicate a discourse representative of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

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

Language of Instruction and Literature	Code: 0006

Objective	***Standard***

Statement of the Competency

To apply a critical approach to a literary theme.

Elements of the Competency	**Performance Criteria**
1. To recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. To situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. To detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit/implicit) of a value system in a text
4. To explicate a text from a thematic perspective.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

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

Humanities	Code: 00B2

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. To recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge
2. To define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits and uses of fields of knowledge
3. To situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge
4. To organize the main components into coherent patterns.	• Coherent organization of the main components
5. To produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge

Learning Activities

Discipline:	Humanities
Weighting:	3-1-3
Credits:	2 1/3

Humanities	Code: 000G

Objective ***Standard***

Statement of the Competency

To apply a critical thought process to world-views.

Elements of the Competency	Performance Criteria
1. To describe world-views.	• Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups
2. To explain the major ideas, values and implications of a world-view.	• Adequate explanation of the salient components of a world-view
3. To organize the ideas, values and experiences of a world-view into coherent patterns.	• Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views
4. To compare world-views.	• Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis

Learning Activities

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

Langue seconde (niveau I) Code: 0017

Objective	***Standard***

Statement of the Competency

Appliquer les notions de base de la communication en français courant.

Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple.	• Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message.
2. Émettre un message oral simple.	• Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orale choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos.
3. Dégager le sens d'un texte.	• Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots.
4. Rédiger un texte simple.	• Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau II)	Code: 000A

Objective	***Standard***

Statement of the Competency

Communiquer en français avec une certaine aisance.

Elements of the Competency	**Performance Criteria**
1. Interpréter un texte oral simple de trois minutes en français courant.	• Distinction claire des principaux éléments du texte oral. • Explication précise du sens des mots dans le texte. • Repérage précis des idées et des sujets traités dans le texte.
2. Produire un texte oral planifié de cinq minutes en français courant.	• Emploi pertinent du vocabulaire courant. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos.
3. Interpréter un texte écrit en français courant.	• Distinction claire des principaux éléments du texte. • Explication précise du sens des mots dans le texte. • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4. Rédiger un texte simple en français courant.	• Respect du code grammatical et orthographique. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 200 mots.

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau III) Code: 000B

Objective ***Standard***

Statement of the Competency

Communiquer avec aisance en français.

Elements of the Competency	Performance Criteria
1. Produire un texte oral planifié de cinq minutes de complexité moyenne.	• Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées.
2. Commenter un texte écrit de complexité moyenne.	• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites.
3. Rédiger un texte de complexité moyenne.	• Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau IV)	Code: 000C

Objective ***Standard***

Statement of the Competency

Traiter d'un sujet culturel et littéraire.

Elements of the Competency	Performance Criteria
1. Analyser un texte culturel ou littéraire.	• Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées. • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel.
2. Rédiger un texte sur un sujet culturel ou littéraire.	• Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel.

Learning Activities

Discipline:	Français, langue seconde
Weighting:	3-0-3
Credits:	2

Physical Education	Code: 0064

Objective *Standard*

Statement of the Competency

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements of the Competency	Performance Criteria
1. To establish a relationship between their lifestyle and their health.	• Appropriate use of documentation • Appropriate connections between their lifestyle and their health
2. To be physically active in a manner that promotes health.	• Observance of the rules involved in physical activities, including safety rules • Respect for their abilities when engaging in physical activities
3. To recognize their needs, abilities and motivational factors with respect to regular physical activity.	• Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity
4. To propose physical activities that promote health.	• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors

Learning Activities

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

Physical Education	Code: 0065

Objective	***Standard***

Statement of the Competency

To improve one's effectiveness when practising a physical activity.

Element of the Competency	**Performance Criteria**
1. To use a process designed to improve their effectiveness during a physical activity.	• Initial assessment of their skills and attitudes in relation to a physical activity • Statement of their expectations and needs with respect to their ability to carry out the activity • Appropriate formulation of personal objectives • Statement of the means selected to achieve their objectives • Observance of the rules involved in the physical activity, including safety rules • Periodic evaluation of their skills and attitudes in relation to the activity • Meaningful interpretation of the progress achieved and the difficulties experienced during the activity • Appropriate, periodic adjustments of their objectives or the means used to achieve them • Appreciable improvement of the motor skills required by the activity

Learning Activities

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

Physical Education	Code: 0066

Objective	***Standard***

Statement of the Competency

To demonstrate one's responsibility for being physically active in a manner which promotes health.

Elements of the Competency	**Performance Criteria**
1. To make physical activity part of a healthy lifestyle.	• Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health
2. To manage a personal physical activity program.	• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them

Learning Activities

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

Language of Instruction and Literature	Code: 000L

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. To identify the forms of discourse appropriate to given fields of study.	• Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse
2. To recognize the discursive frameworks appropriate to given fields of study.	• Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. To formulate a discourse.	• Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content

Learning Activities

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities	Code: 000U

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. To situate significant ethical issues in appropriate world-views and fields of knowledge.	• Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge
2. To explain the major ideas, values, and social implications of ethical issues.	• Adequate description of the salient components of the issues
3. To organize the ethical questions and their implications into coherent patterns.	• Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. To debate the ethical issues.	• Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view

Learning Activities

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

Langue seconde (niveau I)	Code: 0018

Objective	***Standard***
Statement of the Competency Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.	
Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple lié à un champ d'études.	• Repérage précis des difficultés de compréhension du message. • Distinction juste des caractéristiques du message. • Repérage juste du vocabulaire spécialisé. • Utilisation pertinente des techniques d'écoute choisies. • Distinction claire des principaux éléments du message. • Description précise du sens général et des idées essentielles du message.
2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.	• Repérage précis des difficultés de compréhension du texte. • Distinction juste des caractéristiques du texte. • Repérage précis du vocabulaire spécialisé. • Utilisation pertinente des techniques de lectures choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles du texte.
3. Émettre un message oral simple lié à un champ d'études.	• Repérage précis des difficultés d'expression orale. • Utilisation pertinente des techniques d'expression orale choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Expression intelligible du propos.

Langue seconde (niveau I)	Code: 0018
4. Rédiger un court texte lié à un champ d'études.	• Repérage précis des difficultés d'écrire. • Utilisation pertinente des techniques d'écriture choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Formulation claire et cohérente du texte.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau II)	Code: 000Q

Objective	***Standard***

Statement of the Competency

Communiquer en français dans un champ d'études particulier.

Elements of the Competency	**Performance Criteria**
1. Distinguer les types de textes propres au champ d'études.	• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2. Interpréter des textes représentatifs du champ d'études.	• Distinction claire des principaux éléments du texte. • Interpretation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute.
3. Utiliser des techniques de production de textes appropriées au champ d'études.	• Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau III)	Code: 000R

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. Commenter des textes propres au champ d'études.	• Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. • Explication précise du sens des mots dans le texte. • Repérage précis de la structure du texte. • Reformulation juste des idées principales et secondaires, des faits et des opinions. • Emploi juste du vocabulaire spécialisé.
2. Produire un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. • Adéquation entre forme et fond.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau IV)	Code: 000S

Objective	***Standard***

Statement of the Competency

Disserter en français sur un sujet lié au champ d'études.

Elements of the Competency	**Performance Criteria**
1. Analyser un texte lié au champ d'études.	• Distinction précise des caractéristiques formelles des types particuliers de textes. • Formulation personnelle des éléments principaux. • Inventaire des thèmes principaux. • Repérage juste de la structure du texte. • Relevé d'indices qui permettent de situer le texte dans son contexte. • Articulation claire d'un point de vue personnel, s'il y a lieu. • Association juste des éléments du texte au sujet traité.
2. Rédiger un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Choix judicieux des principaux éléments du corpus en fonction du type de texte. • Formulation claire et cohérente du texte. • Respect du code grammatical et orthographique. • Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Social Sciences — Code: 000V

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To estimate the contribution of the social sciences to an understanding of contemporary issues.	• Working alone • In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues • Using documents and data from the social sciences
Elements of the Competency	**Performance Criteria**
1. To recognize the focus of one or more of the social sciences and their main approaches.	• Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences
2. To identify some of the issues currently under study in the social sciences.	• Association of these issues with the pertinent areas of research in the social sciences
3. To demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	• Presentation of contemporary issues by emphasizing the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities

Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000W

Objective — *Standard*

Statement of the Competency	**Achievement Context**
To analyze one of the major problems of our time using one or more social scientific approaches.	• Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from one or more disciplines in the social sciences

Elements of the Competency	**Performance Criteria**
1. To formulate a problem using one or more social scientific approaches.	• Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. To deal with an issue using one or more social scientific approaches.	• Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. To draw conclusions.	• Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of issue studied

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000X

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	• Working alone • Given a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words

Elements of the Competency	**Performance Criteria**
1. To describe scientific thinking and the standard method.	• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
2. To demonstrate how science and technology are complementary.	• Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
3. To explain the context and the stages related to several scientific and technological discoveries.	• Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries • List of the main stages of scientific and technological discoveries
4. To deduce different consequences and questions resulting from certain recent scientific and technological innovations.	• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000Y

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To resolve a simple problem by applying the basic scientific method.	• Working alone or in groups • Given a simple scientific and technological problem that can be resolved by applying the standard scientific method • Using common scientific instruments and reference materials (written or other)

Elements of the Competency	**Performance Criteria**
1. To describe the main steps of the standard scientific method.	• Organized list and brief description of the characteristics of the steps of the standard scientific method
2. To formulate a hypothesis designed to solve a simple scientific and technological problem.	• Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. To verify a hypothesis by applying the fundamental principles of the basic experimental method.	• Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 000Z

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To communicate with limited skill[1] in a modern language.	• For modern Latin-alphabet languages: – during a conversation consisting of at least eight sentences of dialogue – in a written text consisting of at least eight sentences Or • For non–Latin-alphabet languages: – during a conversation consisting of at least six sentences of dialogue – in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	**Performance Criteria**
	Learning a modern language requires becoming aware of the culture of the people who use the language.
1. To understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message
2. To understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message

1. This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies, depending on the complexity of the modern language.

Modern Languages	Code: 000Z
3. To express a simple message verbally.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of simple sentences • Spontaneous, coherent sequence of sentences in a dialogue
4. To write a text on a given subject.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequence of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 0010

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To communicate in a modern language on familiar topics.	• During a conversation consisting of at least 15 sentences of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin alphabet languages • Based on: – situations in everyday life – simple topics from everyday life • Using reference materials
Elements of the Competency	**Performance Criteria**
1. To understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. To understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. To express a simple message verbally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of sentences of average complexity • Coherent dialogue of average complexity

Modern Languages	Code: 0010
4. To write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions. • Coherent sequence of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction**:** 45
Credits: 2

Modern Languages	Code: 0067

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To communicate with relative ease in a modern language.	• Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	**Performance Criteria**
1. To understand the meaning of a verbal message in everyday language.	Learning a modern language requires being aware of the culture of the people who use the language. • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. To understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. To have a conversation about a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. To write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules
Learning Activities	

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science — Code: 0011

Objective

Statement of the Competency

To recognize the role of mathematics or informatics in contemporary society.

Standard

Achievement Context

- Working alone
- In an essay of approximately 750 words
- Using several concrete examples selected by the student demonstrating the competency

Elements of the Competency	Performance Criteria
1. To demonstrate the acquisition of basic general knowledge in mathematics or informatics.	• Identification of basic notions and concepts • Identification of main branches of mathematics or informatics • Appropriate use of terminology
2. To describe the evolution of mathematics or informatics.	• Descriptive summary of several major phases
3. To recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	• Demonstration of the existence of important contributions, using concrete examples
4. To illustrate the diversity of mathematical or informatics applications.	• Presentation of a range of applications in various areas of human activity, using concrete examples
5. To evaluate the impact of mathematics or informatics on individuals and organizations.	• Identification of several major influences • Explanation of the way in which mathematics or informatics have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science	Code: 0012

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To use various mathematical or computer concepts, procedures and tools for common tasks.	• Working alone • While carrying out a task or solving a problem based on everyday needs. • Using familiar tools and reference materials
Elements of the Competency	**Performance Criteria**
1. To demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	• Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. To select mathematical or computer tools and procedures on the basis of specific needs.	• List of numerous possibilities available with mathematical and computer tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures • Appropriate choice according to needs
3. To use mathematical or computer tools and procedures to carry out tasks and solve problems.	• Planned, methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. To interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	• Accurate interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics Code: 0013

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To consider various forms of art produced by aesthetic practices.	• Working alone • Given a specified work of art • In a written commentary of approximately 750 words
Elements of the Competency	**Performance Criteria**
1. To develop an appreciation for the dynamics of the imagination in art.	• Precise explanation of a creative process connected to the construction of an imaginary universe
2. To describe art movements.	• Descriptive list of the main characteristics of three art movements from different periods, including a modern movement
3. To give a commentary on a work of art.	• Coherent organization of observations, including identification of four basic elements of form and structure related to the language used, as well as a justified description of the meaning of the work of art

Learning Activities

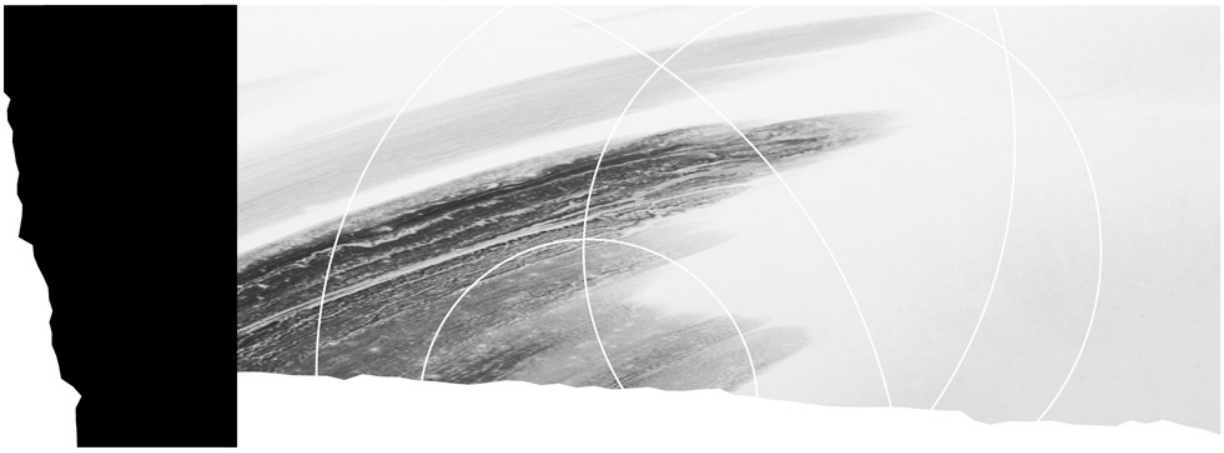
Hours of instruction: 45
Credits: 2

Art and Aesthetics	Code: 0014

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To produce a work of art.	• Working alone • During a practical exercise • In the context of a creation or an interpretation • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	**Performance Criteria**
1. To recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. To use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production

Learning Activities

Hours of instruction: 45
Credits: 2



Part II

Goals of the Program-Specific Component

Educational Aims of the Program-Specific Component

Grid of Competencies

Harmonization

Objectives and Standards of the Program-Specific Component

Goals of the Program-Specific Component

The aim of the *Interior Design* program is to prepare students to practise the profession of interior designer.

Graduates of this program will be qualified to work as interior designers and will be able to create, develop and propose interior design concepts that are both functional and aesthetically pleasing, for residential, commercial, industrial and public buildings. They will prepare working drawings, participate in coordinating site work, ensure the quality of the work carried out and verify that it conforms to applicable standards and codes.

Interior designers can work for interior design firms, real estate developers, architectural firms, furniture stores, decoration centres, kitchen cabinet makers, etc. They may also establish their own business.

More and more, interior designers are called upon to work with computers. These specialists use word processing, spreadsheet, and computer-assisted drafting and design software in order to design, plan and produce drawings and specifications. They also use the Internet to research materials, finishes and other elements.

Depending on their job, and the nature and extent of a project, interior designers communicate with many different individuals: clients, architects, engineers, contractors, owners, lighting and acoustic specialists, artists, artisans, and suppliers of specialized services (e.g. upholsterers, sewers, suppliers of furniture, materials and accessories). They also establish relationships with colleagues, such as designers, graphic artists, researchers and drafters. As a result, they must possess sound communication and interpersonal skills, as well as the ability to work in a team.

Interior designers must demonstrate an ability to work independently, analyze and synthesize information, and plan and organize. Given the constantly evolving trends in the field, interior designers must be adaptable to change, innovative and creative.

The *Interior Design* program reconciles two requirements of college education: versatility and technical mastery.

Versatility is ensured through the acquisition, among other things, of general competencies that will allow interior designers to demonstrate that they can perform tasks independently and adapt to a variety of work situations. Thus, the general competencies of the *Interior Design* program will enable graduates to carry out the intellectual processes required in their work, communicate effectively, manage work-related activities, and apply the principles, techniques and work methods specific to interior design.

Technical mastery, which is necessary in order to integrate harmoniously into the work force, is ensured through the acquisition of specific competencies that are directly related to occupational tasks. These competencies encompass different facets of the occupation and thus promote job mobility.

The goals of the program-specific component of the *Interior Design* program are based on the general goals of vocational and technical training. These goals are as follows:

- to help students develop effectiveness in the practice of the occupation by enabling them to correctly perform the tasks and activities associated with the occupation at an acceptable level for entry into the job market

- to help students integrate into the work force by familiarizing them with different opportunities in the job market in general and the context surrounding the occupation of interior designer

- to foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes

- to promote job mobility by enabling students to develop positive attitudes toward change and new situations and to maintain and improve their professional competencies

The program also enables students to do the following**:**

- develop the ability to learn and acquire work methods, as well as a concern for detail, accuracy, precision and meticulousness
- understand the principles underlying the techniques and technologies used in the occupation
- enrich their general culture
- develop originality and creativity
- develop the ability to solve problems and suggest innovative ideas in order to optimize a concept
- develop the ability to work independently, as well as a sense of initiative and responsibility

Educational Aims of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Interior Design* program:

- to develop the ability to learn and acquire work methods, as well as a concern for detail, accuracy, precision and meticulousness
- to understand the principles underlying the techniques and technologies used in the field
- to enrich one's general culture
- to develop originality and creativity
- to develop the ability to solve problems and suggest innovative ideas in order to optimize a concept
- to develop the ability to work independently
- to develop a sense of initiative and responsibility

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes the following elements:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (❍) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

INTERIOR DESIGN

SPECIFIC COMPETENCIES	Competency number	GENERAL COMPETENCIES: To analyze the job function	To integrate historical or artistic trends into interior design	To develop ideas	To produce sketches	To draw objects and spaces to scale	To produce drawings using a computer-assisted drafting system	To interact with clients, resource-persons and colleagues	To create a mood using colour	To suggest finishes and materials for a project	To specify the furniture, accessories and equipment for a project	To use interior architectural and construction elements	To create lighting concepts	To carry out administrative tasks	To promote one's services
Competency number		1	2	3	4	5	6	7	8	9	10	11	15	17	20
To design custom elements	12	O	O	O	O	O	O	O	O	O	O	O	O		
To create an interior design concept for a residence	13	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To present a design project	14	O		O	O	O	O	O	O	O	O	O			O
To produce working drawings and specifications	16	O		O		O	O	O	O	O	O	O	O	O	
To plan a layout for a commercial, industrial or public building	18	O	O	O	O	O	O	O	O	O	O	O	O	O	
To create an interior design concept for a commercial, industrial or public building	19	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To develop an interior design project	21	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Interior Design* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation*, *Techniques de design d'intérieur.*

Code: 029A

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To analyze the job function.	• Using recent data on the profession and businesses in the design sector • Based on standards and codes in effect and on reference materials such as trade magazines and product catalogues • During corporate visits, trade shows and exhibits, conferences, etc. • Situating interior design within its social and historical context • Taking into account environmental aspects related to interior design
Elements of the Competency	**Performance Criteria**
1. Describe the profession and its employment conditions.	• Relevant information gathered • Thorough examination of the characteristics of the profession and its employment conditions • Accurate identification of work environments and the role of specialists • Accurate identification of possible career paths • Consideration of the impact of design as value added
2. Examine the tasks of the profession.	• Careful examination of tasks, the conditions under which they are performed and their requirements • Accurate determination of the tasks' relative importance • Relationship established between the steps in the design process and the tasks of the profession

	Code: 029A
3. Examine the skills and behaviours required to practise the profession.	• Relevant connections made between skills and behaviours and the different tasks of the profession • Accurate determination of the behaviours required for teamwork • Accurate identification of rules of professional ethics
4. Describe the health and safety aspects related to the practice of the profession.	• Identification of hazards related to the tools and products used when preparing presentation materials • Consideration of the requirements specific to construction site work
5. Examine the legislation governing the practice of the profession.	• Identification of the roles and responsibilities associated with different job categories in interior design • Careful examination of the legal limits of the profession
6. Explore business opportunities in interior design.	• Accurate identification of opportunities for starting a business in interior design • Consideration of the financial and personal consequences of owning a business • Careful examination of the legal aspects related to starting a business

Code: 029B

Objective

Standard

Statement of the Competency

To integrate historic and artistic trends into interior design.

Achievement Context

- Through the practice of interior design
- During research related to a design project
- Based on design criteria
- Consulting a resource centre
- Using reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles and works of art from different periods

Elements of the Competency	Performance Criteria
1. Explore artistic trends in visual arts, applied arts, styles, arts and crafts, and architecture.	• Appropriate identification of major artistic trends • Consideration of major artistic periods • Proper differentiation of trend characteristics
2. Compare the characteristics of each artistic period.	• Accurate illustration of the characteristics of each artistic period • Relevant identification of significant visual elements • Proper use of tools for interpreting visual language • Proper association of iconographic components of various productions • Correct association of styles with objects, furniture and architecture
3. Associate major artistic trends with the corresponding social movements.	• Identification of the main processes specific to visual arts, applied arts, styles, arts and crafts, and architecture and their role in history • Relevant connections made between artistic trends and social movements
4. Adapt artistic trends to an interior design concept.	• Consideration of concepts that have affected the evolution of design • Coherent organization of visual elements according to the trends selected • Meaningful adaptation of styles in an interior design concept • Openness to major artistic trends

Code: 029C

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To develop ideas.	• At different stages of an interior design project during concept development and brainstorming • Based on a client request, verbal or written instructions from a superior, or a personal initiative • Alone or in collaboration with colleagues • Using visual references • Observing the natural and built environment
Elements of the Competency	**Performance Criteria**
1. Develop concepts.	• Proper analysis of the request • Consideration of the constraints and needs associated with the request • Information gathered likely to be used during ideation • Demonstration of attitudes conducive to creativity • Attentive listening and initiative
2. Generate ideas.	• Consistent use of creative problem-solving techniques • Use of reflection and imagination in searching for ideas • Application of problem-solving methods • Spontaneity and open-mindedness • Development of original, relevant ideas • Creative use of tools for representing ideas • Uncensored representation of ideas
3. Select concept directions.	• Appropriate exploration of various ideas • Discernment • Selection of potentially viable ideas • Balance between originality and functionality • Probing of ideas

4. Represent the ideas retained.	• Refining of ideas in accordance with the directions selected • Harmonious integration of criteria related to the request • Clear, coherent explanation of the ideas retained to support the request • Appropriate choice of representation methods • Explicit representation of ideas

Code: 029D

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To produce sketches.	• At different stages of an interior design project in order to illustrate an idea, exchange points of view during brainstorming, communicate an idea during a presentation, or explain a concept • Based on a drawing or image • Using common media, supports and drawing instruments • According to a relative scale
Elements of the Competency	**Performance Criteria**
1. Organize one's work.	• Relevant analysis of the type of work to be done and the desired objectives • Appropriate selection of work tools • Establishment of a sequence of execution • Consideration of the time allotted
2. Make an observation drawing of an object.	• Accurate assessment of an object's proportions • Appropriate use of media • Proper placement of drawing on the support • Ability to give the drawing character • Accurate definition of shadows and light • Appropriate shading • Strong, clear, accurate drawing • Observance of the object's proportions and shape • Quick execution • Realistic rendering of the subject

3. Develop an idea using a sketch.	• Appropriate choice of view or detail to be represented • Accurate interpretation of visual language (lines, shapes, textures) used in a drawing • Appropriate use of media • Proper placement of drawing on the support • Rigorously accurate transition from two to three dimensions, if applicable • Ability to give the drawing character • Accurate definition of shadows and light areas • Appropriate shading • Strong, clear, accurate drawing • Proportions respected • Quick execution
4. Finalize the sketches.	• Appropriate choice of representation methods • Coherent, quality assembly of sketches • Clear, concise elements noted, if applicable • Sensitive, realistic rendering

Code: 029E

Objective

To draw objects and spaces to scale.

Standard

Achievement Context

- In order to visualize a concept in a realistic manner
- Using conventional drafting materials and equipment
- Based on an architectural survey; colleagues' drawings; a sketch and design project drawings and specifications
- In conformity with technical drafting standards and conventions

Elements of the Competency	Performance Criteria
1. Organize one's work.	• Accurate assessment of the drawings to be produced and the information to be conveyed • Appropriate selection of drafting instruments • Appropriate choice of formats, scales and line weight and conventions • Establishment of an appropriate sequence of execution and scheduling • Workstation set up ergonomically
2. Draw orthographic projections.	• Correct application of conventions specific to the chosen projection • Thorough assessment of views to be produced • Proper placement of views • Correct use of architectural scales • Accurate execution of lines • Proper positioning of symbols • Accurate details • Clean, quality drawings
3. Draw axonometric projections.	• Appropriate choice of the axonometric projections to be drawn • Correct methods of drawing axonometric projections • Correct application of conventions specific to the projection used • Proper placement of axonometric projection on the surface • Correct use of architectural scales • Meticulous drawing of lines • Accurate details • Clean, quality drawings

4. Apply dimensions and lettering.	• Proper placement of dimensions • Accurate representation • Observance of general dimensioning standards • Correct use of measurement systems • Clean, clear dimensions • Clear, concise annotations • Proper placement of notes on the drawing and in the title block • Neat, careful lettering
5. Draw a perspective.	• Correct methods of constructing perspectives • Proper position of observer • Correct construction of perspective • Accurate intensity of shadows and light • Clean, clear drawing • Realistic drawing

Code: 029F

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To produce drawings using a computer-assisted drafting system.	• Based on an architectural survey; colleagues' drawings; or a sketch and design project drawings and specifications • Using a computer station and French and English software normally used in the workplace (e.g. word processing, spreadsheet, drafting software); a plotter and printer; a scanner; the Internet and technical reference materials • In conformity with CAD standards and conventions • Using appropriate terminology
Elements of the Competency	**Performance Criteria**
1. Prepare the workstation.	• Methodical verification of connections • Functional, ergonomic workstation • Effective preparation of file transfer tools
2. Plan the work.	• Accurate interpretation of the request • Accurate assessment of the drawings to be produced and the information to be conveyed • Establishment of an appropriate sequence of execution and scheduling • Proper file management
3. Prepare a prototype drawing.	• Correct use of the operating system's basic functions • Correct use of CAD software • Compliance with the operating protocol of specialized applications • Logical organization of layer system • Accurate determination of dimensioning system • Appropriate linetype for printing • Proper placement of title block • Accurate determination of formats • Accurate prototype drawing

4. Execute a drawing.	• Proper use of prototype drawing • Meaningful interpretation of architectural survey • Clear, accurate dimensions • Clear, accurate annotations of elements in the title block and drawing • Accurate representation of different orthographic views and sections • Appropriate optimization of drafting software according to needs • Correct use of three-dimensional commands, if applicable • Methodical, organized work • Clean, clear, accurate drawing
5. Check the quality of the work done.	• Observance of verification method • Drawing in conformity with initial data • Identification of modifications to be made • Proper correction of anomalies • Observance of initial layer system • Thorough verification of all drawings modified
6. Print the drawing.	• Proper preparation of equipment • Appropriate parameter settings • Observance of file printing procedure • Correct use of plotter and printer • Correspondence between print job and parameters • Methodical assessment of printout results

Code: 029G

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To interact with clients, resource-persons and colleagues.	• In a variety of work-related situations: meetings with clients, presentations of design proposals, presentations of design concepts and contract/fee negotiations • In conformity with rules of professional ethics
Elements of the Competency	**Performance Criteria**
1. Establish and maintain interpersonal relations.	• Consideration of one's strengths and weaknesses in interpersonal relations • Demonstration of attitudes that promote harmonious interpersonal relations • Observance of rules of courtesy and discretion • Adaptation of one's behaviour to situations and other people • Respect for others' personalities
2. Communicate with colleagues, suppliers and clients.	• Open-mindedness and flexibility • Proper techniques for diffusing difficult situations • Adequate control of one's reactions and emotions • Clear, precise communication of information
3. Advise clients.	• Consideration of cultural and social characteristics • Clarification of the needs, expectations and values of the people involved • Appropriate explanation of the design process • Clear communication • Receptiveness and attentive listening • Explanation of technical information in everyday terms • Relevant advice given • Concern for the company's image

4. Work in a team.	• Accurate identification of the role and responsibilities of team members • Active contribution to the team • Demonstration of attitudes that promote teamwork • Observance of work process established by team members • Effective coordination of one's activities with those of other team members • Clear, effective communication with other team members
5. Manage stress.	• Accurate assessment of one's limits and ability to handle stress • Effective use of stress management techniques • Ability to adapt to change • Effective use of time management techniques • Accurate assessment of the degree of urgency of a situation • Consistent management of work-related activities • Composure

Code: 029H

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To create a mood, using colour.	• During the design and presentation of a concept • Based on a request or mandate • Using the appropriate instruments, tools, media and supports, and manufacturers' colour charts and samples • In conformity with the basic principles of colour theory
Elements of the Competency	**Performance Criteria**
1. Analyze data related to the project.	• Relevant interpretation of data related to the project • Clear understanding of client expectations • Accurate analysis of the physical and psychological effects of colour, in accordance with the project • Consideration of client preferences • Realistic assessment of the expected result • Appropriate use of terminology related to colour • Consideration of time allotted
2. Create colour harmonies.	• Appropriate assessment of the atmosphere to be created • Consideration of the cultural and symbolic aspects of colour • Ability to perceive colour nuances • Consideration of the type of materials and textures that enter into the composition of a harmonic scheme • Appropriate use of media • Proper use of colour harmony • Selection of colours in accordance with client criteria, needs and spatial effects • Quality compositions created • Creativity • Quality graphic representation • Critical assessment of the result

3. Solve colour-related problems.	• Clear description of the problem • Accurate determination of the causes and consequences of the problem • Choice of most appropriate solution for the problem • Proper use of tools, media and supports • Balanced volumes, masses and surface areas created with colour • Appropriate use of colour harmony

Code: 029J

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To suggest finishes and materials for a project.	• For various projects, such as an interior layout, furniture design, colour selection, window dressing and storage space design • Based on a commission, concept or design project • Using drawings and specifications; classification systems for finishes and materials; catalogues, samples, directories and the Internet • Consulting a resource centre • Visiting product showrooms and workshops • In collaboration with suppliers • In conformity with standards and regulations, such as those governing fire prevention, sanitation, ergonomics, thermal and acoustic insulation, technology, and occupational health and safety
Elements of the Competency	**Performance Criteria**
1. Analyze the request.	• Gathering of complete, accurate data in relation to the project • Accurate assessment of the scope of the project • Appropriate analysis of the request • Consideration of the schedule • Realism and sense of organization • Observance of cultural and aesthetic values
2. Research finishes, materials and elements.	• Accurate determination of the finishes, materials and elements needed for the project • Consultation of conventional or electronic sources of information in English and in French • Verification of technical information with suppliers • Visits to product showrooms and workshops, if applicable

3. Select finishes and materials.	• Creativity, curiosity and sense of aesthetics • Assessment of constraints associated with preparing surfaces and installing and maintaining selected finishes and materials • Appropriate choice of finishes and materials in accordance with project feasibility and budget constraints • Specification of appropriate, harmonious finishes and materials
4. Calculate quantities and costs of finishes, materials and elements.	• Appropriate calculation method, in accordance with types of finishes and materials • Accurate placement of finishes and materials, in accordance with calculations of surface areas • Thorough, accurate calculations of surface areas • Correct solution of equations • Verification of results
5. Record information.	• Ability to synthesize information • Data recorded clearly on drawings • Appropriate use of terminology • Accurate information • Neat report, free of spelling errors

Code: 029K

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To specify the furniture, accessories and equipment for a project.	• For various projects, such as an interior layout, furniture design, colour selection, window dressing and storage space design • Based on a commission, concept or design project • Using drawings and specifications; classification systems; catalogues, samples, directories and the Internet • Consulting a resource centre • Visiting product showrooms and workshops • In collaboration with suppliers • In conformity with standards and regulations, such as those governing fire prevention, sanitation, ergonomics, thermal and acoustic insulation, technology, and occupational health and safety
Elements of the Competency	**Performance Criteria**
1. Analyze the request.	• Gathering of complete, accurate data in relation to the project • Accurate assessment of the scope of the project • Appropriate analysis of the request • Realism and sense of organization • Consideration of the schedule • Observance of cultural and aesthetic values
2. Research the furniture, accessories and equipment needed.	• Accurate determination of the furniture, accessories and equipment needed for the project • Consultation of appropriate sources of information in English and in French • Verification of technical information with suppliers • Visits to product showrooms and workshops, if applicable

3. Select furniture, accessories and equipment.	• Creativity, curiosity and sense of aesthetics • Assessment of constraints associated with installing and maintaining furniture, accessories and equipment • Appropriate choice of furniture, accessories and equipment, in accordance with project feasibility • Specification of appropriate, harmonious furniture, accessories and equipment
4. Calculate quantities and costs of furniture, accessories and equipment.	• Accurate placement of furniture, accessories and equipment • Thorough calculations of quantities • Appropriate choice of calculation method, in accordance with the type of product pricing used • Correct solution of equations • Verification of results
5. Record information.	• Ability to synthesize information • Data clearly recorded on drawings • Appropriate use of terminology • Accurate information • Neat report, free of spelling errors

Code: 029L

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To use interior architectural and construction elements.	• For various projects, such as a spatial layout, built-in furniture design and residential or commercial additions • Based on a set of drawings for a residential, commercial, industrial or public building • In conformity with the National Building Code of Canada and applicable municipal by-laws • Using technical reference materials and standards related to drafting, and conventional or electronic tools • In conformity with occupational health and safety standards
Elements of the Competency	**Performance Criteria**
1. Interpret different elements in architectural drawings and specifications.	• Correct use of terminology • Thorough examination of all the elements in the sets of architectural drawings and specifications • Ability to adapt reading in accordance with subsystem drawings • Accurate interpretation of conventions regarding the dimensions recorded on a set of architectural drawings • Accurate interpretation of architectural drawings and specifications
2. Illustrate interior architectural and construction elements.	• Accurate determination of the drawings to be done • Relevant representation of the views to be illustrated • Consideration of universal accessibility • Observance of architectural graphic standards • Accurate illustration of construction methods and interior architectural elements • Accurate, precise representation of interior architectural and construction elements • Observance of construction standards and codes • Quality drawings

3. Dimension and annotate the drawings.	• Complete list of information regarding dimensions • Accurate determination of the elements to be annotated and the value of the dimensions • Relevant connections made between the dimensions and surfaces in different views • Relevant, accurate information entered on drawings • Consistent dimensions

Code: 029M

Objective	*Standard*
Statement of the Competency To design custom elements.	**Achievement Context** • Based on a commission or mandate • Using conventional or electronic reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles; drawings and specifications; conventional and computerized drafting equipment and materials normally used in the workplace; a printer and plotter; a scanner; a photocopier; a calculator and a telephone • Consulting suppliers of materials regarding the manufacturing of custom elements • Visiting custom manufacturing and assembly shops • In conformity with standards and regulations, such as those governing fire prevention, sanitation, ergonomics, drafting and dimensioning
Elements of the Competency	**Performance Criteria**
1. Analyze all the specific criteria and needs related to the project.	• Gathering of complete information • Ability to synthesize information • Thorough, accurate measurements • Accurate annotations on the sketches • Consideration of functional and aesthetic needs • Consideration of client's financial means • Appropriate analysis of all data related to the project • Consideration of allotted time

2. Define the concept.	• Observance of the design process • Realistic ideas formulated in sketches • Balance between the concept's originality and function • Consideration of ergonomics and universal accessibility • Appropriate selection of finishes, materials and accessories • Effective form given to ideas • Clear, concise formulation of all concept elements • Harmonious integration of design criteria and formulated concepts • Creativity and open-mindedness
3. Specify the manufacturing, assembly and installation methods.	• Consideration of manufacturing and assembly methods of different custom elements • Conformity of the custom element's design with function and needs • Structural feasibility of custom elements • Appropriate choice of materials and hardware, in accordance with use • Explicit drawings of construction and manufacturing methods • Accurate, concise formulation of installation methods
4. Produce the drawings and specifications of the custom elements.	• Accurate determination of the drawings to be produced and the information to be conveyed • Appropriate choice of formats, scales, and line weight and conventions • Consistent placement of drawings and dimensions • Accurate execution of lines • Proper positioning of symbols • Accurate details • Logical placement of data in the title block • Proper integration of custom element drawings with the project's drawings and specifications • Clean, clear, precise, accurate drawings

Code: 029N

Objective	*Standard*
Statement of the Competency To create an interior design concept for a residence.	**Achievement Context** • Based on a commission or mandate • Using conventional and electronic reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles; drawings and specifications; catalogues and samples of colour, finishes, materials, furniture, accessories and equipment; conventional and computerized drafting equipment and materials normally used in the workplace; a photocopier; a calculator and a telephone • Consulting a resource centre • In conformity with standards and regulations, such as those governing fire prevention, sanitation, ergonomics, drafting, occupational health and safety and dimensioning
Elements of the Competency	**Performance Criteria**
1. Analyze all the specific criteria and needs related to the project.	• Gathering of complete information • Accurate, proportional sketches of the physical site • Comprehensive site inventory • Complete list of all the elements to be kept and reused in the project • Thorough, accurate measurements of the furniture to be kept • Accurate annotations on the sketches • Consideration of universal accessibility • Ability to synthesize information • Consideration of the schedule • Appropriate analysis of all data related to the project

2. Organize spaces.	• Clear indication of aesthetic intent • Logical determination of spaces and circulation areas • Appropriate estimate of space allocations, according to needs • Appropriate use of the inventory of existing elements • Harmonious integration of new elements • Appropriate modification of spaces, according to needs • Accurate illustration of spatial organization • Proportions respected • Conformity of the layout with standards, codes, ergonomic principles and universal accessibility
3. Formulate a preliminary concept.	• Observance of the design process • Effective use of creative problem-solving techniques • Realistic ideas formulated in sketches • Skillful combination of formal and functional elements • Balance between the originality and functionality of the custom elements • Original spatial organization • Effective rendering of ideas • Effective lighting concepts • Appropriate determination of finishes, colours, materials, furniture, accessories and equipment • Concise, accurate drawings of all concept elements • Preliminary cost estimate
4. Validate the applicability of the concept.	• Correlation between the client's needs and the proposed concept • Assessment of whether custom elements can be applied, if need be • Realistic project execution, given the budget allotted

	Code: 029N
5. Develop the concept.	• Consideration of concept's aesthetic characteristics • Accurate determination of the drawings to be produced and the information to be conveyed • Quality graphic communications • Appropriate specification of finishes, colours, materials, furniture, accessories and equipment • Harmonious integration of design criteria and concepts formulated • Explicit representation of the concept • Careful execution of the drawings needed to understand the concept • Clean, clear, precise, accurate drawings
6. Finalize the concept.	• Realistic planning and execution • Proper verification of product and subcontractor availability • Data recorded in a structured, appropriate form

Code: 029P

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To present a design project.	• Based on a concept • Visually and orally • Using drafting instruments and materials, computer equipment, and 3-D rendering and modelling software normally used in the workplace • In conformity with company policies
Elements of the Competency	**Performance Criteria**
1. Analyze the project.	• Thorough examination of the project • Evaluation of the specific features of the presentation and the elements to be illustrated • Complete list of all samples to be presented • Evaluation of the schedule
2. Illustrate the concept.	• Appropriate choice of the illustrations to be done • Appropriate choice of visual presentation tools • Effective use of visual presentation tools, in accordance with the application • Creativity and precision • Clear rendering of the concept proposed
3. Prepare the presentation package.	• Original presentation of samples • Quality assembly • Meticulously constructed models, if applicable • Appropriate choice of reproduction method • Relevant annotations • Observance of occupational health and safety rules • Orderly work area

4. Propose the concept to the client.	• Observance of basic rules of effective communication • Explicit presentation of the concept • Effective oral presentation and quality arguments • Self-assurance and ability to sustain interest during the presentation • Receptiveness to criticism • Respectful discussions concerning changes to be made • Conformity of results with expectations and consideration of constraints • Calm, professional attitude under stress

Code: 029Q

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To create lighting concepts.	• Based on a design concept, commission or mandate, and drawings and specifications • Using catalogues, samples, directories and the Internet • Consulting a resource centre • Visiting product showrooms and workshops • In collaboration with suppliers
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate assessment of the type of space • Gathering of complete, accurate data in relation to the project • Appropriate analysis of needs • Consideration of energy costs • Consideration of budget and schedule
2. Conceptualize the lighting design.	• Consideration of the effect of light on colour and shapes • Consideration of the psychological and physiological effects of light on end-users • Accurate determination of light levels in accordance with the space • Appropriate determination of the type of lighting • Appropriate selection of light fixtures • Quality compositions • Illustration of concept development, if applicable • Creativity and originality

3. Specify the light fixtures needed.	• Accurate assessment of constraints affecting the installation of lighting fixtures • Specification of appropriate, harmonious light fixtures • Accurate calculation of the number of light fixtures needed • Accurate calculation of light intensity • Appropriate use of technical resources • Appropriate use of terminology • Information recorded carefully, without spelling errors • Ability to make decisions independently regarding lighting specifications
4. Indicate lighting on a drawing.	• Conformity of drawing with the lighting concept • Effective use of lighting symbols • Data clearly recorded on drawings

Code: 029R

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To produce working drawings and specifications.	• Based on an initial concept • Using drawings and specifications from other professionals; a computer station; English and French word processing, spreadsheet and drafting programs normally used in the workplace; a plotter and printer; the Internet; the National Building Code of Canada and applicable municipal codes; the National Master Specification and technical reference materials • In conformity with current regulations, codes and standards • Using appropriate terminology
Elements of the Competency	**Performance Criteria**
1. Plan the work.	• Accurate assessment of the drawings to be produced and the information to be conveyed • Appropriate selection of drafting instruments • Appropriate choice of formats, scales, and line weight and conventions • Appropriate sequence of execution and scheduling
2. Execute the drawings.	• Validation of data related to the concept • Quality graphic communications • Harmonious integration of design criteria and concept development • Explicit representation of all the views needed to understand the concept • Careful representation of specific features, details and sections • Proper placement of dimensions • Clear recording of notes on drawings • Accurate annotations in symbols, tables and title blocks • Observance of the schedule for executing drawings and specifications
3. Verify the drawings.	• Prompt detection of errors and missing essential elements • Thorough verification of all drawings affected by the changes

4. Correct the drawings.	• Accurate assessment of the impact of the corrections on the set of drawings and specifications • Neat corrections • Harmonization of corrected drawings with existing drawings • Consistent information contained in all documents related to the project • Proper verification of references • Validation of specifications • Observance of the schedule for executing drawings and specifications • Ability to work independently and sense of responsibility
5. Write the specifications.	• Accurate recording of information • Proper classification of elements in the specifications • Accurate determination of construction methods • Thorough instructions regarding the installation of finishes, materials, furniture, accessories and equipment • Neat, organized document • Complete, accurate specifications, free of spelling errors • Clear, relevant information
6. Transmit the drawings and specifications.	• Thorough verification of drawings and specifications to be transmitted • Careful printing of drawings and specifications • All necessary documents provided • Correct transmission of information • Observance of professional ethics

Code: 029S

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To carry out administrative tasks.	• Based on data concerning the student • Using a computer station and English and French software normally used in the workplace, and technical reference materials • In conformity with company policies and client agreements
Elements of the Competency	**Performance Criteria**
1. Write a design proposal.	• Accurate interpretation of the project • Recruitment of potential co-workers • Realistic cost estimates for human and material resources • Methodical determination of tasks and project schedule • Clear, detailed bid • Consideration of amount allotted • Observance of rules of professional ethics
2. Prepare a contract.	• Accurate determination of tasks to be accomplished by professionals • Clarification of roles and responsibilities of the professionals involved • Clear, detailed schedule • Setting of professional fees • Inclusion of dates and signatures
3. Fill out forms.	• Daily recording of data on timesheet • Complete list of expenses related to the project • Inclusion of supporting documents
4. Produce an invoice.	• Complete information gathered for billing • Detailed explanation of items billed • Accurate calculations of hourly rates, extras and taxes • Clean, clear, original invoice

5. Make sure the budget is balanced.	• Detailed description of project phases • Complete list of fees and expenses associated with the project • Accurate assessment of fees and expenses incurred • Proper management of documents

Code: 029T

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To plan a layout for a commercial, industrial or public building.	• Based on a commission or mandate • Working alone or in a team • Using conventional or electronic reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles; drawings and specifications; the National Building Code of Canada and applicable municipal codes; conventional and computerized drafting equipment and materials normally used in the workplace; a photocopier, calculator and telephone • In conformity with standards, codes and regulations, such as those governing fire prevention, sanitation, ergonomics, drafting, occupational health and safety and dimensioning
Elements of the Competency	**Performance Criteria**
1. Gather and analyze data related to the project.	• Gathering of complete data • Accurate, proportional site sketches • Thorough, accurate measurements • Appropriate site inventory using images • Complete list of the furniture, accessories and equipment to be kept • Thorough, accurate measurements of the furniture to be kept • Accurate annotations on the sketches • Ability to synthesize information • Accurate assessment of needs and site conditions • Consideration of universal accessibility
2. Prepare a functional program.	• Validation of the organizational structure • Accurate description of needs • Accurate surface area of all spaces • Accurate determination of allowances according to function • Consideration of the schedule • Neat report, free of spelling errors

3. Organize spaces.	• Clear indication of aesthetic intent • Logical determination of spaces and circulation areas • Consideration of universal accessibility in planning the layout • Appropriate determination of the size of spaces according to needs • Appropriate use of inventory, as well as existing furniture, accessories and equipment • Appropriate modification of spaces according to needs • Creativity • Accurate illustration of spatial organization
4. Draw the proposed interior layout.	• Accurate determination of the drawings to be produced and the information to be conveyed • Quality of the graphic communication • Harmonious integration of design criteria and planning through sketches • Explicit representation of the planning • Neat presentation of the drawings needed to understand the planning • Critical assessment of the result

Code: 029U

Objective	*Standard*
Statement of the Competency To create an interior design concept for a commercial, industrial or public building.	**Achievement Context** • Based on a commission or mandate • Working alone or in a team • Using conventional or electronic reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles; drawings and specifications; the National Building Code of Canada and applicable municipal codes; catalogues and samples of colours, finishes, materials, furniture, accessories and equipment; conventional and computerized drafting equipment and materials normally used in the workplace; a photocopier, calculator and telephone • In conformity with standards, codes and regulations, such as those governing fire prevention, sanitation, ergonomics, drafting, occupational health and safety and dimensioning
Elements of the Competency	**Performance Criteria**
1. Gather and interpret information related to the project.	• Gathering of complete data • Comprehensive site inventory • Consideration of constraints affecting spatial organization • Thorough analysis of client needs • Consideration of the company’s aesthetic intent • Consideration of the schedule

2. Formulate a preliminary concept.	• Observance of the design process • Effective use of creative problem-solving techniques • Spontaneity and open-mindedness • Realistic ideas formulated in sketches • Skillful combination of formal and functional elements • Balance between originality and functionality • Creative spatial organization • Effective rendering of ideas • Effective lighting concept • Appropriate determination of finishes, colours, materials, furniture, accessories and equipment • Concise, accurate drawings of all conceptual elements • Preliminary cost estimate
3. Validate the applicability of the concept.	• Correlation between the client's needs and the proposed concept • Proper verification of product and subcontractor availability • Realistic translation of concept • Conformity of layout with codes, standards, ergonomics and universal accessibility • Realistic project execution, given the budget allotted
4. Finalize the concept.	• Accurate determination of the drawings to be produced and the information to be conveyed • Quality graphic communications • Harmonious integration of design criteria and formulated concepts • Explicit representation of the concept • Careful execution of the drawings needed to understand the concept
5. Prepare the presentation.	• Determination of the visual presentation methods to be used • Appropriate determination of the drawings to be produced in order to understand the concept • Explicit, original, dynamic renderings • Creativity • Well-prepared, consistent arguments

Code: 029V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To promote one's services.	• Based on personal experience and accomplishments • Using reference materials, and computer, photographic and reprographic equipment and materials • In conformity with basic rules of effective communication • In conformity with company policies
Elements of the Competency	**Performance Criteria**
1. Design promotional materials.	• Realistic determination of the professional services to be offered • Appropriate choice of promotional tools for the clients targeted • Concise curriculum vitae, free of spelling errors • Appropriate selection of projects to be included in the portfolio • Careful preparation of the portfolio • Descriptions written in correct English • Original presentation of documents • Consideration of design-related marketing tools
2. Search for potential clients.	• Effective search for contracts • Effective use of information and communications technologies • Use of trade sources and professional contacts for networking • Professional behaviour adapted to individuals and situations • Calm, professional attitude under stress • Observance of rules of professional ethics • Consideration of company objectives
3. Participate in public relations activities.	• Promotion of various projects through the media or within the company • Consideration of benefits of participating in design competitions • Open-mindedness and curiosity with respect to trade shows

Code: 029W

Objective

Statement of the Competency

To develop an interior design project.

Standard

Achievement Context

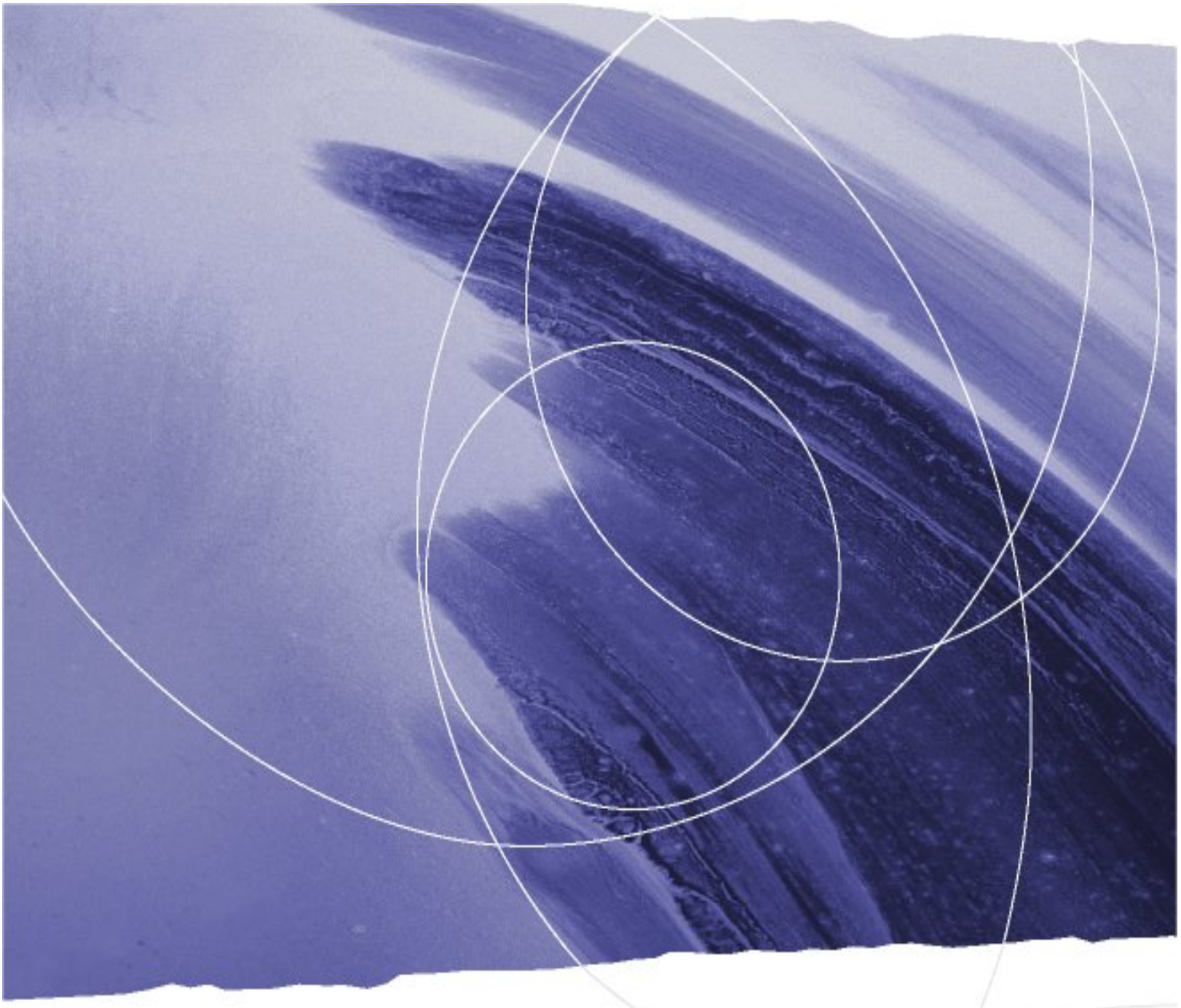
- Based on a commission or mandate
- Working alone or in a team
- Using conventional or electronic reference materials on the history of architecture, applied arts, art in general, arts and crafts, and styles; drawings and specifications; the National Master Specification; the National Building Code of Canada and applicable municipal codes; catalogues and samples of colours, finishes, materials, furniture, accessories and equipment; conventional and computerized drafting equipment and materials normally used in the workplace; a photocopier, calculator and telephone
- In conformity with standards, codes and regulations, such as those governing fire prevention, sanitation, ergonomics, drafting, occupational health and safety and dimensioning

Elements of the Competency	Performance Criteria
1. Define and analyze all the specific criteria and needs related to the project.	• Gathering of complete data • Accurate assessment of client needs • Comprehensive site inventory • Detailed list of the elements to be kept and reused • Accurate assessment of needs and site conditions • Sense of responsibility and ability to work independently

2. Organize spaces.	• Proper preparation of the program, if applicable • Determination of aesthetic intent, lifestyle and all other needs • Logical determination of spaces and circulation areas • Appropriate estimate of space sizes, according to needs • Appropriate use of the inventory of existing elements • Harmonious integration of new elements • Appropriate modification of spaces, according to needs • Accurate illustration of spatial organization
3. Develop a concept.	• Consideration of design criteria • Efficient use of search tools • Creative spatial organization • Original design of custom elements • Effective lighting concept • Appropriate determination of finishes, colours, materials, furniture, accessories and equipment • Correct assessment of concept's coherence, effectiveness and relevance • Explicit, careful concept development
4. Present the concept.	• Appropriate selection of information • Original, creative presentation package • Organized assembly of samples • Clear, effective arguments • Proposal of alternative solutions likely to meet expectations • Demonstration of attitudes and behaviours conducive to collaboration • Self-assurance and confidence • Neat overall presentation
5. Prepare the working drawings and specifications.	• Concept modified in accordance with the ideas discussed following the presentation • Accurate determination of the drawings to be produced and the information to be conveyed • Harmonious integration of design criteria and planning • Explicit representation of the concept • Neat presentation of drawings • Clear specifications regarding colours, finishes, materials, furniture, accessories and equipment • Neat, organized text written in correct English

Code: 029W

6. Plan the project schedule.	• Realistic execution plan • Proper verification of product and subcontractor availability • Data recorded in a structured, appropriate form
7. Present the project to the client.	• Thorough verification of the drawings and specifications to be transmitted • Careful printing of drawings and specifications • Provision of all necessary documents • Correct transmission of information • Observance of professional ethics



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17-0471-01A