

Technical Training Program

570.D0

# Display Design

Training Sector

Arts

4

Québec 



Technical Training Program

570.D0

# Display Design

Training Sector

Arts

4

Formation professionnelle et technique  
et formation continue

Direction générale des programmes  
et du développement

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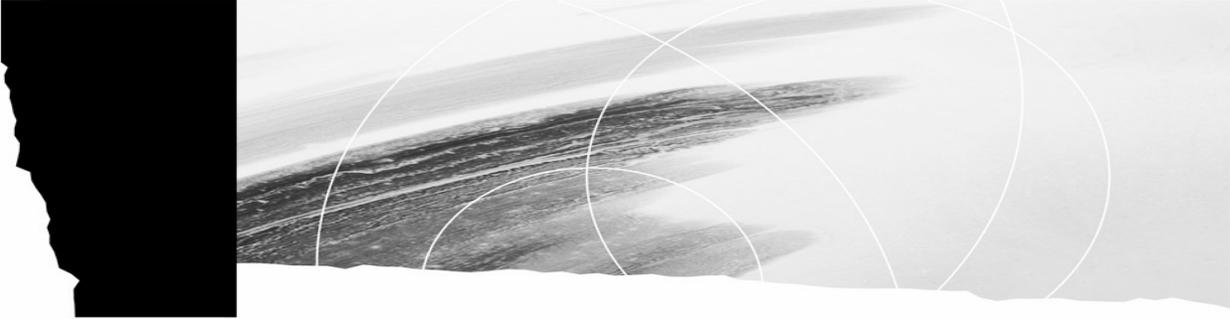
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570.D0 **Display Design**

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Year of approval: 2007

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<b>Certification:</b>	Diploma of College Studies
<b>Number of credits:</b>	91 2/3 credits
<b>Total duration:</b>	2 595 hours of instruction

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General education components:	660	hours of instruction
Program-specific component:	1 935	hours of instruction

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**Admission Requirements:**

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To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special conditions, where applicable:

- no requirements



# Introduction to the Program

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

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

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

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

## Particulars

### **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.

- 028P To analyze the job function.
- 028Q To situate display design in a historical context.
- 028R To design a space.
- 028S To create a colour concept.
- 028T To plan the organization of a sales space.
- 028U To research information.
- 028V To assemble a product display.
- 028W To construct props and decor elements.
- 028X To suggest creative solutions.
- 028Y To create props.
- 028Z To create a graphic composition.
- 0290 To illustrate a concept.
- 0291 To communicate with clients and resource persons.
- 0292 To develop lighting for a space.
- 0293 To design a window display.
- 0294 To produce plans and specifications.
- 0295 To design a thematic decor.
- 0296 To design a special events decor.
- 0297 To organize the layout of an exhibit site.
- 0298 To organize and coordinate the layout of an exhibit booth.
- 0299 To promote one's services.



# 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.

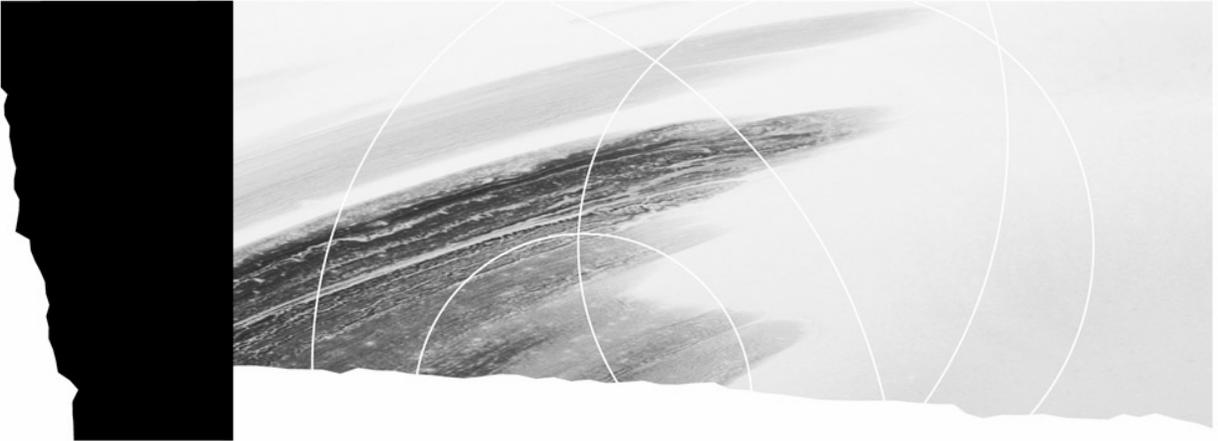
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

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**

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**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  $\frac{2}{3}$  credits distributed as follows:
  - language of instruction and literature: 7  $\frac{1}{3}$  credits
  - humanities or *philosophie*: 4  $\frac{1}{3}$  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; 1993, c. 25, s. 11). Revised edition August 2007.

# 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"> <li>• Accurate explanation of the denotation of words</li> <li>• Adequate recognition of the appropriate connotation of words</li> <li>• Accurate definition of the characteristics and function of each component</li> </ul> |
| 2. To determine the organization of facts and arguments of a given discourse.    | <ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main idea and structure</li> <li>• Clear presentation of the strategies employed to develop an argument or thesis</li> </ul>  |
| 3. To prepare ideas and strategies for a projected discourse.                    | <ul style="list-style-type: none"> <li>• Appropriate identification of topics and ideas</li> <li>• Adequate gathering of pertinent information</li> <li>• Clear formulation of a thesis</li> <li>• Coherent ordering of supporting material</li> </ul>           |
| 4. To formulate a discourse.   | <ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correct development of sentences</li> <li>• Clear and coherent development of paragraphs</li> <li>• Formulation of a 750-word discourse</li> </ul>                    |
| 5. To edit the discourse.  | <ul style="list-style-type: none"> <li>• Thorough revision of form and content</li> </ul>  |

**Learning Activities**

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

**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"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>   |
| 2. To recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> <li>• Accurate recognition of the figurative communication of meaning</li> <li>• Adequate explanation of the effects of significant literary and rhetorical devices</li> </ul> |
| 3. To situate a discourse within its historical and literary period.     | <ul style="list-style-type: none"> <li>• Appropriate recognition of the relationship of a text to its period</li> </ul>   |
| 4. To explicate a discourse representative of a literary genre.          | <ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word integrated response to a text</li> </ul>                                       |

**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**

- |  |  |
|--|--|
| 1. To recognize the treatment of a theme within a literary text. | <ul style="list-style-type: none"> <li>• Clear recognition of elements within the text which define and reinforce a theme and its development</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul> |
| 2. To situate a literary text within its cultural context.       | <ul style="list-style-type: none"> <li>• Appropriate recognition of a text as an expression of cultural context</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>                               |
| 3. To detect the value system inherent in a literary text.       | <ul style="list-style-type: none"> <li>• Appropriate identification of expression (explicit/implicit) of a value system in a text</li> </ul>   |
| 4. To explicate a text from a thematic perspective.              | <ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word integrated response to a text</li> </ul>  |

**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"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to fields of knowledge</li> </ul>   |
| 2. To define the modes of organization and utilization of a field of knowledge. | <ul style="list-style-type: none"> <li>• Adequate definition of the dimensions, limits and uses of fields of knowledge</li> </ul>   |
| 3. To situate a field of knowledge within its historical context.               | <ul style="list-style-type: none"> <li>• Accurate identification of the main components in the historical development of fields of knowledge</li> <li>• Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge</li> </ul>                                      |
| 4. To organize the main components into coherent patterns.                      | <ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>  |
| 5. To produce a synthesis of the main components.                               | <ul style="list-style-type: none"> <li>• Appropriate analysis of the components</li> <li>• Coherent synthesis of the main components</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge</li> </ul> |

**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"> <li>• Accurate description of a society or group with a distinctive world-view</li> <li>• Appropriate use of terminology relevant to these societies or groups</li> </ul>   |
| 2. To explain the major ideas, values and implications of a world-view.                  | <ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world-view</li> </ul>   |
| 3. To organize the ideas, values and experiences of a world-view into coherent patterns. | <ul style="list-style-type: none"> <li>• Coherent organization of ideas about a world-view</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views</li> </ul> |
| 4. To compare world-views.   | <ul style="list-style-type: none"> <li>• Comparative analysis of these world-views</li> <li>• Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis</li> </ul>                               |

**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"> <li>• Repérage précis des difficultés de compréhension du message.</li> <li>• Utilisation pertinente des techniques d'écoute choisies.</li> <li>• Distinction précise du sens général et des idées essentielles du message.</li> <li>• Description précise du sens général et des idées essentielles du message.</li> </ul> |
| 2. Émettre un message oral simple.           | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'expression.</li> <li>• Utilisation pertinente des techniques d'expression orales choisies.</li> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Expression intelligible du propos.</li> </ul>   |
| 3. Dégager le sens d'un texte.               | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du texte.</li> <li>• Utilisation pertinente des techniques de lecture choisies.</li> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Description précise du sens général et des idées essentielles d'un texte de 500 mots.</li> </ul>          |
| 4. Rédiger un texte simple.                  | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'écriture.</li> <li>• Utilisation pertinente des techniques d'écriture choisies.</li> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Formulation claire et cohérente d'un texte de 100 mots.</li> </ul>   |

**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"> <li>• Distinction claire des principaux éléments du texte oral.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Repérage précis des idées et des sujets traités dans le texte.</li> </ul>  |
| 2. Produire un texte oral planifié de cinq minutes en français courant.   | <ul style="list-style-type: none"> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Respect du niveau de langue, du code grammatical et des règles de la prononciation.</li> <li>• Formulation claire et cohérente du propos.</li> </ul>   |
| 3. Interpréter un texte écrit en français courant.                        | <ul style="list-style-type: none"> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</li> </ul>  |
| 4. Rédiger un texte simple en français courant.                           | <ul style="list-style-type: none"> <li>• Respect du code grammatical et orthographique.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente des phrases.</li> <li>• Articulation cohérente des paragraphes.</li> <li>• Rédaction d'un texte de 200 mots.</li> </ul> |

**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**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Produire un texte oral planifié de cinq minutes de complexité moyenne.</li> <br/> <li>2. Commenter un texte écrit de complexité moyenne.</li> <br/> <li>3. Rédiger un texte de complexité moyenne.</li> </ol> | <ul style="list-style-type: none"> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Adaptation à l'interlocuteur ou à l'interlocutrice</li> <li>• Respect du niveau de langue, du code grammatical et des règles de la prononciation.</li> <li>• Formulation claire et cohérente du propos.</li> <li>• Agencement pertinent des idées.</li> <br/> <li>• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Distinction précise des idées principales et secondaires, des faits et des opinions.</li> <li>• Formulation d'éléments implicites.</li> <br/> <li>• Respect du code grammatical et orthographique.</li> <li>• Adaptation au lecteur ou à la lectrice.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente des phrases, dont au moins trois sont complexes.</li> <li>• Articulation cohérente des paragraphes.</li> <li>• Rédaction d'un texte de 350 mots.</li> </ul> |
|---|--|

**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"> <li>• Formulation personnelle des éléments principaux du texte.</li> <li>• Inventaire des thèmes principaux.</li> <li>• Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</li> <li>• Repérage des valeurs véhiculées.</li> <li>• Repérage juste de la structure du texte.</li> <li>• Articulation claire d'un point de vue personnel.</li> </ul> |
| 2. Rédiger un texte sur un sujet culturel ou littéraire. | <ul style="list-style-type: none"> <li>• Respect du sujet.</li> <li>• Respect du code grammatical et orthographique.</li> <li>• Adaptation au lecteur ou à la lectrice.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente d'un texte de 500 mots.</li> <li>• Articulation claire d'un point de vue personnel.</li> </ul>  |

**Learning Activities**

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

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

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

**Elements of the Competency****Performance Criteria**

1. To establish a relationship between their lifestyle and their health.	<ul style="list-style-type: none"> <li>• Appropriate use of documentation</li> <li>• Appropriate connections between their lifestyle and their health</li> </ul>
2. To be physically active in a manner that promotes health.	<ul style="list-style-type: none"> <li>• Observance of the rules involved in physical activities, including safety rules</li> <li>• Respect for their abilities when engaging in physical activities</li> </ul>
3. To recognize their needs, abilities and motivational factors with respect to regular physical activity.	<ul style="list-style-type: none"> <li>• Appropriate use of quantitative and qualitative physical data</li> <li>• Statement of their main physical needs and abilities</li> <li>• Statement of their main motivational factors with respect to regular physical activity</li> </ul>
4. To propose physical activities that promote health.	<ul style="list-style-type: none"> <li>• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors</li> </ul>

**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

**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**

- | Elements of the Competency                                | Performance Criteria   |
|---|--|
| 1. To make physical activity part of a healthy lifestyle. | <ul style="list-style-type: none"> <li>• Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health</li> </ul>   |
| 2. To manage a personal physical activity program.        | <ul style="list-style-type: none"> <li>• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity</li> <li>• Proper formulation of the objectives for their personal programs</li> <li>• Appropriate choice of activity or activities for their personal programs</li> <li>• Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out</li> <li>• Appropriate choice of criteria for measuring the attainment of their personal programs</li> <li>• Periodic assessment of the time invested and the activities carried out during the program</li> <li>• Meaningful interpretation of the progress achieved and difficulties experienced during the activities</li> <li>• Appropriate, periodic adjustment of their objectives or the means used to attain them</li> </ul> |

**Learning Activities**

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

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

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

**Elements of the Competency****Performance Criteria**

- |   |  |
|---|--|
| 1. To identify the forms of discourse appropriate to given fields of study.     | <ul style="list-style-type: none"> <li>• Accurate recognition of specialized vocabulary and conventions</li> <li>• Accurate recognition of the characteristics of the form of discourse</li> </ul>   |
| 2. To recognize the discursive frameworks appropriate to given fields of study. | <ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main ideas and structure</li> <li>• Appropriate distinction between fact and argument</li> </ul>  |
| 3. To formulate a discourse.  | <ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correctly developed sentences</li> <li>• Clearly and coherently developed paragraphs</li> <li>• Appropriate use of program-related communication strategies</li> <li>• Formulation of a 1000-word discourse</li> <li>• Thorough revision of form and content</li> </ul> |

**Learning Activities**

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities

Code: 000U

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

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

**Elements of the Competency****Performance Criteria**

- |  |   |
|--|---|
| 1. To situate significant ethical issues in appropriate world-views and fields of knowledge. | <ul style="list-style-type: none"> <li>• Accurate recognition of the basic elements of ethical issues</li> <li>• Appropriate use of relevant terminology</li> <li>• Adequate identification of the main linkages with world-views and fields of knowledge</li> </ul>                        |
| 2. To explain the major ideas, values, and social implications of ethical issues.            | <ul style="list-style-type: none"> <li>• Adequate description of the salient components of the issues</li> </ul>  |
| 3. To organize the ethical questions and their implications into coherent patterns.          | <ul style="list-style-type: none"> <li>• Coherent organization of the ethical questions and their implications</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues</li> </ul> |
| 4. To debate the ethical issues.   | <ul style="list-style-type: none"> <li>• Adequate development of substantiated argumentation including context and diverse points of view</li> <li>• Clear articulation of an individual point of view</li> </ul>   |

**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**

- |  |  |
|--|--|
| 1. Dégager le sens d'un message oral simple lié à un champ d'études.           | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du message.</li> <li>• Distinction juste des caractéristiques du message.</li> <li>• Repérage juste du vocabulaire spécialisé.</li> <li>• Utilisation pertinente des techniques d'écoute choisies.</li> <li>• Distinction claire des principaux éléments du message.</li> <li>• Description précise du sens général et des idées essentielles du message.</li> </ul> |
| 2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du texte.</li> <li>• Distinction juste des caractéristiques du texte.</li> <li>• Repérage précis du vocabulaire spécialisé.</li> <li>• Utilisation pertinente des techniques de lectures choisies.</li> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Description précise du sens général et des idées essentielles du texte.</li> </ul>     |
| 3. Émettre un message oral simple lié à un champ d'études.                     | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'expression orale.</li> <li>• Utilisation pertinente des techniques d'expression orale choisies.</li> <li>• Utilisation pertinente du vocabulaire courant et spécialisé.</li> <li>• Expression intelligible du propos.</li> </ul>  |

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

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

**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.       | <ul style="list-style-type: none"> <li>• Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Repérage précis de la structure du texte.</li> <li>• Reformulation juste des idées principales et secondaires, des faits et des opinions.</li> <li>• Emploi juste du vocabulaire spécialisé.</li> </ul> |
| 2. Produire un texte sur un sujet lié au champ d'études. | <ul style="list-style-type: none"> <li>• Respect du sujet.</li> <li>• Emploi pertinent du vocabulaire spécialisé et des conventions.</li> <li>• Respect du niveau de langue et du code grammatical.</li> <li>• Formulation claire et cohérente du propos.</li> <li>• Agencement pertinent des idées.</li> <li>• Adéquation entre forme et fond.</li> </ul>   |

**Learning Activities**

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

Langue seconde (niveau IV)

Code: 000S

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

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

**Elements of the Competency****Performance Criteria**

- |   |   |
|---|---|
| <p>1. Analyser un texte lié au champ d'études.</p> <p>2. Rédiger un texte sur un sujet lié au champ d'études.</p> | <ul style="list-style-type: none"> <li>• Distinction précise des caractéristiques formelles des types particuliers de textes.</li> <li>• Formulation personnelle des éléments principaux.</li> <li>• Inventaire des thèmes principaux.</li> <li>• Repérage juste de la structure du texte.</li> <li>• Relevé d'indices qui permettent de situer le texte dans son contexte.</li> <li>• Articulation claire d'un point de vue personnel, s'il y a lieu.</li> <li>• Association juste des éléments du texte au sujet traité.</li> </ul><br><ul style="list-style-type: none"> <li>• Respect du sujet.</li> <li>• Emploi pertinent du vocabulaire spécialisé et des conventions.</li> <li>• Choix judicieux des principaux éléments du corpus en fonction du type de texte.</li> <li>• Formulation claire et cohérente du texte.</li> <li>• Respect du code grammatical et orthographique.</li> <li>• Articulation claire d'un point de vue personnel, s'il y a lieu.</li> </ul> |
|---|---|

**Learning Activities**

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

Social Sciences

Code: 000V

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

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

**Achievement Context**

- 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**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Recognize the focus of one or more of the social sciences and their main approaches.</li> <li>2. Identify some of the issues currently under study in the social sciences.</li> <li>3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.</li> </ol> | <ul style="list-style-type: none"> <li>• Formulation of the focus specific to one or more of the social sciences</li> <li>• Description of the main approaches used in the social sciences</li> <li>• Association of these issues with the pertinent areas of research in the social sciences</li> <li>• Presentation of contemporary issues by emphasizing the interpretation of the social sciences</li> <li>• Illustration of the interaction between certain social changes and the contribution of the social sciences</li> </ul> |
|--|--|

**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

**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**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Describe scientific thinking and the standard method.</li> <li>2. Demonstrate how science and technology are complementary.</li> <li>3. Explain the context and the stages related to several scientific and technological discoveries.</li> <li>4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.</li> </ol> | <ul style="list-style-type: none"> <li>• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration</li> <li>• Organized list and brief description of the essential characteristics of the main steps in the standard scientific method</li> <li>• Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions</li> <li>• Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries</li> <li>• List of the main stages of scientific and technological discoveries</li> <li>• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries</li> <li>• Formulation of relevant questions and credibility of responses to the questions formulated</li> </ul> |
|--|---|

**Learning Activities**

Hours of instruction: 45  
Credits: 2

**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**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Describe the main steps of the standard scientific method.</li> <li>2. Formulate a hypothesis designed to solve a simple scientific and technological problem.</li> <li>3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.</li> </ol> | <ul style="list-style-type: none"> <li>• Organized list and brief description of the characteristics of the steps of the standard scientific method</li> <li>• Clear, precise description of the problem</li> <li>• Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)</li> <li>• Pertinence, reliability and validity of the experimental method used</li> <li>• Observance of established experimental method</li> <li>• Appropriate choice and use of instruments</li> <li>• Clear, satisfactory presentation of results</li> <li>• Validity of the connections established between the hypothesis, the verification and the conclusion</li> </ul> |
|--|--|

**Learning Activities**

Hours of instruction:	45
Credits:	2

<b>Objective</b>	<b>Standard</b>
<p><b>Statement of the Competency</b></p> <p>To communicate with limited skill<sup>1</sup> in a modern language.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• For modern Latin-alphabet languages:           <ul style="list-style-type: none"> <li>– during a conversation consisting of at least eight sentences of dialogue</li> <li>– in a written text consisting of at least eight sentences</li> </ul> </li> <li>Or</li> <li>• For non-Latin-alphabet languages:           <ul style="list-style-type: none"> <li>– during a conversation consisting of at least six sentences of dialogue</li> <li>– in a written text consisting of at least six sentences</li> </ul> </li> <li>• Based on learning situations on familiar themes</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
<p>1. Understand the meaning of a verbal message.</p> <p>2. Understand the meaning of a written message.</p>	<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"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connections between the various elements of the message</li> </ul> <ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connections between the various elements of the message</li> </ul>

<sup>1</sup> 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**

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Hours of instruction: 45  
Credits: 2

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

To communicate on familiar topics in a modern language.

**Achievement Context**

- During a conversation consisting of at least 15 sentences of dialogue
- In a written text consisting of at least 20 sentences for Latin-alphabet languages
- In a written text consisting of at least 10 sentences for non-Latin alphabet languages
- Based on:
  - situations in everyday life
  - simple topics from everyday life
- Using reference materials

**Elements of the Competency****Performance Criteria**

1. Understand the meaning of a verbal message.

Learning a modern language requires becoming aware of the culture of the people who use the language.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning and essential ideas of messages of average complexity
- Logical connection between the various elements of the message

2. Understand the meaning of a written message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning and essential ideas of messages of average complexity
- Logical connection between the various elements of the message

3. Express a simple message verbally, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present indicative
- Appropriate use of enriched basic vocabulary and idiomatic expressions
- Comprehensible pronunciation
- Coherent sequence of sentences of average complexity
- Coherent dialogue of average complexity

**Modern Languages**

Code: 0010

4. 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**

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Hours of instruction: 45  
Credits: 2

<b>Objective</b>	<b>Standard</b>
<p><b>Statement of the Competency</b></p> <p>To communicate with relative ease in a modern language.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a conversation consisting of at least 20 sentences of dialogue</li> <li>• In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)</li> <li>• Given documents of a sociocultural nature</li> <li>• Using reference materials for the written text</li> </ul>
<p><b>Elements of the Competency</b></p> <p>1. Understand the meaning of a verbal message in everyday language.</p> <p>2. Understand the meaning of a text of average complexity.</p> <p>3. Have a conversation about a subject.</p> <p>4. Write a text of average complexity.</p>	<p><b>Performance Criteria</b></p> <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"> <li>• Accurate explanation of the general meaning and essential ideas of the message</li> <li>• Clear identification of structural elements of the language</li> </ul> <ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the text</li> <li>• Clear identification of structural elements of the language</li> </ul> <ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the message to be expressed</li> <li>• Appropriate use of everyday vocabulary</li> <li>• Accurate pronunciation and intonation</li> <li>• Normal flow in a conversation in everyday language</li> <li>• Coherence of the message expressed</li> <li>• Pertinent responses to questions</li> </ul> <ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the text to be written</li> <li>• Accurate vocabulary</li> <li>• Coherence of the text as a whole</li> <li>• Observance of presentation and writing rules</li> </ul>

### Learning Activities

Hours of instruction: 45  
Credits: 2

**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**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Demonstrate the acquisition of basic general knowledge in mathematics or informatics.</li> <li>2. Describe the evolution of mathematics or informatics.</li> <li>3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.</li> <li>4. Illustrate the diversity of mathematical or informatics applications.</li> <li>5. Evaluate the impact of mathematics or informatics on individuals and organizations.</li> </ol> | <ul style="list-style-type: none"> <li>• Identification of basic notions and concepts</li> <li>• Identification of main branches of mathematics or informatics</li> <li>• Appropriate use of terminology</li> <li>• Descriptive summary of several major phases</li> <li>• Demonstration of the existence of important contributions, using concrete examples</li> <li>• Presentation of a range of applications in various areas of human activity, using concrete examples</li> <li>• Identification of several major influences</li> <li>• Explanation of the way in which mathematics or informatics have changed certain human and organizational realities</li> <li>• Recognition of the advantages and disadvantages of these influences</li> </ul> |
|---|--|

**Learning Activities**

Hours of instruction:	45
Credits:	2

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

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

**Achievement Context**

- 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**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.</li> <li>2. Select mathematical or computer tools and procedures on the basis of specific needs.</li> <li>3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.</li> <li>4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.</li> </ol> | <ul style="list-style-type: none"> <li>• Brief definition of concepts</li> <li>• Correct execution of basic operations</li> <li>• Appropriate use of terminology</li> <li>• List of numerous possibilities available with mathematical and computer tools and procedures</li> <li>• Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures</li> <li>• Appropriate choice according to needs</li> <li>• Planned, methodical process</li> <li>• Correct use of tools and procedures</li> <li>• Satisfactory results, given the context</li> <li>• Appropriate use of terminology specific to a tool or procedure</li> <li>• Accurate interpretation, given the context</li> <li>• Clear, precise formulation of the interpretation</li> </ul> |
|--|---|

**Learning Activities**

Hours of instruction: 45  
Credits: 2

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

**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**

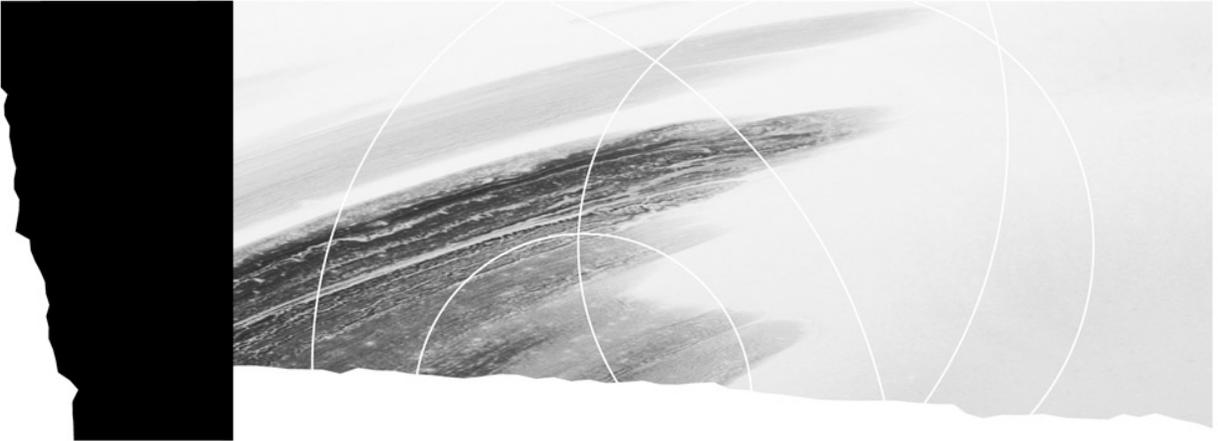
- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

**Elements of the Competency****Performance Criteria**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Recognize the primary forms of expression of an artistic medium.</li> <li>2. Use the medium.</li> </ol> | <ul style="list-style-type: none"> <li>• Identification of specific features: originality, essential qualities, means of communication, styles, genres</li> <li>• Personal, coherent use of elements of language</li> <li>• Satisfactory application of artistic techniques</li> <li>• Observance of the requirements of the method of production</li> </ul> |
|---|--|

**Learning Activities**

Hours of instruction:	45
Credits:	2



## **Part II**

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**Goals of the Program-Specific Component**

**Educational Aims of the Program-Specific Component**

**Grid of Competencies**

**Harmonization**

**Objectives and Standards of the Program-Specific Component**



# Goals of the Program-Specific Component

The aim of the *Display Design* program is to prepare students to practise the occupation of display designer.

Display designers design, plan and create specific spaces and environments (e.g. window displays, in-store displays, exhibit booths, special events decors) that highlight or promote products, services or ideas in a commercial or cultural context. Based on proposals submitted by clients, display designers create concepts that take into account objectives, content, budget and space, and define technical and artistic aspects such as the combination of forms and shapes, and the choice of colours, materials and lighting. Display designers may also be responsible for building and laying out a space or supervise such work in accordance with drawings and specifications approved by the client.

Display designers may be self-employed, or work for department stores or boutiques, visual merchandising companies, prop builders, exhibit design companies, special events organizers, production companies (film and television), magazine publishers, private or public organizations, advertising agencies, museums or other businesses involved in advertising or presenting commercial or cultural products or services.

The goals of the program-specific component of the *Display Design* 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 *Display Design* program:

- to develop the students' ability to learn and acquire work methods, and instill a concern for detail, accuracy, precision and meticulousness
- to help students understand the principles underlying the techniques and technologies used in the occupation
- to enrich the students' general culture
- to support the development of their technical potential and the expression of originality
- to develop the students' ability to solve problems and suggest innovative ideas in order to optimize a concept
- to develop the students' ability to work independently, and foster a sense of initiative and responsibility



# Grid of Competencies

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

The grid of competencies includes:

- the 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 work function	To situate display design in a historical context	To design a space	To create a colour concept	To plan the organization of a sales space	To research information	To construct props and decor elements	To suggest creative solutions	To create a graphic composition	To illustrate a concept	To communicate with clients and resource persons	To develop lighting for a space	To produce plans and specifications	To promote one's services
Competency number		1	2	3	4	5	6	8	9	11	12	13	14	16	21
To assemble a product display	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>
To create props	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>
To design a window display	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
To design a thematic decor	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To design a special events decor	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To organize the layout of an exhibit site	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To organize and coordinate the layout of an exhibit booth	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Harmonization

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

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

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

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

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



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

To analyze the job function.

**Achievement Context**

- During research projects, corporate visits, trade shows and exhibits, conferences, etc.
- Using recent data on the practice of the occupation and on businesses in various industries

**Elements of the Competency****Performance Criteria**

1. Gather information on the display design industry.
2. Describe the occupation and its employment conditions.
3. Examine the tasks and activities of the occupation.

- Realistic industry profile
- Identification of various types of businesses specialized in display design
- Accurate determination of factors affecting the evolution of the industry
- Relevance of information gathered
- Thorough examination of the general characteristics of the occupation and its employment conditions
- Identification of various types of work done in display design
- Identification of possible career paths
- Accurate description of the role and responsibilities of those working in display design
- Knowledge of the legal and financial aspects associated with starting a business
- Adequate examination of activities, the conditions under which they are performed, and the criteria for each task
- Accurate determination of the tasks' relative importance
- Relationship established between the steps in the production process and the tasks of the occupation
- Detailed examination of the health and safety rules to apply in the workplace

4. Examine the skills and behaviours required to practise the occupation.
  - Relevant links established between skills and behaviours and the various tasks of the occupation
  - Identification of the attitudes conducive to teamwork
  - Identification of the rules of professional ethics
  - Identification of the responsibilities and requirements associated with entrepreneurship

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

To situate display design in a historical context.

**Achievement Context**

- In order to research and develop a visual concept for a display project
- Using 2D works of art (e.g. paintings, etchings, watercolours, or any other 2D medium or mode of expression), 3D works of art (e.g. sculptures, assemblies), applied or decorative art forms (e.g. advertising, design, fashion, set design), and architectural sites and layouts

**Elements of the Competency****Performance Criteria**

1. Explore the major artistic trends.

- Detailed exploration of major historical trends in visual, applied and decorative arts
- Appropriate links established between major artistic trends and the socioeconomic and cultural contexts of their respective periods
- Careful examination of areas of interaction and influence between art forms
- Effective use of research tools and information sources

2. Examine the evolution of display design.

- Detailed examination of the socioeconomic characteristics that have influenced the evolution of display design
- Detailed examination of the artistic and cultural characteristics that have influenced the evolution of display design
- Consideration given to the impact of other art forms on the evolution of display design
- Consideration given to the impact of new technologies on the evolution of display design
- Effective use of research tools and information sources

3. Analyze new trends in display design.

- Careful examination of the trends associated with each area of display design
- Relationships established between socioeconomic factors and trends in display design
- Relationships established between sociocultural factors and trends in display design
- Ongoing search for information
- Effective use of research tools and information sources



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

To design a space.

**Achievement Context**

- For a visual display project
- Based on data related to a space and on basic composition principles
- Using drawing and model-making materials; 3D mock-ups, life-size installations; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Gather data related to the space.

- Accurate list of the characteristics of the space (e.g. shape, proportions, dimensions)
- Gathering of all data regarding the use of the space
- Gathering of all data regarding circulation and the environment

2. Research ways of organizing space in two dimensions.

- Methodical exploration of various ways of organizing space
- Consideration given to the symbolic language of shapes
- Consideration given to the particular features of the space
- Observance of basic composition principles
- Appropriate use of drawings for research purposes

3. Research ways of organizing space in three dimensions.

- Methodical exploration of various ways of organizing space
- Consideration given to the symbolic language of shapes
- Consideration given to the particular features of the space
- Observance of basic composition principles
- Appropriate use of drawings and mock-ups for research purposes

4. Finalize the organization of the space.

- Appropriate choice of shapes and forms
- Harmonious, balanced organization
- Appropriate use of the particular features of the space
- Conformity with project data
- Rigorous use of work methods

Code: 028R

5. Evaluate the composition.

- Rigorous evaluation of the composition, given the project requirements
- Clear justification of conceptual choices

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

To create a colour concept.

**Achievement Context**

- For a visual display project
- Based on project data (e.g. theme, context, mood and style) and work instructions
- Using colour charts (paper and digital), a computer and peripherals, paints or stains, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret colour needs.

- Accurate interpretation of project data
- Gathering of all data regarding material constraints (e.g. space, materials, products, lighting)

2. Research colour harmonies.

- Correct use of various types of colour charts
- Methodical exploration of various colour harmonies
- Varied selection of colour palettes chosen
- Identification of the characteristics associated with digital colour palettes
- Consideration given to project data and material constraints
- Consideration given to psychological effects of colour and new trends
- Rigorous use of work methods

3. Establish the colour palette.

- Appropriate choice of colours
- Harmonious, balanced distribution of colours in the space being created
- Conformity with project data

4. Adjust the colour palette.

- Adjustment of the colour palette in accordance with the materials and lighting
- Appropriate choice of finishes in accordance with desired rendering

5. Present the concept.

- Detailed preparation of a colour chart
- Well-structured, convincing arguments used to justify the choice of colours



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

To plan the organization of a sales space.

**Achievement Context**

- Based on a marketing plan, promotional objectives, product data and presentation materials
- Using drawing materials, a computer and peripherals, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the marketing plan.

- Understanding of target clientele characteristics
- Understanding of the company's marketing strategies
- Accurate interpretation of the company's promotional strategies and profit objectives

2. Interpret promotional data.

- Accurate interpretation of promotional objectives for the merchandise
- Accurate interpretation of data regarding the theme or style to adopt

3. Obtain information on the merchandise and the space.

- Gathering of all quantitative and qualitative data regarding products
- Gathering of all data regarding the space, materials and display systems available

4. Determine how to organize the sales space.

- Consideration given to the company's profit criteria and particular characteristics
- Consideration given to the sales process
- Observance of promotional objectives in terms of merchandise, theme, style and trends
- Appropriate use of sales levels and showcases
- Appropriate choice of display stands and props
- Appropriate choice of signage
- Observance of corporate image
- Consideration given to rules of composition and visual merchandising
- Methodical production of a sketch of the space



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

To research information.

**Achievement Context**

- For:
  - a styling project
  - a project involving the design of a film or television set
  - a project involving the production of backdrops or props
- Using a computer and peripherals, word processing and communications software (e.g. Internet, e-mail), a camera, supplier catalogues, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Become familiar with the research topic.</li> <li>2. Establish a research strategy.</li> <li>3. Gather information on visual elements, objects, props and materials.</li> <li>4. Process the information gathered.</li> <li>5. Organize the research results.</li> </ol> | <ul style="list-style-type: none"> <li>• Accurate determination of the objectives of the procedure</li> <li>• Accurate determination of the type of information sought</li> <li>• Thorough planning of the research</li> <li>• Accurate identification of information sources</li> <li>• Relevance of information gathered</li> <li>• Effective research</li> <li>• Correct use of research tools</li> <li>• Clear communication with resource persons (potential suppliers or manufacturers)</li> <li>• Observance of copyright</li> <li>• Thorough analysis of the information</li> <li>• Appropriate choice of decor elements, objects, props and materials in accordance with needs</li> <li>• Establishment of reliable databases</li> <li>• Methodical classification of data</li> </ul> |
|--|--|



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

To assemble a product display.

**Achievement Context**

- Working alone
- Under the supervision of a visual display coordinator or a photographer
- During the assembly of:
  - an in-store merchandise display
  - a product display for a photo shoot (styling)
- Based on work instructions, promotional objectives and themes, and in accordance with the company's image
- Using products, props, display stands, assembly tools and materials, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the request.

- Gathering of all data needed to understand the request
- Accurate interpretation of data regarding the type of display, themes and promotional objectives

2. Establish a concept for the display.

- Accurate determination of props or materials needed for the display
- Harmonious colour combination
- Balanced shapes
- Aesthetically-pleasing, original concept
- Observance of instructions and requirements
- Observance of presentation standards

3. Prepare the display.

- Effective search for suppliers and props
- Procurement of desired props or materials
- Proper preparation of tools and equipment needed for the display
- Methodical verification of the condition of the tools and equipment
- Thorough planning of the assembly sequence

4. Assemble the display.
  - Harmonious arrangement of props
  - Impeccable assembly
  - Rigorous application of assembly and presentation techniques
  - Observance of the concept
  - Observance of health and safety rules
  - Observance of rules of professional ethics
  - Appropriate application of time and stress management techniques
  
5. Check the quality of the display.
  - Detailed verification of the quality of the display
  - Implementation of necessary modifications

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

To construct props and decor elements.

**Achievement Context**

- Under the supervision of a workshop coordinator
- Based on construction plans and specifications, samples, work instructions, and health and safety rules
- Using materials commonly used in display design (e.g. wood, plastic, metal, fabric or other), tools and equipment, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the construction documents.

- Accurate interpretation of plans
- Accurate interpretation of specifications

2. Plan the work.

- Accurate selection of construction technique(s)
- Appropriate choice of materials, tools and equipment
- Appropriate sequence of operations established
- Detailed verification of the condition of the tools and equipment
- Production of a detailed, accurate work schedule

3. Order the necessary materials.

- Accurate selection of the characteristics of the construction materials needed
- Accurate calculation of the quantities and costs of the materials
- Methodical search for suppliers and manufacturers
- Correct preparation of purchase orders
- Consideration given to recycling materials, decor elements or props

4. Cut the materials.

- Logical organization of the work space
- Safe, correct use of tools and equipment
- Correct cutting technique
- Economical use of materials
- Observance of health and safety rules
- Conformity with plans and specifications
- Observance of the work schedule
- Observance of quality standards

5. Shape the materials.
  - Logical organization of the work space
  - Safe, correct use of tools and equipment
  - Correct application of sculpting and modelling techniques
  - Correct application of moulding technique
  - Correct application of bending technique
  - Economical use of materials
  - Observance of health and safety rules
  - Conformity with plans and specifications
  - Observance of the work schedule
  - Observance of quality standards
  
6. Assemble the materials.
  - Logical organization of the work space
  - Safe, correct use of tools and equipment
  - Correct assembly of materials
  - Observance of health and safety rules
  - Conformity with plans and specifications
  - Observance of the work schedule
  - Observance of quality standards
  
7. Apply the finishes.
  - Logical organization of the work space
  - Safe, correct use of tools and equipment
  - Proper preparation of surfaces
  - Correct use of techniques for applying paints, stains and varnishes
  - Correct use of decorative painting techniques (e.g. faux-finishes, trompe-l'œil, patina, special effects)
  - Economical use of materials
  - Observance of health and safety rules
  - Conformity with plans, specifications and samples
  - Observance of the work schedule
  - Observance of quality standards
  
8. Apply surface coverings.
  - Logical organization of the work space
  - Safe, correct use of tools and equipment
  - Proper preparation of surfaces
  - Correct use of techniques for applying surface coverings (e.g. fabric, paper, laminate)
  - Economical use of materials
  - Observance of health and safety rules
  - Conformity with plans, specifications and samples
  - Observance of the work schedule
  - Observance of quality standards
  
9. Check the quality of the work.
  - Detailed verification of conformity with quality standards
  - Implementation of necessary modifications

Code: 028W

10. Keep the workshop clean and tidy.

- Careful cleaning up of work space and orderly storage of tools and equipment
- Correct execution of routine maintenance operations for tools and equipment



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

To suggest creative solutions.

**Achievement Context**

- When solving problems related to visual display projects
- Using the appropriate reference materials

**Elements of the Competency****Performance Criteria**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Identify the problem.</li> <li>2. Look for possible solutions.</li> <li>3. Analyze possible solutions.</li> <li>4. Choose a solution.</li> <li>5. Explain the solution.</li> </ol> | <ul style="list-style-type: none"> <li>• Clear interpretation of project requirements</li> <li>• Accurate establishment of criteria to validate the solution</li> <li>• Adoption of attitudes conducive to creativity</li> <li>• Correct application of various creativity techniques</li> <li>• Variety of original ideas</li> <li>• Consideration of elements of the problem</li> <li>• Methodical processing of ideas</li> <li>• Methodical verification of the feasibility of solutions</li> <li>• Selection of appropriate solution in accordance with project requirements</li> <li>• Rigorous application of validation criteria</li> <li>• Use of clear, accurate explanations to justify the solution chosen</li> </ul> |
|--|--|



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

To create props.

**Achievement Context**

- Under the supervision of a production coordinator
- During:
  - the construction of a new prop for a display
  - the serial production of new props for a set or a window display
  - the transformation or modification of existing props for a set or a window display
- Based on a display concept, a production budget, parameters and work instructions
- Using drawing materials, tools and equipment for constructing prototypes, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the mandate.

- Accurate interpretation of the production budget and parameters
- Accurate determination of production constraints, in accordance with the budget

2. Design the prop.

- Thorough search for visual elements related to the subject
- Harmonious, balanced combination of shapes, forms and colours
- Appropriate choice of materials and construction techniques for testing the design
- Consideration given to the technical feasibility and budget
- Observance of the concept and requirements
- Original design
- Careful application of research methods

3. Construct the preliminary prototype for the prop.

- Appropriate testing of materials and construction techniques
- Conformity with the design
- Accurate evaluation of the prototype in accordance with conceptual and material constraints
- Correct application of construction techniques
- Observance of health and safety rules

Code: 028Y

4. Construct the final prototype for the prop.
  - Appropriate analysis of the prototype in accordance with production parameters
  - Adaptation of materials and construction techniques in accordance with the product
  - Quality of the construction
  - Correct application of construction techniques
  - Observance of health and safety rules

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

To create a graphic composition.

**Achievement Context**

- Working with graphic artists and the aid of printers and workshops specialized in creating graphic elements
- For a visual display project
- Based on a preliminary concept for a visual display, texts or images (e.g. photos, logos, initials, drawings), instructions and graphic presentation standards
- Using a computer and peripherals; page layout, drawing, word processing and image creation software; drawing materials; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Analyze the data related to the project.

- Identification of target clientele characteristics
- Accurate determination of communication objectives
- Relevant links established between communication objectives and concept guidelines

2. Determine how to organize the graphic elements.

- Correct determination of reading hierarchy
- Effective arrangement of texts and images, in accordance with communication objectives
- Appropriate choice of graphic elements to be processed in two and three dimensions
- Conformity with project data
- Observance of graphic presentation standards

3. Determine the parameters for processing and creating texts and images.

- Appropriate choice of fonts and their attributes (style, size, colour)
- Appropriate choice of images and their formats
- Appropriate choice of reproduction (2D) or creation (3D) techniques for texts and images
- Observance of typographical standards
- Observance of copyright

4. Prepare the texts and images.
  - Proper preparation of documents needed for text/image reproduction or creation
  - Appropriate use of basic functions of page layout, word processing and image creation software
  - Observance of graphic presentation and typographical standards
  - Observance of grammar and spelling rules
  
5. Ensure the reproduction and creation of texts and images.
  - Accurate estimate of the cost of the work to be done
  - Proper preparation of work orders and specifications
  - Proper reproduction and placement of texts, in accordance with established parameters
  - Proper creation of 3D elements
  - Careful verification of the quality of the work
  - Observance of graphic presentation and typographical standards
  - Correct use of research tools and information sources
  - Effective communication with those in charge of text/image reproduction and creation

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

To illustrate a concept.

**Achievement Context**

- For a concept presentation
- Based on project data (e.g. idea, theme and concept)
- Using drawing materials; a computer and peripherals; 3D drawing software; tools and equipment for making 3D mock-ups; and the appropriate reference materials

**Elements of the Competency****Performance Criteria**

1. Organize the work.

- Accurate interpretation of data
- Appropriate choice of representation mode that communicates the subject effectively
- Appropriate choice of drawing materials or materials for making 3D mock-ups
- Appropriate choice of drawing software
- Methodical work plan

2. Produce preliminary sketches.

- Appropriate sketch of the subject
- Accurate illustration of forms, colours and shapes
- Rapid execution
- Observance of the subject
- Correct application of freehand sketching techniques

3. Produce presentation drawings.

- Appropriate choice of perspective
- Accurate rendering of shapes, forms, materials, finishes, textures, light and shadows
- Accurate colours
- Accuracy of proportions
- Observance of the subject
- Observance of presentation standards
- Correct application of freehand drawing techniques
- Appropriate use of 3D drawing software tools

4. Construct 3D mock-ups.

- Appropriate choice of scale
- Choice of construction materials adapted to the mock-up and scale
- Accuracy of scale in the construction of mock-up elements
- Solid assembly
- Careful execution
- Conformity with the subject represented and the concept
- Observance of presentation standards
- Proper application of mock-up construction techniques

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

To communicate with clients and resource persons.

**Achievement Context**

- During interactions with various display design specialists, when:
  - gathering data from a client and presenting projects or proposals
  - dealing or negotiating with suppliers and subcontractors
  - working within a team

**Elements of the Competency****Performance Criteria**

1. Establish relationships with clients.

- Active listening
- Clear, convincing project presentation
- Technical information conveyed in everyday terms
- Demonstration of respect and courtesy
- Quality of expression
- Observance of rules of professional and business ethics

2. Negotiate with suppliers and subcontractors.

- Clear, accurate request for products or services
- Demonstration of negotiation skills
- Use of appropriate terminology
- Open-mindedness and flexibility
- Observance of rules of professional and business ethics

3. Interact with team members.

- Clear, accurate expression of one's ideas and opinions
- Respect for other people's ideas and opinions
- Observance of rules of professional ethics
- Active listening, open-mindedness and flexibility
- Demonstration of courtesy and discretion
- Demonstration of attitudes and behaviours conducive to collaboration



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

To develop lighting for a space.

**Achievement Context**

- Under the supervision of a production coordinator
- For a production project
- Based on a display concept, plans and instructions
- Using drawing materials and technical reference materials

**Elements of the Competency****Performance Criteria**

1. Analyze lighting needs.

- Accurate interpretation of the concept and plans
- Gathering of all additional data needed for the project

2. Design the lighting.

- Accurate determination of the type of lighting in accordance with the desired effect
- Appropriate choice of light fixtures and accessories
- Conformity with project data
- Observance of lighting standards

3. Verify the feasibility of the concept.

- Verification of the availability of fixtures and accessories with suppliers
- Accurate estimate of purchase, rental and installation costs

4. Plan the installation of the lighting system.

- Purchase or rental of fixtures and materials needed for the installation
- Qualified individuals chosen to install the system
- Accurate production of a lighting diagram
- Methodical production specifications
- Clear, detailed purchase orders



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

To design a window display.

**Achievement Context**

- Working alone or within a team
- Under the supervision of a visual display coordinator or with a client
- For the layout of:
  - a storefront window display
  - an interior showcase display
- Based on window display design data, a production budget, marketing objectives, space constraints and work instructions
- Using drawing and window display materials, tools and equipment, and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the mandate.

- Accurate interpretation of needs in terms of display, budget and constraints
- Accurate determination of needs in terms of display
- Effective, respectful communication
- Use of clear, accurate language

2. Design the concept for the window display.

- Harmonious, balanced combination of shapes, forms and colours
- Effective search for props, decor elements and product display stands available from suppliers
- Consideration given to recycling existing props, decor elements and display stands
- Creation of new props, decor elements and display stands
- Harmonious integration of graphic elements
- Choice of appropriate lighting elements
- Observance of needs in terms of display, sales objectives and budget
- Consideration given to presentation standards and trends
- Original concept

3. Present the concept for approval.
  - Proper execution of presentation sketch for the concept
  - Clear, convincing arguments
  - Use of appropriate terminology
  - Attentiveness to comments and suggestions
  - Modification of concept in accordance with comments and suggestions
  
4. Plan the window display.
  - Preparation of a detailed, accurate work schedule
  - Ordering of all necessary props, decor elements and display stands
  - Establishment of a rigorous assembly and disassembly sequence
  
5. Prepare the window display.
  - Careful construction of necessary props, decor elements and display stands
  - Careful alteration of existing props, decor elements and display stands
  - Detailed preparation of necessary tools and materials
  
6. Assemble the elements.
  - Meticulous installation of props, decor elements and display stands
  - Careful arrangement of merchandise
  - Proper installation of light fixtures
  - Appropriate light setting
  - Observance of health and safety rules
  - Observance of rules of professional ethics
  - Effective, respectful collaboration with other team members
  - Proper application of time and stress management techniques
  
7. Check the quality of the display.
  - Detailed verification of the quality of the display
  - Implementation of necessary modifications

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

To produce plans and specifications.

**Achievement Context**

- For a project involving the construction and installation of a display space
- Using technical drawing materials; a computer and peripherals; technical drawing, word processing and spreadsheet software; a grammar book, dictionary and appropriate reference materials

**Elements of the Competency****Performance Criteria**

1. Plan the production of plans and specifications.

- Accurate selection of views and types of projections needed to represent the project
- Accurate selection of appropriate scales
- Accurate selection of appropriate paper size and formatting parameters
- Complete list of subjects to be covered
- Detailed search for the information needed to write the specifications

2. Represent objects and spaces.

- Accurate execution of views and projections
- Accuracy of scale
- Observance of technical drawing standards
- Correct application of freehand or assisted drawing techniques
- Appropriate use of technical drawing software tools

3. Record technical data.

- Inclusion of appropriate dimensions
- Inclusion of necessary annotations and technical specifications
- Accurate information provided in the title block
- Correct use of technical drawing symbols

4. Write specifications.

- Complete, accurate information provided
- Accurate cost estimate
- Clear, accurate terminology
- Observance of standards for writing specifications
- Appropriate use of basic software functions
- Observance of grammar and spelling rules



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

To design a thematic decor.

**Achievement Context**

- Working alone or within a team
- Under the supervision of a project coordinator
- For a department store or a shopping centre
- Based on project data (e.g. theme, style and space), a production budget, instructions and a work schedule
- Using a computer and peripherals; 2D and 3D drawing software; drawing materials; tools and equipment for making 3D mock-ups and prototypes; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the mandate.

- Accurate interpretation of data related to the subject, theme, style, space and budget
- Accurate selection of project constraints and needs
- Effective, respectful communication
- Use of clear, accurate language

2. Design the preliminary concept for the decor.

- Thorough search for visual elements and props related to the theme
- Harmonious, balanced combination of shapes, forms and colours
- Production of various relevant preliminary sketches and 3D mock-ups
- Preliminary production cost estimate, in accordance with the budget
- Observance of theme, style and budget
- Original concept
- Consideration given to technical feasibility
- Creative use of materials
- Use of appropriate research methods

3. Prepare the presentation portfolio.

- Appropriate choice of documents to be used in the presentation
- Proper preparation of documents illustrating the concept

4. Present the concept for approval.

- Clear, convincing arguments
- Use of appropriate terminology
- Attentiveness to comments and suggestions

## 5. Develop the final concept.

- Modification of the concept in accordance with comments and suggestions
- Harmonious, balanced combination of shapes, forms and colours
- Integration of appropriate light fixtures, in accordance with desired mood
- Production of relevant drawings, 3D mock-ups, samples and prototypes to clarify the concept

## 6. Draw the plans.

- Thorough preparation of plans
- Execution of clear, accurate plans in accordance with production requirements
- Observance of the work schedule
- Observance of technical drawing standards

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

To design a special events decor.

**Achievement Context**

- Working alone or within a team
- Under the supervision of a project coordinator
- For a gala, an annual meeting or a show
- Based on data related to the event (e.g. objectives, type of event, corporate image and space), audiovisuals, a production budget, a work schedule and instructions
- Using drawing materials; a computer, peripherals and an Internet connection; 2D and 3D drawing software; tools and equipment for making 3D mock-ups and prototypes; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the mandate.

- Accurate interpretation of data related to the type of event, the corporate image, the objectives and the space
- Accurate determination of needs and constraints specific to the project
- Effective, respectful communication
- Use of clear, accurate language

2. Design the preliminary concept for the decor.

- Production of various relevant preliminary sketches and 3D mock-ups
- Harmonious, balanced combination of shapes, forms and colours
- Creative use of materials
- Harmonious integration of graphic elements
- Consideration given to technical feasibility
- Preliminary production cost estimate, in accordance with the budget
- Observance of theme, style and budget
- Original concept
- Use of appropriate research methods

3. Prepare the presentation portfolio.

- Appropriate choice of documents to be used in the presentation
- Proper preparation of documents illustrating the concept

4. Present the concept for approval.
  - Clear, convincing arguments
  - Use of appropriate terminology
  - Attentiveness to comments and suggestions
  
5. Develop the final concept.
  - Modification of the concept in accordance with comments and suggestions
  - Production of drawings, 3D mock-ups and samples to clarify the concept
  - Appropriate selection of desired lighting effects for each phase of the event
  - Appropriate integration of audiovisuals
  
6. Draw the plans.
  - Thorough preparation of plans
  - Execution of clear, accurate plans in accordance with production requirements
  - Observance of technical drawing standards
  - Observance of the work schedule

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

To organize the layout of an exhibit site.

**Achievement Context**

- Working alone or within a team
- In collaboration with a project coordinator
- For an exhibit in an interpretation or a cultural centre
- Based on an exhibit scenario, themes, objects to be exhibited, architectural plans, a budget, a schedule, museum conservation and presentation standards, and instructions
- Using drawing materials; a computer, peripherals and an Internet connection; 2D and 3D drawing software; tools and equipment for making 3D mock-ups and prototypes; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Interpret the mandate.

- Careful analysis of data related to the mandate
- Determination of realistic objectives in accordance with needs and constraints specific to the mandate
- Effective, respectful communication
- Use of clear, accurate language

2. Design the general plan of the exhibit space.

- Appropriate determination of exhibit and circulation areas
- Choice of appropriate presentation tools and methods of conveying information
- Optimal use of space
- Consideration given to data contained in architectural plans
- Observance of project requirements

3. Design an exhibit area.
  - Harmonious, balanced combination of shapes, forms and colours
  - Production of various relevant preliminary sketches and 3D mock-ups
  - Consideration given to technical feasibility
  - Effective visual design of the exhibit area and display stands
  - Harmonious integration of objects and graphic elements
  - Lighting design in conformity with conservation standards and need to set-off desired objects
  - Observance of project requirements
  - Original concept
  - Observance of museum conservation and presentation standards
  
4. Prepare the presentation portfolio.
  - Appropriate determination of documents to be used in the presentation
  - Proper preparation of documents illustrating the concept
  
5. Present the concept for approval.
  - Clear, convincing arguments
  - Use of appropriate terminology
  - Attentiveness to comments and suggestions
  
6. Develop the final concept.
  - Modification of the concept in accordance with comments and suggestions
  - Appropriate adaptation of the preliminary concept to all of the other exhibit areas
  - Production of drawings, 3D mock-ups and samples to clarify the concept
  - Consideration given to budget constraints
  
7. Establish a production budget.
  - Accurate determination of needs in terms of human and material resources
  - Methodical execution of a production budget
  - Appropriate use of supplier and subcontractor databases

8. Prepare the documents needed for production.
- Thorough preparation of plans and specifications
  - Execution of clear, accurate plans in accordance with production requirements
  - Observance of the work schedule
  - Observance of technical drawing standards
  - Methodical preparation of technical specifications
  - Observance of grammar and spelling rules
  - Effective, respectful collaboration with other team members
  - Appropriate application of time and stress management techniques



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

To organize and coordinate the layout of an exhibit booth.

**Achievement Context**

- Working alone or within a team
- Under the supervision of a production coordinator or with a client
- In collaboration with various trades people
- For the production of an exhibit booth
- Based on data regarding presentation needs, the products to be exhibited, the space, a production budget, work methods, labour standards and legislation, standards and legislation applicable to trade shows and showrooms, professional ethics, and health and safety rules
- Using drawing materials; a computer and peripherals; 2D and 3D drawing software; tools and equipment for making 3D mock-ups; and conventional and digital reference materials

**Elements of the Competency****Performance Criteria**

1. Analyze the mandate.

- Careful analysis of data related to the mandate
- Determination of realistic objectives in accordance with client needs and constraints
- Methodical planning of steps involved in completing the mandate
- Effective, respectful communication
- Use of clear, accurate language

2. Present a preliminary proposal.

- Careful negotiation of production terms and conditions and respective responsibilities
- Proper preparation of preliminary proposal
- Clear, accurate communication
- Use of appropriate terminology

3. Design the concept.

- Harmonious, balanced combination of shapes, forms and colours
- Accurate placement of graphic elements
- Production of various, relevant sketches and 3D mock-ups
- Consideration given to standards and legislation governing trade shows and showrooms
- Observance of project requirements
- Original concept

4. Determine the resources needed to complete the project.
  - Accurate selection of all construction materials and techniques needed to complete the project
  - Thorough verification of budgets needed to complete the project
  - Thorough verification of the availability of human resources needed to complete the project
  - Relevant modification of the concept in accordance with material and budget constraints
  - Appropriate use of a research method
  
5. Prepare the presentation portfolio.
  - Appropriate selection of documents to be used in the presentation
  - Proper preparation of documents illustrating the concept
  
6. Present the concept for approval.
  - Clear, convincing arguments
  - Use of appropriate terminology
  - Attentiveness to comments and suggestions
  
7. Develop the final concept.
  - Modification of the concept in accordance with recommendations
  - Integration of appropriate light fixtures in accordance with desired mood
  
8. Prepare the documents needed for production.
  - Implementation of a rigorous production schedule
  - Production of clear, accurate plans in accordance with production requirements
  - Observance of technical drawing standards
  - Methodical preparation of technical specifications
  - Methodical execution of a production budget
  - Observance of grammar and spelling rules

## 9. Coordinate the production.

- Correct application of hiring procedure
- Clarity of explanations regarding the tasks to be carried out
- Rigorous follow-up of the different production stages:
  - ordering materials
  - construction
  - delivery
  - assembly and disassembly
- Effective quality control
- Effective, respectful communication with members of the production team
- Observance of labour standards and legislation
- Verification of the application of health and safety rules by the production staff
- Observance of rules of professional ethics
- Proper application of time and stress management techniques



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

To promote one's services.

**Achievement Context**

- Based on magazines, newspapers and client databases
- Using models of promotional tools, dictionaries, grammar books, reference materials, a computer and peripherals, word processing and communications software (e.g. the Internet, e-mail)

**Elements of the Competency****Performance Criteria**

1. Target one's market.

- Appropriate selection of types of businesses to explore
- Detailed examination of client characteristics and needs according to type of business
- Establishment of a list of potential clients

2. Determine a promotion strategy.

- Appropriate choice of promotional tools for the type of clientele
- Relevant choice of promotional activities
- Rigorous planning of activities to be carried out

3. Design promotional tools.

- Thorough preparation of promotional tools (e.g. portfolio, business cards)
- Original document layout
- Observance of spelling rules
- Thorough preparation of meetings with potential clients
- Appropriate exploration of using computers to produce original promotional tools

4. Carry out promotional activities.

- Correct application of chosen promotional activities
- Clear, accurate language
- Effective use of client prospecting methods
- Appropriate methods of distributing promotional materials





