

Technical Education Program

414.B0

Adventure Tourism

Training Sector

3

Food Services
and Tourism

Reach for
your **Dreams**

Québec 



Technical Education Program

414.B0

Adventure Tourism

Training Sector

3

Food Services
and Tourism

Formation professionnelle et technique
et formation continue

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et du développement

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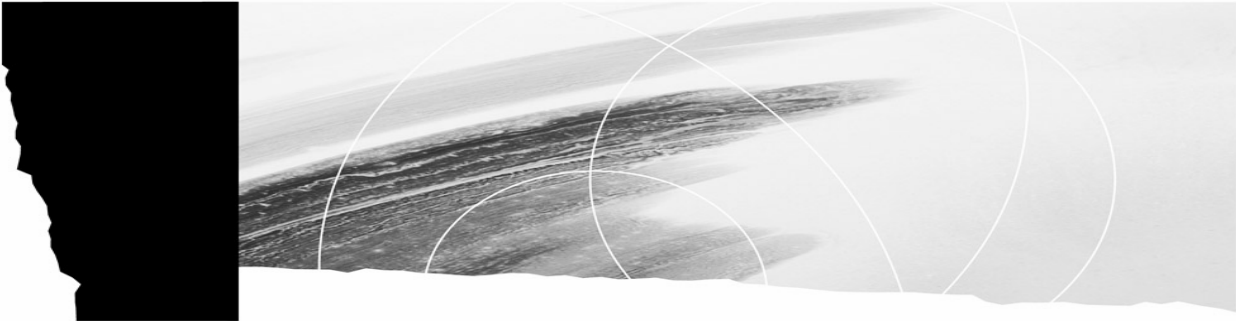
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414.B0

Adventure Tourism

Year of approval: 2003

Certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Total duration:	2535 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	1875	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 *Adventure Tourism* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Adventure Tourism* 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 Dissserter 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.

- 035P To analyze the job function.
- 035Q To communicate in the workplace.
- 035R To adopt a customer-oriented approach.
- 035S To process market-related information.
- 035T To plan and develop an excursion in a natural environment.
- 035U To supervise a group.
- 035V To impart techniques associated with a summer activity.
- 035W To determine the interpretive potential of an area based on natural heritage data.
- 035X To determine the interpretive potential of an area based on cultural heritage data.
- 035Y To carry out an interpretive activity associated with adventure tourism.
- 035Z To navigate in a natural environment.
- 0360 To intervene in an emergency situation.
- 0361 To coordinate food-preparation activities in the field.
- 0362 To coordinate camping-related activities in the field.
- 0363 To impart techniques associated with a winter activity.
- 0364 To maintain equipment.
- 0365 To maintain sites and trails.
- 0366 To guide a group in a natural environment.
- 0367 To use a second language in guiding a group in a natural environment.
- 0368 To participate in developing adventure tourism products.
- 0369 To participate in promoting the company and its products.

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.

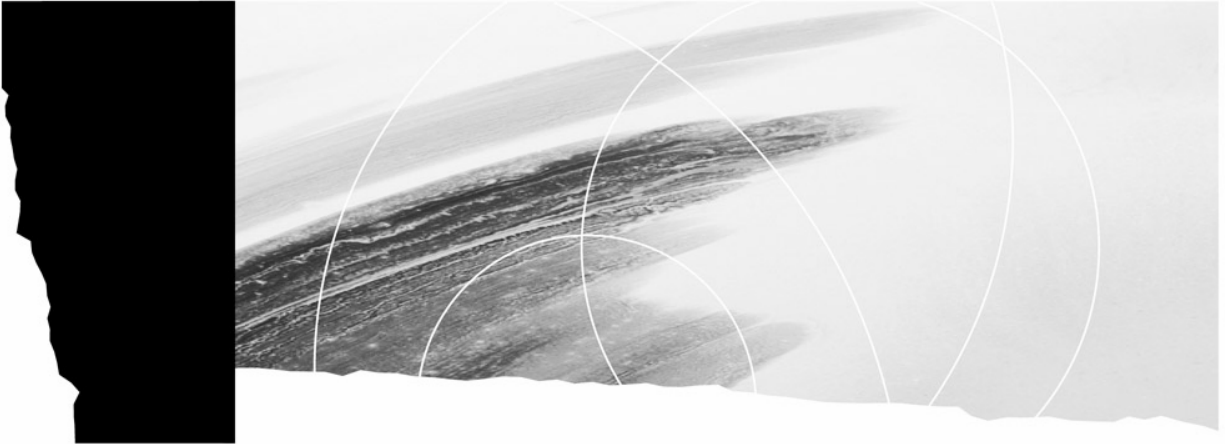
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

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 pre-university 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:

- 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 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 and computer literacy
 - 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).

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:

- 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:
 - 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 and Literacy Computer Science

In Mathematics and Literacy 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.

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. | <ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component |
| 2. To determine the organization of facts and arguments of a given discourse. | <ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis |
| 3. To prepare ideas and strategies for a projected discourse. | <ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material |
| 4. To formulate a discourse. | <ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse |
| 5. To edit the discourse. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre |
| 2. To recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices |
| 3. To situate a discourse within its historical and literary period. | <ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period |
| 4. To explicate a discourse representative of a literary genre. | <ul style="list-style-type: none"> • 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

Objective**Standard****Statement of the Competency**

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. To recognize the treatment of a theme within a literary text. 2. To situate a literary text within its cultural context. 3. To detect the value system inherent in a literary text. 4. To explicate a text from a thematic perspective. | <ul style="list-style-type: none"> • Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices • Appropriate identification of expression (explicit/implicit) of a value system in a text • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Adequate definition of the dimensions, limits and uses of fields of knowledge |
| 3. To situate a field of knowledge within its historical context. | <ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of 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. | <ul style="list-style-type: none"> • Coherent organization of the main components |
| 5. To produce a synthesis of the main components. | <ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge |

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. | <ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups |
| 2. To explain the major ideas, values and implications of a world-view. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views |
| 4. To compare world-views. | <ul style="list-style-type: none"> • Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis |

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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos. |
| 3. Dégager le sens d'un texte. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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**

- | Elements of the Competency | Performance Criteria |
|--|---|
| 1. To establish a relationship between their lifestyle and their health. | <ul style="list-style-type: none"> • Appropriate use of documentation • Appropriate connections between their lifestyle and their health |
| 2. To be physically active in a manner that promotes health. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. To make physical activity part of a healthy lifestyle. 2. To manage a personal physical activity program. | <ul style="list-style-type: none"> • Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health • 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**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. To identify the forms of discourse appropriate to given fields of study. 2. To recognize the discursive frameworks appropriate to given fields of study. 3. To formulate a discourse. | <ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument • 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**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. To situate significant ethical issues in appropriate world-views and fields of knowledge. 2. To explain the major ideas, values, and social implications of ethical issues. 3. To organize the ethical questions and their implications into coherent patterns. 4. To debate the ethical issues. | <ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge • Adequate description of the salient components of the issues • 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 • 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

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**

- | | |
|---|--|
| <p>1. Dégager le sens d'un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • 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. |
| <p>2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> | <ul style="list-style-type: none"> • 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. |
| <p>3. Émettre un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • 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**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Distinguer les types de textes propres au champ d'études. 2. Interpréter des textes représentatifs du champ d'études. 3. Utiliser des techniques de production de textes appropriées au champ d'études. | <ul style="list-style-type: none"> • Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. • Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute. • 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**

Dissserter 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. Recognize the focus of one or more of the social sciences and their main approaches. | <ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences |
| 2. Identify some of the issues currently under study in the social sciences. | <ul style="list-style-type: none"> • Association of these issues with the pertinent areas of research in the social sciences |
| 3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | <ul style="list-style-type: none"> • 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**

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

Achievement Context

- 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. 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. 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. 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**

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

Achievement Context

- 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. Describe scientific thinking and the standard method.
2. Demonstrate how science and technology are complementary.
3. Explain the context and the stages related to several scientific and technological discoveries.
4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.

- 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
- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
- 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
- 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. Describe the main steps of the standard scientific method. | <ul style="list-style-type: none"> • Organized list and brief description of the characteristics of the steps of the standard scientific method |
| 2. Formulate a hypothesis designed to solve a simple scientific and technological problem. | <ul style="list-style-type: none"> • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.) |
| 3. Verify a hypothesis by applying the fundamental principles of the basic experimental method. | <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> For modern Latin-alphabet languages: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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
1. Understand the meaning of a verbal message.	<p>Learning a modern language requires becoming aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> 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. Understand the meaning of a written message.	<ul style="list-style-type: none"> 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. 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. 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

Objective	Standard
Statement of the Competency To communicate on familiar topics in a modern language.	Achievement Context <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – situations in everyday life – simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> • 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. Understand the meaning of a written message.	<ul style="list-style-type: none"> • 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. Express a simple message verbally, using sentences of average complexity.	<ul style="list-style-type: none"> • 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. 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.	<ul style="list-style-type: none"> • 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. Understand the meaning of a verbal message in everyday language.	<p>Learning a modern language requires being aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation about a subject.	<ul style="list-style-type: none"> • 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. Write a text of average complexity.	<ul style="list-style-type: none"> • 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**Standard****Statement of the Competency**

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

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. Demonstrate the acquisition of basic general knowledge in mathematics or informatics. | <ul style="list-style-type: none"> • Identification of basic notions and concepts • Identification of main branches of mathematics or informatics • Appropriate use of terminology |
| 2. Describe the evolution of mathematics or informatics. | <ul style="list-style-type: none"> • Descriptive summary of several major phases |
| 3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. | <ul style="list-style-type: none"> • Demonstration of the existence of important contributions, using concrete examples |
| 4. Illustrate the diversity of mathematical or informatics applications. | <ul style="list-style-type: none"> • Presentation of a range of applications in various areas of human activity, using concrete examples |
| 5. Evaluate the impact of mathematics or informatics on individuals and organizations. | <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computer tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • 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. Use mathematical or computer tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • 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. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	<ul style="list-style-type: none"> • 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**

To consider various forms of art produced by aesthetic practices.

Achievement Context

- Working alone
- Given a specified work of art
- In a written commentary of approximately 750 words.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Develop an appreciation for the dynamics of the imagination in art. 2. Describe art movements. 3. Give a commentary on a work of art. | <ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe • Descriptive list of the main characteristics of three art movements from different periods, including a modern movement • 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**

To produce a work of art.

Achievement Context

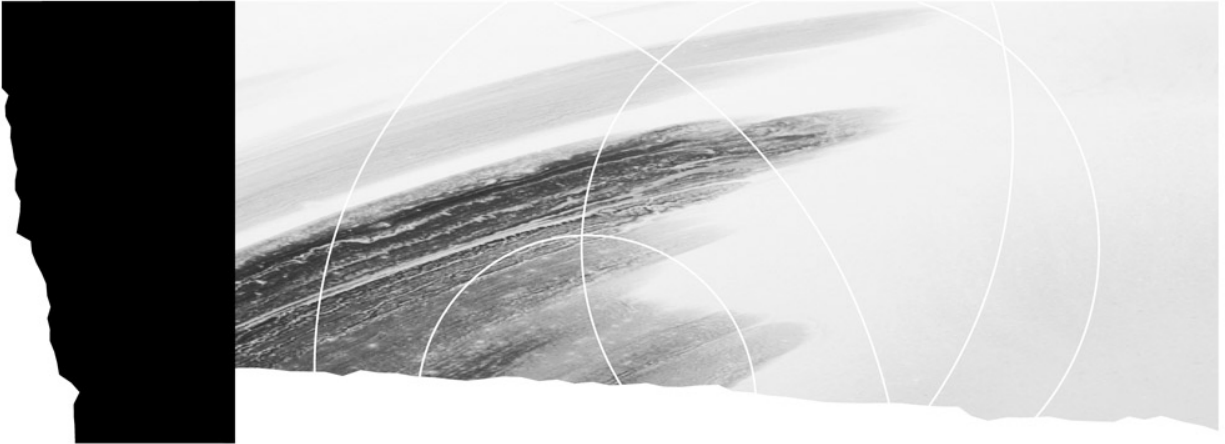
- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Recognize the primary forms of expression of an artistic medium. 2. Use the medium. | <ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres • 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 *Adventure Tourism* program prepares students to practise the occupation of Outdoor Adventure Guide.

Outdoor adventure guides work in businesses that develop, implement and promote adventure tourism products. More specifically, they plan excursions in natural environments, coordinate and lead activities, supervise groups, impart techniques related to activities, act as guides in natural environments, and promote activities.

Outdoor adventure guides work mostly with equipment associated with outdoor activities and sports, safety, communications and the interpretation of cultural and natural heritage. They also use computers, peripherals, software and databases.

Outdoor adventure guides may also work with other guides, customers, travel agencies, tour operators, outfitters, adventure tourism providers and other industry stakeholders.

The goals of the program-specific component of the *Adventure Tourism* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

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 *Adventure Tourism* program.

The program reconciles two requirements: versatility and the acquisition of skills needed to carry out tasks at an acceptable level for entry into the job market. Versatility is assured through the acquisition of general competencies that enable students to process market-related information, to communicate effectively in the workplace, to meet customer needs, to supervise groups, to impart techniques associated with various activities, to identify the interpretive potential of a given area, to navigate in natural environments, and to intervene in an emergency situation. The skills needed to carry out job-related tasks may be acquired through competencies specific to this program.

The program-specific component of this program also aims to help students develop the habit of developing sound relationships with customers, ensuring their safety, and of taking into account a variety of needs when accomplishing their work-related tasks, as these can affect all or some of the activities of an adventure tourism provider.

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 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												
SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES										
		To analyze the job function	To communicate in the workplace	To adopt a customer-oriented approach	To process market-related information	To supervise a group	To impart techniques associated with a summer activity	To determine the interpretive potential of an area based on natural heritage data	To determine the interpretive potential of an area based on cultural heritage data	To navigate in a natural environment	To intervene in an emergency situation	To impart techniques associated with a winter activity
Competency Number		1	2	3	4	6	7	8	9	11	12	15
To plan and develop an excursion in a natural environment	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To carry out an interpretive activity associated with adventure tourism	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To coordinate food-preparation activities in the field	13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To coordinate camping-related activities in the field	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain equipment	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
To maintain sites and trails	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
To guide a group in a natural environment	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use a second language in guiding a group in a natural environment	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in developing adventure tourism products	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
To participate in promoting the company and its products	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>			

Harmonization

The Ministère de l'Éducation 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 *Adventure Tourism* 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, Adventure Tourism*.

Code: 035P

Objective	Standard
Statement of the Competency To analyze the job function.	Achievement Context <ul style="list-style-type: none"> Using recent data on the job description, the regulatory and ethical framework for adventure tourism, and various workplaces
Elements of the Competency	Performance Criteria
1. Describe the job function and conditions of employment.	<ul style="list-style-type: none"> Relevance of information gathered Thorough analysis of general characteristics of the job function and conditions of employment Identification of typical workplaces in adventure tourism Accurate identification of <ul style="list-style-type: none"> various career paths entrepreneurial opportunities (starting own business) Accurate identification of occupational health and safety risks
2. Analyze the tasks and operations related to the job function.	<ul style="list-style-type: none"> Detailed analysis of what the operations entail, how each task is to be carried out, and what the performance criteria are for each task Accurate determination of tasks' relative importance Relationship drawn between steps involved in the work process and the tasks of the job function Accurate distinction between responsibilities and limits of the job
3. Analyze the skills and behaviours required by the job function.	<ul style="list-style-type: none"> Relevance of relationship between skills and behaviours, and various tasks of the job function Thorough analysis of ethical requirements
4. Analyze the regulatory framework governing the occupation.	<ul style="list-style-type: none"> Thorough analysis of industry standards and regulations Accurate identification of quality standards for products and services Accurate identification of professional certification procedure Determination of guide's legal responsibility

Code: 035Q

Objective	Standard
Statement of the Competency To communicate in the workplace.	Achievement Context <ul style="list-style-type: none"> • Based on the regulatory and ethical framework for adventure tourism, and appropriate telecommunications protocols • Using appropriate telecommunications instruments • With groups of six to ten people • In a variety of work situations and during excursions in natural environments
Elements of the Competency	Performance Criteria
1. Receive information.	<ul style="list-style-type: none"> • Effective listening • Accurate interpretation of verbal and nonverbal messages • Professionalism and sound judgment
2. Convey information.	<ul style="list-style-type: none"> • Clear expression of ideas • Use of appropriate terminology • Appropriate explanation of technical information • Correct application of communication techniques • Professionalism and sound judgment
3. Work in a team.	<ul style="list-style-type: none"> • Identification of: <ul style="list-style-type: none"> – role and responsibilities of each team member – factors affecting communication in the team • Adoption of attitudes conducive to teamwork
4. Evaluate how one communicates.	<ul style="list-style-type: none"> • Identification of personal strengths and weaknesses • Identification of improvements needed • Adoption of measures to improve how one communicates

Code: 035R

Objective	Standard
Statement of the Competency To adopt a customer-oriented approach.	Achievement Context <ul style="list-style-type: none"> • Based on the regulatory and ethical framework for adventure tourism • With groups of six to ten people • In a variety of work situations and during excursions in natural environments
Elements of the Competency	Performance Criteria
1. Analyze the customer's file.	<ul style="list-style-type: none"> • Verification of customer's profile • Accurate identification of individual and group needs and constraints
2. Greet the customer.	<ul style="list-style-type: none"> • Cordial, professional greeting • Verification with customer of information contained in his or her file • Adoption of behaviour promoting customer participation
3. Provide information to the customer.	<ul style="list-style-type: none"> • Accuracy of information provided • Relevance of information • Relevant response to customers' questions • Professionalism
4. Provide support throughout the activities.	<ul style="list-style-type: none"> • Assistance appropriate to circumstances • Appropriate attention to all group members • Professionalism
5. Adapt activities to the customer's needs.	<ul style="list-style-type: none"> • Consideration of customer's skill level, age, level of fatigue and travel objectives • Professionalism
6. Assess customer satisfaction.	<ul style="list-style-type: none"> • Appropriate choice and use of measurement instruments • Identification of product's strengths and weaknesses • Identification of improvements needed • Adoption of measures to enhance customer satisfaction

Objective	Standard
<p>Statement of the Competency</p> <p>To process market-related information.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on diverse customer needs, a wide range of adventure tourism products and services, specification sheets, geographical landmarks, price lists, and the ethical framework for adventure tourism • Using appropriate reference materials in English and French, a network-linked computer, and appropriate software • Processing information on marketed products and products under development
Elements of the Competency	Performance Criteria
1. Research information using different sources.	<ul style="list-style-type: none"> • Clear, precise research objectives • Planned stages of research • Varied, reliable sources of information • Proper use of: <ul style="list-style-type: none"> – computer – software – research tools • Complete, relevant information gathered
2. Analyze information.	<ul style="list-style-type: none"> • Accurate interpretation of information gathered • Proper sorting of information according to objectives • Comparison of information gathered using different sources • Coherent, thorough analysis of data
3. Identify a product's market potential.	<ul style="list-style-type: none"> • Accurate identification of market constraints • Accurate description of: <ul style="list-style-type: none"> – types of customers – product – travel agencies, wholesalers and tour operators concerned • Plausible projections about product's future in terms of market constraints and customers' needs
4. Record the information.	<ul style="list-style-type: none"> • Appropriate record keeping method • Appropriate use of word processing and spreadsheet software • Use of appropriate terminology • Observance of writing standards

Code: 035S

5. Present the information.

- Appropriate selection of information
- Proper use of presentation software
- Clear, structured presentation
- Consideration of audience's interest

Code: 035T

Objective	Standard
<p>Statement of the Competency</p> <p>To plan and develop an excursion in a natural environment.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on the regulatory and ethical framework for adventure tourism, a risk-management plan, and an emergency response plan • Using checklists, topographical and bathymetric maps, navigational and communication instruments, relevant reference materials, a computer, and necessary equipment for the excursion
Elements of the Competency	Performance Criteria
1. Determine the customers' needs.	<ul style="list-style-type: none"> • Accurate description of customers • Identification of individual and group needs and constraints
2. Plan the itinerary.	<ul style="list-style-type: none"> • Accurate planning of: <ul style="list-style-type: none"> – route – departure and return dates – mode of transportation – types of accommodations • Realistic assessment of distances and travel time between segments • Appropriate selection of potential campsites • Appropriate coordination of activities with area managers and other users
3. Plan safety measures.	<ul style="list-style-type: none"> • Preliminary site inspection • Observance of excursion's risk-management and emergency response plans • Proper preparation of first-aid kit • Accurate assessment of necessary communication and navigation methods • Respectful customer-guide relationship
4. Plan menus.	<ul style="list-style-type: none"> • Accurate estimate of energy needs in accordance with type of excursion • Determination of type of food needed • Diversified menu planning • Realistic estimate of emergency food supplies • Accurate assessment of cooking fuel quantities • Determination of supply sources • Realistic cost estimate

Code: 035T

- | | |
|--|--|
| 5. Plan individual and group equipment. | <ul style="list-style-type: none">• Complete list of equipment needed for camping, outdoor cooking, safety and planned activities• Complete list of compulsory and optional personal gear |
| 6. Prepare food. | <ul style="list-style-type: none">• Thorough verification that food purchased is adequate for menus planned• Proper preparation of food:<ul style="list-style-type: none">– precooking– freeze-drying– dehydration (drying)• Proper preparation of cooking fuel• Proper packing and storage of food |
| 7. Prepare individual and group equipment and materials. | <ul style="list-style-type: none">• Thorough verification of equipment• Proper packing of equipment |

Objective	Standard
Statement of the Competency To supervise a group.	Achievement Context <ul style="list-style-type: none"> • Based on a variety of situations that promote leadership, and on the ethical framework for adventure tourism • With groups of six to ten people • During excursions in natural environments
Elements of the Competency	Performance Criteria
1. Analyze the group's profile.	<ul style="list-style-type: none"> • Consideration of information in group's file • Determination of group members' skills, knowledge, aptitudes, needs and constraints
2. Convey information.	<ul style="list-style-type: none"> • Clear presentation of instructions concerning safety and conduct in the group • Verification of effectiveness of message • Repetition of instructions, if necessary • Clear, accurate response to questions asked
3. Motivate the group.	<ul style="list-style-type: none"> • Accurate assessment of each group member's ability to cope with difficulties • Roles and responsibilities assigned according to expected situations and members' potential • Division of tasks conducive to group cohesion and teamwork • Appropriate words of encouragement to all members • Positive attitude
4. Intervene in conflicts that threaten group cohesion and members' safety.	<ul style="list-style-type: none"> • Rapid detection of conflicts • Accurate assessment of gravity of situation • Satisfactory conflict resolution • Attitudes appropriate to situations

Objective	Standard
<p>Statement of the Competency</p> <p>To impart techniques associated with a summer activity.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on the regulatory and ethical framework for adventure tourism, a risk-management plan, and an emergency response plan • Using the necessary equipment for the activity • With groups of six to ten people • During excursions in natural environments
Elements of the Competency	Performance Criteria
1. Assess the customer's needs and capabilities.	<ul style="list-style-type: none"> • Careful analysis of customer's file • Accurate assessment of individuals' or group's capabilities
2. Explain how the activity will take place.	<ul style="list-style-type: none"> • Cordial greeting • Accurate description of where and how the activity will take place • Clear explanation of ecotourism practices • Verification of whether customer has understood
3. Provide safety instructions.	<ul style="list-style-type: none"> • Accurate definition of terms used • Clear explanation of rules and standards to be observed • Clear explanation of hazards associated with each activity • Appropriate description of preventive measures • Clear explanation of emergency measures • Verification of whether customer has understood
4. Provide instructions on how to use the equipment.	<ul style="list-style-type: none"> • Accurate definition of terms used • Accurate description of equipment • Clear explanations of how to use the equipment • Verification of whether customer has understood
5. Demonstrate how to use the equipment.	<ul style="list-style-type: none"> • Proper use of equipment • Proper use of techniques specific to the activity • Step-by-step demonstration of manoeuvres • Proper manoeuvres
6. Supervise hands-on sessions.	<ul style="list-style-type: none"> • Proper planning • Appropriate supervision • Personalized follow-up • Positive attitude

Code: 035V

7. Verify whether the techniques have been acquired.
 - Understanding of standards to be met
 - Identification of mistakes
 - Appropriate words of encouragement
 - Suggestion of relevant improvements
 - Regular assessment of customer satisfaction
8. Prevent accidents.
 - Observance of activity's risk-management plan
 - Explanation of hazardous situations
 - Implementation of preventive measures
 - Verification of whether customers have understood
 - Proper use of communication devices, (e.g. telephone, radio, flares, whistle, horn)

Objective	Standard
<p>Statement of the Competency</p> <p>To determine the interpretive potential of an area based on natural heritage data.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a theme, examples of specification sheets, and the regulatory and ethical framework for adventure tourism • Using guidebooks on the natural environment, observation instruments, collections, and relevant reference materials • For an adventure tourism product
Elements of the Competency	Performance Criteria
1. Gather data on a natural environment.	<ul style="list-style-type: none"> • Site inspection • Rigorous application of observation and data collection techniques • Description of geographic area and its physical and biological features
2. Analyze the information.	<ul style="list-style-type: none"> • Determination of natural sites with interpretive potential • Accurate assessment of: <ul style="list-style-type: none"> – inherent risks and constraints associated with sites – fragility of sites • Appropriate selection of features to be highlighted
3. Organize the information.	<ul style="list-style-type: none"> • Description of features highlighted • Relevant relationships between features
4. Fill out specification sheets.	<ul style="list-style-type: none"> • Inclusion of elements researched • Relevant, detailed information • Observance of rules for writing specification sheets

Code: 035X

Objective	Standard
<p>Statement of the Competency</p> <p>To determine the interpretive potential of an area based on cultural heritage data.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a theme, examples of specification sheets, and the regulatory and ethical framework for adventure tourism • Using relevant reference materials • For an adventure tourism product
Elements of the Competency	Performance Criteria
1. Gather data on a cultural environment.	<ul style="list-style-type: none"> • Site inspection • Rigorous application of observation and data collection techniques • Description of geographic area and its cultural features • Identification of relationships between human beings and their environment in the targeted area
2. Analyze the information.	<ul style="list-style-type: none"> • Determination of cultural sites with interpretive potential • Accurate assessment of fragility of historic sites • Appropriate selection of features to be highlighted
3. Organize the information.	<ul style="list-style-type: none"> • Description of features highlighted • Relevant relationships between features
4. Fill out specification sheets.	<ul style="list-style-type: none"> • Inclusion of elements researched • Relevant, detailed information • Observance of rules for writing specification sheets

Code: 035Y

Objective**Standard****Statement of the Competency**

To carry out an interpretive activity associated with adventure tourism.

Achievement Context

- Based on a theme integrating both natural and cultural features, examples of activity plans, and the regulatory and ethical framework for adventure tourism
- Using natural and cultural guidebooks, collections, relevant reference materials, appropriate observation instruments, and a computer
- With groups of six to ten people
- During an excursion in a natural environment

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Determine customers' expectations with respect to the interpretive activity. 2. Determine an interpretive strategy. 3. Research the theme of the activity. 4. Develop a detailed plan of the activity. 5. Implement the activity. | <ul style="list-style-type: none"> • Consideration of information in customers' files • Awareness of customers' expectations with respect to the activity • Identification of interpretive potential associated with planned route • Consideration of parameters governing the integration of an interpretive activity into an adventure tourism product • Appropriate selection of interpretive tools and methods • Effective use of research tools • Detailed classification of information • Inclusion of elements researched • Relevant, detailed information • Observance of rules governing the activity plan • Cordial greeting • Effective communication • Proper use of interpretive techniques • Observance of detailed activity plan • Compliance with the regulatory and ethical framework for adventure tourism |
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Code: 035Y

6. Assess the results.

- Assessment of results with respect to the objectives of the activity
- Identification of activity's strengths and weaknesses
- Inclusion of relevant improvements in detailed activity plan

Objective	Standard
Statement of the Competency To navigate in a natural environment.	Achievement Context <ul style="list-style-type: none"> • Using relevant reference materials, topographical and bathymetric maps with different scales, a compass, and a global positioning system • With groups of six to ten people • During an excursion in a natural environment
Elements of the Competency	Performance Criteria
1. Plot a route on a map.	<ul style="list-style-type: none"> • Accurate determination of coordinates: <ul style="list-style-type: none"> – departure and return points – campsites – emergency exits • Accurate calculation of the: <ul style="list-style-type: none"> – main azimuths (bearings) on route – azimuths of emergency exit points – elevations – depth of waterways – tides – distances between route segments • Accurate assessment of: <ul style="list-style-type: none"> – hazards – travel time needed for the route
2. Travel on land and water using instruments.	<ul style="list-style-type: none"> • Accurate positioning on map of key topographical features • Accurate determination of their position with respect to planned route • Accurate determination of azimuth in order to proceed to the next point on the route • Proper use of maps, instruments and techniques for moving forward • Accurate assessment of hazards
3. Travel on land and water without instruments.	<ul style="list-style-type: none"> • Accurate determination of cardinal points using appropriate technique • Accurate estimate of their position with respect to planned route • Accurate determination of azimuth in order to proceed to the next point on the route • Proper use of techniques for moving forward • Accurate assessment of hazards

Code: 035Z

4. Find their way when lost.

- Prompt admission of being lost
- Accurate assessment of time lapsed since last known point on route
- Proper use of maps, instruments and techniques for moving forward
- Accurate assessment of hazards
- Calm and composure

Code: 0360

Objective	Standard
Statement of the Competency To intervene in an emergency situation.	Achievement Context <ul style="list-style-type: none"> • Based on an emergency procedure, the excursion's emergency response plan, and the regulatory and ethical framework for adventure tourism • Using communication instruments, a first-aid kit and emergency equipment appropriate for the excursion • With groups of six to ten people • During an excursion in a natural environment
Elements of the Competency	Performance Criteria
1. Assess the urgency of the situation.	<ul style="list-style-type: none"> • Proper application of emergency procedure • Accurate, prompt identification of measures to be taken
2. Provide first aid.	<ul style="list-style-type: none"> • Observance of emergency response plan • Appropriate reaction at accident site • Recognition of signs of shock • Accurate assessment of victim's condition • Proper use of cardiopulmonary resuscitation (CPR) techniques • Proper use of first-aid kit • Strict application of trauma protocols • Appropriate follow-up
3. Apply survival techniques.	<ul style="list-style-type: none"> • Observance of emergency response plan • Appropriate group management • Lighting a fire under adverse conditions • Effective use of heat reflector • Construction of emergency shelter using various materials, in summer and winter weather • Appropriate rationing of food and water supplies
4. Carry out search, rescue and evacuation operations.	<ul style="list-style-type: none"> • Observance of emergency response plan • Correct application of search, rescue and evacuation techniques appropriate to activity
5. Coordinate activities with other parties concerned.	<ul style="list-style-type: none"> • Observance of emergency response plan • Use of communication protocol adapted to the situation

Code: 0360

6. Report incidents.

- Accurate description of events, of measures taken and results obtained
- Completion of necessary forms
- Observance of the organization's media protocol

Objective**Standard****Statement of the Competency**

To coordinate food-preparation activities in the field.

Achievement Context

- Based on customer needs and constraints, planned menus for the excursion, a risk-management plan, an emergency response plan, and the regulatory and ethical framework for adventure tourism
- Using the necessary outdoor cooking equipment
- During an excursion in a natural environment

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Follow up on menus. 2. Ensure the preservation and safety of food supplies. 3. Cook outdoors on a cook stove. 4. Cook outdoors on a fire. 5. Dispose of food waste. | <ul style="list-style-type: none"> • Consideration of customers' needs and constraints • Observance of planned menus • Adaptation of menus, if necessary • Appropriate rationing of supplies • Proper food packaging • Safe storage, protected from elements and animals • Appropriate division of tasks • Proper use of stove • Proper use of cooking equipment • Attractive presentation of meals • Observance of hygiene and safety rules • Appropriate division of tasks • Proper choice of wood • Lighting a fire under various conditions • Effective control of fire and coals while the fire is burning and after it has gone out • Proper use of fire for cooking • Proper use of cooking equipment • Attractive presentation of meals • Observance of hygiene and safety rules • Elimination of traces of fire • Proper packing of waste • Safe storage of food waste, protected from animals • Safe transport (packing out) of waste • Disposal of food waste in accordance with environmental rules and regulations |
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Code: 0361

6. Assess the results.

- Accurate assessment of results obtained and customer satisfaction
- Clear description of improvements to be made
- Accurate recording of broken or defective equipment
- Recording of information in a log book

Objective**Standard****Statement of the Competency**

To coordinate camping-related activities in the field.

Achievement Context

- Based on customer needs and constraints, a risk-management plan, an emergency response plan, and the regulatory and ethical framework for adventure tourism
- Using the necessary camping equipment
- During an excursion in a natural environment

Elements of the Competency**Performance Criteria**

1. Choose a campsite.

- Identification of potential campsites
- Accurate assessment of potential hazards
- Observance of customers' needs and those of other users
- Observance of site's maximum capacity

2. Organize the campsite.

- Appropriate division of tasks
- Appropriate selection of tent and tarp location
- Proper pitching of tents and tarps
- Efficient organization of food preparation
- Proper installation of toilet in accordance with regulations
- Proper storage of materials
- Appropriate safety precautions
- Clear instructions concerning use of site

3. Build and maintain a fire under various conditions.

- Observance of regulations for building fires
- Restricted use of fires
- Proper choice of wood
- Lighting a fire under various conditions
- Use of fire box, if necessary
- Effective control of fire and coals while the fire is burning and after it has gone out
- Proper elimination of traces of fire

4. Dispose of waste.

- Disposal of fecal matter, in accordance with type of environment, fragility of ecosystem and regulations in force
- Proper use of portable toilet in highly fragile areas
- Proper disposal of trash and waste

Code: 0362

5. Dismantle the campsite.
 - Thorough inspection of site
 - Complete repacking of campsite
 - Restoration of site upon departure
6. Assess the results.
 - Accurate assessment of results obtained and customer satisfaction
 - Clear description of improvements to be made
 - Accurate recording of broken or defective equipment
 - Recording of information in a log book

Code: 0363

Objective**Standard****Statement of the Competency**

To impart techniques associated with a winter activity.

Achievement Context

- Based on the regulatory and ethical framework for adventure tourism, a risk-management plan, and an emergency response plan
- Using the necessary equipment for the activity
- With groups of six to ten people
- During excursions in natural environments

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Assess the customer's needs and capabilities. 2. Explain how the activity will take place. 3. Provide safety instructions. 4. Provide instructions on how to use the equipment. 5. Demonstrate how to use the equipment. 6. Supervise hands-on sessions. | <ul style="list-style-type: none"> • Careful analysis of customer's file • Accurate assessment of individuals' or group's capabilities • Cordial greeting • Accurate description of where and how the activity will take place • Clear explanation of ecotourism practices • Verification of whether customer has understood • Accurate definition of terms used • Clear explanation of rules and standards to be observed • Clear explanation of hazards associated with each activity • Appropriate description of preventive measures • Clear explanation of emergency measures • Verification of whether customer has understood • Accurate definition of terms used • Accurate description of equipment • Clear explanation of how to use the equipment • Verification of whether customer has understood • Proper use of equipment • Proper use of techniques specific to the activity • Step-by-step demonstration of manoeuvres • Proper manoeuvres • Proper planning • Appropriate supervision • Personalized follow-up • Positive attitude |
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Code: 0363

7. Verify whether the techniques have been acquired.
 - Understanding of standards to be met
 - Recognition and identification of mistakes
 - Appropriate words of encouragement
 - Suggestion of relevant improvements
 - Regular assessment of customer satisfaction
8. Prevent accidents.
 - Observance of activity's risk-management plan
 - Explanation of hazardous situations
 - Implementation of preventive measures
 - Verification of whether customer has understood
 - Proper use of communication devices, (e.g. telephone, radio, flares, whistle, horn)

Code: 0364

Objective	Standard
Statement of the Competency To maintain equipment.	Achievement Context <ul style="list-style-type: none"> • Based on an inventory method, a maintenance routine, and the regulatory and ethical framework for adventure tourism • Using appropriate tools and equipment, relevant reference materials, and appropriate registers • During workshops
Elements of the Competency	Performance Criteria
1. Inventory equipment.	<ul style="list-style-type: none"> • Observance of inventory method • Accurate inventory
2. Follow a preventive maintenance routine.	<ul style="list-style-type: none"> • Thorough examination of equipment • Identification of defects/malfunctions • Application of measures to correct defects and prevent breakage
3. Repair equipment.	<ul style="list-style-type: none"> • Identification of broken equipment • Accurate determination of repairs to be made • Proper use of tools and repair materials • Safe, durable repairs
4. Replace parts on equipment.	<ul style="list-style-type: none"> • Accurate determination of parts to be replaced • Proper use of tools • Observance of administrative procedure for replacing equipment
5. Store equipment.	<ul style="list-style-type: none"> • Proper handling of equipment • Observance of storage methods
6. Record information.	<ul style="list-style-type: none"> • Proper use of registers • Careful recording of information on: <ul style="list-style-type: none"> – inspections done – broken or defective equipment identified – maintenance and repair work done – parts replaced

Code: 0365

Objective	Standard
Statement of the Competency To maintain sites and trails.	Achievement Context <ul style="list-style-type: none"> • Based on the regulatory and ethical framework for adventure tourism, and a maintenance method • Using topographical maps, and appropriate tools and materials • During an excursion in a natural environment or as part of a site and trail maintenance program
Elements of the Competency	Performance Criteria
1. Become familiar with needs and constraints.	<ul style="list-style-type: none"> • Accurate location on a topographical map of sites and trails to be maintained • Accurate description of types of users and their needs • Identification of requirements to be met in terms of safety, and environmental rules and regulations
2. Inspect the area.	<ul style="list-style-type: none"> • Thorough inspection of area • Description of soil, vegetation and relief • Thorough identification of problems • Assessment of hazards associated with deteriorating sites and trails • Assessment of maintenance work to be done
3. Clear sites and trails and make them safe.	<ul style="list-style-type: none"> • Appropriate clearance according to needs • Proper use of tools and materials • Proper disposal of waste and debris • Appropriate signage
4. Carry out repairs.	<ul style="list-style-type: none"> • Proper use of tools and materials • Appropriate repair of signs, stairs, boardwalks, bridges, fire rings and other structures
5. Restore sites before leaving.	<ul style="list-style-type: none"> • Complete repacking of equipment • Elimination of human traces • Thorough inspection of site before leaving

Code: 0365

6. Write a report.

- Recording of observations on soil fragility, condition of infrastructures, and risk of breakage and accidents
- Accurate description of maintenance work done
- Complete list of maintenance work to be done and special tools and materials required
- Proper use of map and global positioning system to locate work done or to be done

Objective	Standard
Statement of the Competency To guide a group in a natural environment.	Achievement Context <ul style="list-style-type: none"> • Based on customer needs and constraints, a risk-management plan, an emergency response plan, and the regulatory and ethical framework for adventure tourism • Using the necessary equipment for the activities • With groups of six to ten people • During an excursion in a natural environment
Elements of the Competency	Performance Criteria
1. Assess the customers' needs and capabilities.	<ul style="list-style-type: none"> • Careful analysis of customers' files • Accurate assessment of individual and group capabilities
2. Convey information to the group.	<ul style="list-style-type: none"> • Cordial greeting • Accurate description of route • Clear instructions concerning: <ul style="list-style-type: none"> – how to use the equipment – safety – how the activities will take place • Accurate explanation of terminology used • Verification of whether customer has understood
3. Coordinate and lead activities.	<ul style="list-style-type: none"> • Accurate, quality information • Appropriate supervision of group • Effective coordination of transportation, food, camping and other activities • Professional attitudes
4. Ensure safety.	<ul style="list-style-type: none"> • Implementation of relevant preventive measures • Cautious risk management • Appropriate intervention in emergency situations
5. Instill ecotourism practices.	<ul style="list-style-type: none"> • Explanation of ecotourism principles • Individual accountability • Positive impact of activity on environment and host communities • Appropriate words of encouragement for proper conduct

Code: 0366

6. Travel on land.
 - Proper use of techniques for moving forward
 - Consideration of type of terrain and weather conditions
 - Observance of group's capabilities
7. Follow up on activities.
 - Methodical recording of entries in log book
 - Accurate assessment of activities
 - Determination of improvements to be made
 - Completion of company forms
8. Return equipment.
 - Equipment recovery
 - Thorough inventory
 - Identification of broken or defective equipment and implementation of corrective measures
 - Proper cleaning and storage of equipment

Objective	Standard
<p>Statement of the Competency</p> <p>To use a second language in guiding a group in a natural environment.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on customer needs and constraints, a risk-management plan, an emergency response plan, and the regulatory and ethical framework for adventure tourism • Using the necessary equipment • With groups of six to ten people • During an excursion in a natural environment
Elements of the Competency	Performance Criteria
1. Assess the customers' needs and capabilities.	<ul style="list-style-type: none"> • Careful analysis of customers' files • Accurate assessment of individual and group capabilities
2. Convey information in a second language.	<ul style="list-style-type: none"> • Cordial greeting • Accurate description of route • Clear instructions concerning: <ul style="list-style-type: none"> – how to use the equipment – safety – how the activities will take place • Accurate explanation of terminology used • Verification of whether customer has understood
3. Coordinate and lead activities in a second language.	<ul style="list-style-type: none"> • Accurate, quality information • Appropriate supervision of group • Effective coordination of transportation, food, camping and other activities • Professional attitudes
4. Ensure safety in a second language.	<ul style="list-style-type: none"> • Implementation of relevant preventive measures • Cautious risk management • Appropriate intervention in emergency situations
5. Instill ecotourism practices in a second language.	<ul style="list-style-type: none"> • Explanation of ecotourism principles • Individual accountability • Positive impact of activity on environment and host communities • Appropriate words of encouragement for proper conduct

Code: 0367

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| 6. Travel on land with a group in a second language. | <ul style="list-style-type: none">• Proper use of techniques for moving forward• Consideration of type of terrain and weather conditions• Observance of group's capabilities |
| 7. Follow up on activities. | <ul style="list-style-type: none">• Methodical entries in log book• Accurate assessment of activities• Determination of improvements to be made• Completion of company forms |
| 8. Return equipment. | <ul style="list-style-type: none">• Equipment recovery• Thorough inventory• Identification of broken or defective equipment and implementation of corrective measures• Proper cleaning and storage of equipment |

Code: 0368

Objective**Standard****Statement of the Competency**

To participate in developing adventure tourism products.

Achievement Context

- Based on data related to the adventure tourism market, a variety of typical adventure tourism products, a template of a typical product, a business development plan, and the regulatory and ethical framework for adventure tourism
- Using relevant reference materials, means of communication, databases and computer software

Elements of the Competency**Performance Criteria**

1. Analyze an adventure tourism product.

- Thorough verification of features sought in the product
- Verification of product's conformity with recognized quality standards
- Determination of product's place in the adventure tourism market
- Assessment of product's yield with respect to company objectives
- Identification of product's strengths and weaknesses
- Relevance of suggested improvements to activities and logistics associated with product

2. Specify the features of a new product.

- Accurate determination of customers' needs and constraints
- Determination of product's place in the adventure tourism market
- Fine tuning of logistics associated with product:
 - departure and return dates
 - transportation and accommodations
 - required documents
 - necessary personal gear
- Thorough verification of features sought in the product
- Verification of product's conformity with recognized quality standards
- Accurate determination of product's cost

Code: 0368

3. Adapt an existing product.

- Accurate assessment of existing product's ability to meet the needs and constraints of new customers
- Addition of relevant improvements to activities and logistics associated with the product
- Accurate determination of product's cost

Objective	Standard
<p>Statement of the Competency</p> <p>To participate in promoting the company and its products.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on a variety of typical promotional tools used in the adventure tourism industry, on the company's promotional strategy, and the regulatory and ethical framework for adventure tourism • Using relevant reference materials, communication methods, databases and computer equipment
Elements of the Competency	Performance Criteria
1. Identify the company's promotional needs.	<ul style="list-style-type: none"> • Accurate description of company's mission • Description of each person's role in the company • Description of products specific to the company • Accurate description of the competition • Highlighting of unique features to promote for each product
2. Support the company's promotional strategy.	<ul style="list-style-type: none"> • Clear description of company's promotional strategy • Realistic inventory of available promotional tools • Suggestion of realistic methods, adapted to each product and in keeping with the company's promotional strategy
3. Prepare promotional material.	<ul style="list-style-type: none"> • Observance of company's promotional strategy • Highlighting of each product's unique features that distinguishes it from the competition • Proper use of techniques associated with each promotional tool
4. Carry out various promotional activities.	<ul style="list-style-type: none"> • Effective search for potential customers and intermediaries for each product • Relevant distribution of promotional materials • Clear, relevant, prompt responses to customer inquiries • Efficient use of telephone, fax and e-mail promotional techniques • Effective communication • Impeccable customer-oriented approach • Accurate assessment of results obtained and suggestion of relevant improvements

Code: 0369

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| 5. Offer a product. | <ul style="list-style-type: none">• Faithful presentation to customers and sales intermediaries• Negotiation of acceptable agreement• Effective communication• Thorough customer-oriented approach• Accurate assessment of results obtained and suggestion of relevant improvements |
| 6. Represent the company during promotional events. | <ul style="list-style-type: none">• Cordial greeting• Faithful presentation of company products• Appropriate use of promotional material• Proper use of presentation software• Effective communication• Thorough customer-oriented approach• Accurate assessment of results obtained and suggestion of relevant improvements |

