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ARTS

PROFESSIONAL THEATRE (ACTING)

*PROGRAM OF STUDY
561.C0*

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561.C0	Professional Theatre (Acting)	2001
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Type of certification : Diploma of college studies

Number of credits : 91 2/3

Duration : 2955 hours of instruction

General education component :	660	hours of instruction
Specific program component :	2295	hours of instruction

Special conditions for admission:

- Students must meet the specific admission requirements set by the educational institutions.

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INTRODUCTION TO THE PROGRAM

The *Professional Theatre (Acting)* program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.

This program is formulated in terms of competencies, objectives and standards. It was designed using an approach that takes into account training needs, the employment situation and the general goals of technical education, and it will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach.

The *Professional Theatre (Acting)* program includes a general education component that is common to all programs of study (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other components (4 credits) and a program-specific component (65 credits).

This document has two parts. Part one presents an overview of the program, and part two describes the objectives and standards for the general education component and the specific program component.

VOCABULARY USED

Program

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

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

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

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

Elements of the competency

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

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

Standard

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

Achievement context

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

Performance criteria

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

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

Learning activities

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

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

PART ONE

GOALS OF THE PROGRAM

The *Professional Theatre (Acting)* program is intended to train professional actors to meet the requirements for performing both new and established theatrical works from Québec and the world, in a variety of venues. At the request of the actors consulted, the program has been designed to produce artists with a well-rounded training,¹ who are able to understand a work and the intentions of its author as well as portray a character and perform a text competently.

Actors must learn roles, inhabit their characters, rehearse scripts and perform them with sensitivity, intelligence and pleasure. They must also stay abreast of developments in theatre and other art forms (locally, nationally and internationally), broaden their general cultural knowledge and be open to various trends and ideas in the arts. They must be able to meet the physical and technical demands of the works in which they perform. As specialists, they must remain in good physical condition by exercising regularly and doing daily warm-up sessions. Actors must also conscientiously maintain and enrich their mastery of acting techniques. Also, in order to deal with the stress involved in the acting profession, they must learn to preserve their mental and physical well-being by acquiring a sense of autonomy and adopting a healthy lifestyle.

Acting always involves a large degree of creativity, curiosity and passion. Actors are routinely asked to participate in the creation of original theatrical works, to express simple and complex emotions in a sensitive manner, and to demonstrate an ability to be open-minded and imaginative. Such individuals should be able to work in a group and collaborate with all of their acting partners. They must also be able to accept direction from a director and his or her assistants. It is essential in this field to respect one's commitments and to acquire a sound sense of professional ethics. A capacity for reflection, courage, audacity, independence of mind, respect and initiative are all qualities that are valued in actors.

The responsibilities and working conditions of actors vary according to the size and means of the theatrical company employing them. The actor's craft is exercised on stage, as well as in other contexts such as radio, television and cinema. English-speaking actors, due to the more limited work opportunities for them in Québec, are subject to special working conditions. They are called to work on stage at short notice, without much rehearsal time. Usually, actors working for an English-speaking theatre sign a contract to work exclusively for that theatre. In addition, these actors are required to travel more often than their colleagues in French-speaking theatre companies.

In accordance with the general goals of general and technical education, the aims of the program-specific component of the *Professional Theatre (Acting)* program are:

to enable students to acquire competence and versatility in the exercise of the profession, to perform roles and carry out the functions, tasks and activities of the occupation at a level acceptable for entry into the job market;

to help students integrate into working life by giving them a general knowledge of job opportunities at the local, national and international levels, as well as a more specific understanding of the acting profession;

1. Direction générale de la formation professionnelle et technique, *Rapport d'analyse de la situation de travail et de la vie professionnelle des comédiennes et des comédiens* (Québec, Ministère de l'Éducation, 1998), p. 45.

to foster the students' personal growth and continuing professional development by helping them attain greater autonomy and self-understanding and by reinforcing their desire to learn, excel and open their minds to various trends in the arts in general and in theatre in particular;

to provide for the future job mobility of students by helping them to acquire career-management skills.

Furthermore, the *Professional Theatre (Acting)* program is based on the following educational intentions:

- to foster the acquisition of general, artistic and aesthetic knowledge, enabling students to assume the role and function of the artist in society;
- to foster the adoption of rigorous study, analysis and research methods, which are indispensable to theatrical performance;
- to foster the ability to interconnect different areas of learning and assimilate them.

Finally, the program has been designed in accordance with the recommendations of the artists who were consulted. Foremost among them was that “the DEC in *Professional Theatre (Acting)* should focus on providing students with a solid foundation in basic acting techniques and with opportunities to learn different approaches in order to develop an optimal degree of versatility. However, other media, such as television and film, should have a smaller emphasis than theatre in the training.”²

2. Direction générale de la formation professionnelle et technique, *Rapport d'analyse de la situation de travail et de la vie professionnelle des comédiennes et des comédiens* (Québec, Ministère de l'Éducation, 1998), p. 46.

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, 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.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness 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 in analyzing situations;

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

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

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

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

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

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

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

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

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

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

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.
or
- 000A Communiquer en français avec une certaine aisance.
or
- 000B Communiquer avec aisance en français.
or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS**(6 credits)**

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

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

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

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

or

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

or

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

COMPLEMENTARY GENERAL EDUCATION**(4 credits)**

000V To estimate the contribution 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.

SPECIFIC PROGRAM COMPONENT

(65 credits)

- 01GN To analyze the dramatic structure of a theatrical text
- 003U To situate theatrical works in their historical context*
- 01GQ To develop a sensitive perception for dramatic development in a theatrical text
- 01GR To maintain a lifestyle and a program of physical conditioning compatible with the demands of the acting profession
- 01GS To master techniques of voice and speech
- 01GT To master movement techniques
- 01GU To pursue one's aesthetic education
- 01GV To enrich one's knowledge of human behaviour
- 01GW To develop an artistic sensibility
- 01GX To establish interpersonal and professional communication
- 01GY To develop one's creativity
- 01GZ To adapt to different acting styles
- 01H0 To build a character
- 01H1 To participate in rehearsals
- 01H2 To prepare for a performance
- 01H3 To perform on stage
- 01H4 To manage one's professional life

* Objective and standard common to the programs *Professional Theatre (Acting)* and *Professional Theatre (Design)*.

PART TWO

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

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0004
OBJECTIVE		STANDARD
Statement of the competency To analyze and produce various forms of discourse.		
Elements 1 To identify the characteristics and functions of the components of discourse. 2 To determine the organization of facts and arguments of a given discourse. 3 To prepare ideas and strategies for a projected discourse. 4 To formulate a discourse. 5 To edit the discourse.		Performance criteria 1.1 Accurate explanation of the denotation of words. 1.2 Adequate recognition of the appropriate connotation of words. 1.3 Accurate definition of the characteristics and function of each component. 2.1 Clear and accurate recognition of the main idea and structure. 2.2 Clear presentation of the strategies employed to develop an argument or thesis. 3.1 Appropriate identification of topics and ideas. 3.2 Adequate gathering of pertinent information. 3.3 Clear formulation of a thesis. 3.4 Coherent ordering of supporting material. 4.1 Appropriate choice of tone and diction. 4.2 Correct development of sentences. 4.3 Clear and coherent development of paragraphs. 4.4 Formulation of a 750-word discourse. 5.1 Thorough revision of form and content.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-4, 1-3-4 Credits : 2 2/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0005
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to literary genres. Elements 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre.		Performance criteria 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0006
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to a literary theme. Elements 1 To recognize the treatment of a theme within a literary text. 2 To situate a literary text within its cultural context. 3 To detect the value system inherent in a literary text. 4 To explicate a text from a thematic perspective.		Performance criteria 1.1 Clear recognition of elements within the text which define and reinforce a theme and its development. 1.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 2.1 Appropriate recognition of a text as an expression of cultural context. 2.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text. 4.1 Selective use of an appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-1-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-0-3</p> <p>Credits : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I)CODE : 0017	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)		CODE : 000A
OBJECTIF		STANDARD
Énoncé de la compétence Communiquer en français avec une certaine aisance.		
Éléments 1 Interpréter un texte oral simple de trois minutes en français courant. 2 Produire un texte oral planifié de cinq minutes en français courant. 3 Interpréter un texte écrit en français courant. 4 Rédiger un texte simple en français courant.		Critères de performance 1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte. 2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos. 3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. 4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF	STANDARD	
Énoncé de la compétence		
Communiquer avec aisance en français.		
Éléments	Critères de performance	
1 Produire un texte oral planifié de cinq minutes de complexité moyenne.	1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées.	
2 Commenter un texte écrit de complexité moyenne.	2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites.	
3 Rédiger un texte de complexité moyenne.	3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.	
LEARNING ACTIVITIES		
Discipline :	Français, langue seconde	
Pondération :	2-1-3	
Unités :	2	

OBJECTIF	STANDARD
Énoncé de la compétence	
Communiquer avec aisance en français.	
Éléments	Critères de performance
1 Produire un texte oral planifié de cinq minutes de complexité moyenne.	1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées.
2 Commenter un texte écrit de complexité moyenne.	2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites.
3 Rédiger un texte de complexité moyenne.	3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.

LEARNING ACTIVITIES

Discipline : Français, langue seconde
Pondération : 2-1-3
Unités : 2

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV)		CODE : 000C
OBJECTIF		STANDARD
Énoncé de la compétence Traiter d'un sujet culturel et littéraire. Éléments 1 Analyser un texte culturel ou littéraire. 2 Rédiger un texte sur un sujet culturel ou littéraire.		Critères de performance 1.1 Formulation personnelle des éléments principaux du texte. 1.2 Inventaire des thèmes principaux. 1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. 1.4 Repérage des valeurs véhiculées. 1.5 Repérage juste de la structure du texte. 1.6 Articulation claire d'un point de vue personnel. 2.1 Respect du sujet. 2.2 Respect du code grammatical et orthographique. 2.3 Adaptation au lecteur ou à la lectrice. 2.4 Utilisation judicieuse des principaux éléments du corpus. 2.5 Formulation claire et cohérente d'un texte de 500 mots. 2.6 Articulation claire d'un point de vue personnel.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 3-0-3 Unités : 2		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0065	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 0-2-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION		CODE : 0066
OBJECTIVE		STANDARD
Statement of the competency To demonstrate one's responsibility for being physically active in a manner which promotes health.		
Elements 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program.		Performance criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES		
Discipline : Physical Education Weighting : 1-1-1 Credits : 1		

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

GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 000L
OBJECTIVE	STANDARD	
Statement of the competency To communicate in the forms of discourse appropriate to one or more fields of study. Elements 1 To identify the forms of discourse appropriate to given fields of study. 2 To recognize the discursive frameworks appropriate to given fields of study. 3 To formulate a discourse.	Performance criteria 1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse. 2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument 3.1 Appropriate choice of tone and diction. 3.2 Correctly developed sentences. 3.3 Clearly and coherently developed paragraphs. 3.4 Appropriate use of program-related communication strategies. 3.5 Formulation of a 1000-word discourse. 3.6 Thorough revision of form and content.	
LEARNING ACTIVITIES		
Discipline : English Total Contact Hours : 60 Credits : 2		

GENERAL EDUCATION ADAPTED TO PROGRAMS : 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 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues.		Performance criteria 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.
LEARNING ACTIVITIES		
Discipline : Humanities Total Contact Hours : 45 Credits : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIVE		STANDARD
Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. Elements 1 Dégager le sens d'un message oral simple lié à un champ d'études. 2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. 3 Émettre un message oral simple lié à un champ d'études. 4 Rédiger un court texte lié à un champ d'études.		Performance criteria 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message. 2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte. 3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos. 4.1 Repérage précis des difficultés d'écrire. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte.
ACTIVITÉS D'APPRENTISSAGE		
Discipline :		Français, langue seconde
Nombre d'heures-contact :		45
Nombre d'unités :		2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.		
Elements 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études.		Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

**OBJECTIVES AND STANDARDS -
COMPLEMENTARY GENERAL EDUCATION**

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES		CODE: 000V
OBJECTIVE	STANDARD	
Statement of the competency To estimate the contribution of the social sciences to an understanding of contemporary issues. Elements 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	Achievement context <ul style="list-style-type: none">Students will work alone.They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues.Documents and data from the field of social sciences may be used. Performance criteria 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

COMPLEMENTARY GENERAL EDUCATION: 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 <ul style="list-style-type: none"> Students will work alone. They will write an essay of approximately 750 words on a topic related to human existence. Reference materials from the field of social sciences may be used.
Elements <ol style="list-style-type: none"> 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. 		Performance criteria <ol style="list-style-type: none"> 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

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

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

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.) Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally. 4 Write a text on a given subject.	Achievement context For modern languages that use the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 8 lines of dialogue• write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 6 lines of dialogue• write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used. Performance criteria 1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message. 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message. 3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation. 4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
Statement of the competency To communicate on familiar topics in a modern language. Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally, using sentences of average complexity. 4 Write a text on a given subject, using sentences of average complexity.	Achievement context <ul style="list-style-type: none">Students will have a conversation that includes at least 15 lines of dialogue.They will write a text consisting of at least 20 sentences for Latin-alphabet languages.They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.Students will be exposed to:<ul style="list-style-type: none">common situations in everyday lifesimple topics from everyday lifeReference materials may be used. Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message. 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message. 3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation 4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours : : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0067
OBJECTIVE		STANDARD
Statement of the competency To communicate with relative ease in a modern language. Elements 1 Understand the meaning of a verbal message in everyday language. 2 Understand the meaning of a text of average complexity. 3 Have a conversation on a subject. 4 Write a text of average complexity.		Achievement context <ul style="list-style-type: none"> Students will work alone. They will have a conversation that includes at least 20 lines of dialogue. They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). They will use documents of a sociocultural nature. Reference materials for the written text may be used. Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. <ul style="list-style-type: none"> 1.1 Accurate explanation of the general meaning and essential ideas of the message. 1.2 Clear identification of structural elements of the language. 2.1 Accurate explanation of the general meaning and essential ideas of the text. 2.2 Clear identification of structural elements of the language. 3.1 Appropriate use of the structural elements of the language according to the message to be expressed. 3.2 Appropriate use of everyday vocabulary. 3.3 Accurate pronunciation and intonation. 3.4 Normal flow in a conversation in everyday language. 3.5 Coherence of the message expressed. 3.6 Pertinent responses to questions. 4.1 Appropriate use of the structural elements of the language according to the text to be written. 4.2 Accurate vocabulary. 4.3 Coherence of the text as a whole. 4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES		
Number of student-contact hours :		45
Number of credits :		2

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0011
OBJECTIVE	STANDARD	
Statement of the competency To recognize the role of mathematics or informatics in contemporary society. Elements 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations.	Achievement context <ul style="list-style-type: none">• Students will work alone.• They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. Performance criteria 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0012
OBJECTIVE	STANDARD	
Statement of the competency To use various mathematical or computer concepts, procedures and tools for common tasks. Elements 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	Achievement context <ul style="list-style-type: none">• Students will work alone.• They will carry out a task or solve a problem based on everyday needs.• Familiar tools and reference materials may be used. Performance criteria 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0013
OBJECTIVE	STANDARD	
Statement of the competency To consider various forms of art produced by aesthetic practices. Elements 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art.	Achievement context <ul style="list-style-type: none">Students will work alone.They will use a specified work of art and write a commentary of approximately 750 words. Performance criteria 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE		STANDARD
Statement of the competency To produce a work of art. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium.		Achievement context <ul style="list-style-type: none"> Students will work alone. of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

**OBJECTIVES AND STANDARDS -
SPECIFIC PROGRAM COMPONENT**

CODE: 01GN

OBJECTIVE	STANDARD
<p>Statement of the competency To analyze the dramatic structure of a theatrical text.</p> <p>Elements</p> <ol style="list-style-type: none">1. To identify the basic components of the text.2. To identify the major dynamic elements of the text.3. To recognize the genre and style of the theatrical work.	<p>Achievement context</p> <ul style="list-style-type: none">• On the basis of:<ul style="list-style-type: none">– a reading of the text to be performed;– an exchange of points of view, impressions and concerns with the actors, director and designers.• During the preparation and production of a performance.• Using reference works and critical essays. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Decoding of information about situations, characters and dialogue.1.2 Accurate recognition of the dramaturgical principles of the text.1.3 Clarification of the meaning and the relationships between structural elements of the text.2.1 Identification of the major issues at stake in dramatic situations.2.2 Understanding of relationships between characters.2.3 Precise identification of the elements from which the text draws its dramatic power.3.1 Establishment of relevant connections between the work being examined and other works of the past and present.3.2 Correct identification of stylistic features of the text.3.3 Establishment of relevant connections between the style of writing in the text and its dramatic effectiveness.

CODE: 003U

OBJECTIVE	STANDARD
<p>Statement of the competency To situate theatrical works in their historical context.³</p> <p>Elements</p> <ol style="list-style-type: none">1. To recognize the characteristics of theatrical works that link them to a school, a movement or a literary tradition.2. To place in their original social, political and cultural contexts the works and the schools, movements and literary traditions to which they are linked.	<p>Achievement context</p> <ul style="list-style-type: none">• On the basis of the reading of texts to be performed.• On the basis of an exchange of opinions with the director and designers.• During the planning of a performance.• Using reference works on the history of theatre. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Brief description of the main theatrical currents in Western history.1.2 Identification of the main differences between the theatrical tradition of the West and that of the East.1.3 Recognition of the relevant characteristics of works.2.1 Establishment of connections, for each period in Western history, between social, political and cultural development and the appearance of works, schools, movements and literary traditions.2.2 Identification of the diverse functions of the theatre and of the role of actors in different periods and contexts.

3 Objective and standard common to the programs *Professional Theatre (Acting)* and *Professional Theatre (Design)*.

CODE : 01GQ

OBJECTIVE	STANDARD
<p>Statement of the competency To develop a sensitive perception for dramatic development in a theatrical text.</p> <p>Elements</p> <ol style="list-style-type: none">1. To develop the sensitivity needed to perceive the qualities of a text.	<p>Achievement context</p> <ul style="list-style-type: none">• During:<ul style="list-style-type: none">– personal research and preparatory work for a performance situation;– workshops, readings and rehearsals.• On the basis of the analysis of the work and the role to be performed.• Using:<ul style="list-style-type: none">– relevant documentation on the work, its author and the context of its writing;– various exploration and research exercises;– different media (texts, music, images, etc.);– the director's directions. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Enrichment of one's capacity to be moved by a text, its creation, words and language.1.2 Understanding and portraying the circumstances and the dramatic development within a work.1.3 Explorative research on the settings of the dramatic action.1.4 Accurate perception of the power struggles among the characters.

CODE : 01GQ

2. To live in the imaginary world of the work and that of its author.

- 2.1 Investment of self in one's approach to discovering the text and the author's creativity.
- 2.2 Open-mindedness towards the irrational in perceiving the text.
- 2.3 Diversified research into the source of the text and the context of its writing.
- 2.4 Proper assimilation of the imaginary world of the text, both physically and emotionally.

3. To feel the potential for staging a text.

- 3.1 Demonstration of the ability to quickly enter a dramatic situation.
- 3.2 Enrichment of one's ability to imagine the staging of a dramatic situation.
- 3.3 Correct transposition of insights into stimuli for acting.
- 3.4 Openness to exploration of the text in the performance space.

OBJECTIVE	STANDARD
<p>Statement of the competency To maintain a lifestyle and a program of physical conditioning compatible with the demands of the acting profession.</p> <p>Elements</p> <ol style="list-style-type: none"> 1. To adopt a healthy lifestyle. 2. To follow a daily program of physical conditioning as part of one's personal routine. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Taking into account one's particular needs and the demands of productions. • Using: <ul style="list-style-type: none"> – consultation and supervision by specialists in health care and physical conditioning; – specialized programs and techniques of physical conditioning; – relevant documentation. • During individual or guided sessions in physical fitness and conditioning. • In periods of creation, rehearsals and public performances. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Maintenance of sound health habits. 1.2 Maintenance of the mental equilibrium necessary for different professional situations. 1.3 Correct evaluation of one's personal needs and limits and health measures to be taken. 2.1 Regular physical and vocal training as part of one's personal routine. 2.2 Observance of warm-up periods. 2.3 Assimilation of various methods of physical conditioning and training. 2.4 Adoption of particular training techniques corresponding to specific performances. 2.5 Application of preventive measures related to safety in the workplace.

CODE : 01GR

3. To apply stress-management strategies.

- 3.1 Accurate identification of sources of stress in various professional situations.
- 3.2 Careful selection and regular practice of relaxation and meditation techniques.
- 3.3 Structured management of time.
- 3.4 Recognition of times when help is necessary.

4. To ensure that one's rights are respected in the area of occupational health and safety.

- 4.1 Recognition of the importance of developing personal discipline with regard to rights to health and safety in the workplace.
- 4.2 Effective application of basic safety measures.
- 4.3 Reporting to the responsible authorities of any unsafe situation related to the work or the workplace.
- 4.4 Awareness of the procedures to follow after a work-related accident or illness in order to access services offered by the CSST and to receive any applicable benefits.

CODE : 01GS

OBJECTIVE	STANDARD
<p data-bbox="180 365 545 396">Statement of the competency</p> <p data-bbox="180 405 678 436">To master techniques of voice and speech.</p> <p data-bbox="180 787 302 819">Elements</p> <ol data-bbox="180 827 659 1619" style="list-style-type: none"><li data-bbox="180 827 659 890">1. To apply techniques of breathing and vocalization.<li data-bbox="180 1150 659 1213">2. To apply techniques of speech and phonetics.<li data-bbox="180 1549 659 1612">3. To combine singing techniques with theatrical performance.	<p data-bbox="743 365 1008 396">Achievement context</p> <ul data-bbox="743 411 1349 737" style="list-style-type: none"><li data-bbox="743 411 1349 548">• On the basis of:<ul data-bbox="792 453 1349 548" style="list-style-type: none"><li data-bbox="792 453 1235 485">– personal and given requirements;<li data-bbox="792 491 1349 548">– the assessment of the individual's needs as an actor.<li data-bbox="743 562 1289 625">• Taking into account the health of the vocal apparatus.<li data-bbox="743 636 1192 667">• With the help of resource persons.<li data-bbox="743 674 1328 737">• During technical workshops and in periods of creation, rehearsal and public performance. <p data-bbox="743 787 1008 819">Performance criteria</p> <ol data-bbox="743 827 1382 1724" style="list-style-type: none"><li data-bbox="743 827 1300 890">1.1 Use of diverse and effective breathing and vocalization techniques.<li data-bbox="743 900 1360 963">1.2 Voice placement, control and tone in the entire vocal range.<li data-bbox="743 974 1333 1037">1.3 Vocal projection appropriate to the theatrical space.<li data-bbox="743 1047 1373 1110">1.4 Performance of daily warm-up exercises for the voice.<li data-bbox="743 1150 1382 1182">2.1 Application of the rules of speech and phonetics.<li data-bbox="743 1188 1317 1251">2.2 Use of effective techniques for articulation, pronunciation and enunciation.<li data-bbox="743 1262 1312 1325">2.3 Application of the rules of punctuation and phrasing.<li data-bbox="743 1335 1224 1367">2.4 Control of the articulators of voice.<li data-bbox="743 1373 1110 1404">2.5 Enhanced listening skills.<li data-bbox="743 1411 1321 1516">2.6 Use of standard North American English or standard French and control of the different levels of language.<li data-bbox="743 1549 1187 1581">3.1 Enrichment of musical listening.<li data-bbox="743 1587 1284 1650">3.2 Confident use of the singing voice while negotiating a variety of rhythms.<li data-bbox="743 1661 1357 1724">3.3 Effective use of the singing voice for theatrical performance.

CODE : 01GT

OBJECTIVE	STANDARD
<p>Statement of the competency To master movement techniques.</p> <p>Elements</p> <ol style="list-style-type: none">1. To express body awareness in movement.2. To move with ease.3. To demonstrate control of the body in space.4. To apply different approaches to movement.	<p>Achievement context</p> <ul style="list-style-type: none">• In the context of activities related to theatrical performance.• On the basis of:<ul style="list-style-type: none">– personal and given requirements;– the definition of one's needs as a theatrical performer.• Avoiding health and safety risks.• With the help of resource persons. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Further exploration of relationship between the anatomy of the body and movement.1.2 Body and rhythm awareness in gesture and movement.1.3 Awareness of direction of focus and facial expression in movement.2.1 Precise, dynamic movements in performance.2.2 Ease in controlling balance and imbalance in situations of stillness and movement.2.3 Maintenance of good manual dexterity.3.1 Establishment of a relationship between the body, objects and the performance space.3.2 Constant awareness of spatial relationship with partners.3.3 Ease in performing various dance movements in a defined space.4.1 Openness to various styles and approaches to movement.4.2 Demonstration of an ability to improvise movement.4.3 Demonstration of an enthusiasm to engage in movement and a willingness to take risks.

CODE: 01GU

OBJECTIVE	STANDARD
<p>Statement of the competency To pursue one's aesthetic education.</p> <p>Elements</p> <ol style="list-style-type: none">1. To establish conditions conducive to an attitude of aesthetic appreciation.2. To reflect on the major issues of theatre.	<p>Achievement context</p> <ul style="list-style-type: none">• On the basis of:<ul style="list-style-type: none">– personal and professional requirements;– one's needs as an actor.• In the context of research and reflection on their acting.• By attending various theatrical productions.• By reading theatrical works and sources on acting.• During the course of activities in preparation for a production.• By consulting relevant documentation and exchanging ideas with colleagues.• During conferences, lectures, seminars, etc. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Continued exercise of one's intellectual and emotional curiosity about theatrical works.1.2 Articulate defence of one's taste and aesthetic judgement.1.3 Pursuit of aesthetic curiosity to improve one's interpretation skills.1.4 Demonstration of a critical sense in one's own aesthetic development.2.1 Continuous renewal of ideas in the art of acting.2.2 Recognition of the contribution of present and past practitioners.2.3 Recognition of specific contributions of other performing arts to the aesthetics of theatre.

CODE: 01GU

3. To keep one's theatrical knowledge up to date.

3.1 Identification and regular consultation of main sources of information on aesthetic practices in the theatre.

3.2 Regular updating of one's knowledge of current theatrical activities and developments.

CODE: 01GV

OBJECTIVE	STANDARD
Statement of the competency To enrich one's knowledge of human behaviour.	Achievement context <ul style="list-style-type: none">• On the basis of personal research.• During:<ul style="list-style-type: none">– observation sessions;– interactions with others.• In all places, situations and circumstances of human activity.• By self-observation.• With the help of resource persons.• Through the knowledge conveyed by playwrights and the theatrical milieu.• Using relevant documentation.
Elements <ol style="list-style-type: none">1. To observe human relations and behaviour.2. To observe one's own behaviour.3. To apply one's observation skills in the portrayal of human actions.	Performance criteria <ol style="list-style-type: none">1.1 Enrichment of one's capacity to listen to the language, and observe the culture and customs of one's contemporaries.1.2 Use of methods for observing interpersonal relationships.1.3 Enrichment of one's desire and enthusiasm for discovering human nature.2.1 Enrichment of self-knowledge, and understanding of one's personality and feelings.2.2 Perception of one's behaviour in various life situations.2.3 Perception of personal emotional reactions in acting situations.3.1 Incorporation in performance of one's observations of how people act and react.3.2 Judicious application of observations of human behaviour in the handling of dramatic issues.3.3 Articulation of one's thoughts and observations within the framework of the task of interpretation.

CODE: 01GW

Statement of the competency

To develop an artistic sensibility.

Elements

1. To establish conditions conducive to the development of one's artistic sensibility.
2. To increase one's sensitivity in theatrical performance.
3. To develop a sensitivity to all forms of art.

Achievement context

- On the basis of personal requirements.
- In the course of research required for productions.
- Using relevant documentation.
- With the help of resource persons.

Performance criteria

- 1.1 Renewal of attitudes conducive to broadening one's knowledge of art in general.
- 1.2 Broadening of personal involvement in artistic expression.
- 1.3 Enrichment of one's curiosity, willingness to take risks and openness to the evolution of theatrical practice.
- 1.4 Establishment of connections between the performer's awareness and his/her role as an artist in culture and society.
- 2.1 Regular investment of one's inner resources of energy and determination in a performance.
- 2.2 Continuing development of expressive skills in one's work as an actor.
- 2.3 Appropriate application in theatrical performance of different feelings, emotions and ideas.
- 3.1 Ongoing articulation of one's thoughts using different forms of artistic expression: physical, verbal, written, visual and aural.
- 3.2 Regular appreciation of works belonging to other art forms.
- 3.3 Broadening of one's knowledge concerning the history and philosophy of art.

CODE: 01GX

OBJECTIVE	STANDARD
<p>Statement of the competency To establish interpersonal and professional communication.</p> <p>Elements</p> <ol style="list-style-type: none">1. To orally express ideas on one's theatrical and artistic practice.2. To use the appropriate language and technical vocabulary specific to the theatre, the stage and performance.3. To develop interpersonal communication skills while working on a team.	<p>Achievement context</p> <ul style="list-style-type: none">• During:<ul style="list-style-type: none">– all activities related to acting;– career management activities;– interactions with others.• In relations with one's partners, the director and other creative participants in the production. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Ease in communicating one's ideas and their relevance.1.2 Active participation in discussions.1.3 Clear, coherent and articulate speech.1.4 Communication of facets of one's life experience, perceptions, feelings and emotions.1.5 Openness of mind, receptiveness and respect for the verbal expression of others. <ol style="list-style-type: none">2.1 Use of standard English.2.2 Appropriate use of the language of theatre.2.3 Use of terminology related to various aspects of stage production.2.4 Appropriate use of technical vocabulary specific to performance. <ol style="list-style-type: none">3.1 Demonstration of a helpful attitude towards others in the accomplishment of common tasks.3.2 Maintenance of contact and discussion with partners.3.3 Development of one's capacity to listen and react to the views of others with respect and in a spirit of cooperation.

CODE: 01GY

OBJECTIVE	STANDARD
<p>Statement of the competency To develop one's creativity.</p> <p>Elements</p> <ol style="list-style-type: none">1. To foster an attitude of creativity in the acting process.2. To expand and improve one's improvisational skills.3. To increase one's authenticity.	<p>Achievement context</p> <ul style="list-style-type: none">• During:<ul style="list-style-type: none">– the production of a new dramatic work or a work from the dramatic repertoire;– workshops, periods of original creation, rehearsals and public performances.• Using:<ul style="list-style-type: none">– reflection, research and exchanges of ideas among colleagues;– resources from various artistic disciplines. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Sustained exploration of one's imagination in interaction with one's partners.1.2 Inventive transpositions of emotion and the subtleties of human interaction.1.3 Creative attitude with regard to proposed artistic and imaginative projects.2.1 Continuous improvement of the techniques of improvisation and their application in all acting situations.2.2 Quick and accurate understanding of the concepts and rules of improvisation.2.3 Renewed commitment in the creation of various imaginary worlds.2.4 Investment of one's full creative resources in the acting process.2.5 Sensitive use of personal, vocal and physical expression.3.1 Demonstration of authenticity in one's acting.3.2 Development of effective techniques of concentration and stage presence.3.3 Investment of one's sensitivity and creativity in the performance of a work.

CODE : 01GY

4. To take part in the process of creation and production.

- 4.1. Proposal of ideas and acting approaches appropriate to the genre and style of original creations and repertory works.
- 4.2 Demonstration of a willingness to regularly take risks and to meet challenges as part of the production process.
- 4.3 Demonstration of a spirit of openness and flexibility when faced with changes in approach.

CODE: 01H0

OBJECTIVE	STANDARD
<p data-bbox="180 365 545 396">Statement of the competency</p> <p data-bbox="180 407 423 438">To build a character.</p> <p data-bbox="180 932 302 963">Elements</p> <ol data-bbox="180 974 708 1352" style="list-style-type: none"><li data-bbox="180 974 708 1037">1. To scrutinize the text for dramatic action for a role.<li data-bbox="180 1257 708 1352">2. To understand a character as a whole and through his/her relationships with other characters.	<p data-bbox="743 365 1008 396">Achievement context</p> <ul data-bbox="743 407 1357 890" style="list-style-type: none"><li data-bbox="743 407 1357 669">• On the basis of:<ul data-bbox="797 449 1341 669" style="list-style-type: none"><li data-bbox="797 449 1341 512">– study, personal research, and discussion with colleagues;<li data-bbox="797 522 1341 585">– instructions from the author, the director and his/her assistants;<li data-bbox="797 596 1341 638">– resources from various artistic disciplines;<li data-bbox="797 638 1341 669">– relevant information.<li data-bbox="743 680 1357 743">• On the basis of analysis of the work and the role to be played.<li data-bbox="743 753 1357 816">• In the context of rehearsals, workshops and public performances.<li data-bbox="743 827 1357 890">• During production of an original work or a work from the theatrical repertoire. <p data-bbox="743 932 1008 963">Performance criteria</p> <ol data-bbox="743 974 1382 1604" style="list-style-type: none"><li data-bbox="743 974 1382 1037">1.1 Understanding of the importance of a role: to the work as a whole and its parts.<li data-bbox="743 1047 1382 1110">1.2 Discovery of a role through each situation and the unfolding of the work.<li data-bbox="743 1121 1382 1226">1.3 Gathering of information on a role by studying its vocabulary, the author's directions, the dialogue and the structure of the language.<li data-bbox="743 1257 1382 1320">2.1 Determination of the functions and characteristics of the character to be played.<li data-bbox="743 1331 1382 1436">2.2 Ability to place a character in given circumstances, taking into account the physical, historical and social environment.<li data-bbox="743 1446 1382 1509">2.3 Integration of the issues and and power struggles with the other characters.<li data-bbox="743 1520 1382 1604">2.4 Illustrating the relationship between the development of a character and the dramatic issues in the work.

CODE: 01H0

3. To assimilate a character.

- 3.1 Attentiveness to the process of embracing the language of the text.
- 3.2 Performance of the character's line of development, actions and reactions.
- 3.3 Discovery of the physical and emotional impulses and of the body language of the character.
- 3.4 Assimilation and embodiment of the character by drawing on one's own sensitivity as an actor.

4. To propose a unique vision of a character.

- 4.1 Development of special skills to explore and add depth to a character.
- 4.2 Demonstration of an ability to discuss one's vision of the character with the director and with acting partners.
- 4.3 Proposal of a personal interpretation.
- 4.3 Enrichment of one's ability to learn by drawing inspiration from the character to be portrayed.

CODE: 01H1

OBJECTIVE	STANDARD
<p data-bbox="180 365 545 396">Statement of the competency</p> <p data-bbox="180 405 509 436">To participate in rehearsals.</p> <p data-bbox="180 751 302 783">Elements</p> <ol data-bbox="180 793 711 1182" style="list-style-type: none"><li data-bbox="180 793 711 856">1. To collaborate in the development of a theatrical production.<li data-bbox="180 1150 711 1182">2. To learn the text and the stage directions.	<p data-bbox="743 365 1008 396">Achievement context</p> <ul data-bbox="743 411 1292 705" style="list-style-type: none"><li data-bbox="743 411 1292 443">• During periods devoted to group work.<li data-bbox="743 451 1292 590">• On the basis of:<ul data-bbox="792 489 1292 590" style="list-style-type: none"><li data-bbox="792 489 1292 520">– instructions given by the director;<li data-bbox="792 529 1292 590">– instructions related to particular stage techniques.<li data-bbox="743 598 1292 661">• With the help of the director and his or her assistants and other stage professionals.<li data-bbox="743 669 1292 705">• With awareness of health and safety risks. <p data-bbox="743 751 1008 783">Performance criteria</p> <ol data-bbox="743 793 1377 1434" style="list-style-type: none"><li data-bbox="743 793 1377 888">1.1 Full involvement and commitment to the process of rehearsals, run-throughs, readings, technical rehearsals and dress rehearsals.<li data-bbox="743 896 1377 959">1.2 Openness to being directed by a director and his or her assistants.<li data-bbox="743 968 1377 1031">1.3 Openness to the task of redoing and rehearsing all the elements of the performance.<li data-bbox="743 1039 1377 1102">1.4 Demonstration of an interest in the work and ideas of one's partners.<li data-bbox="743 1150 1377 1213">2.1 Proper integration of comprehension and memorization of the text.<li data-bbox="743 1222 1377 1253">2.2 Dynamic assimilation of the text and blocking.<li data-bbox="743 1262 1377 1356">2.3 Assimilation of the technical elements related to space, light, sound, stage equipment and special effects.<li data-bbox="743 1365 1377 1434">2.4 Ease in handling all properties efficiently and safely.

CODE: 01H1

3. To assimilate the direction.

- 3.1 Receptivity to and assimilation of proposals related to the direction.
- 3.2 Openness to exploration of the text, character, space and rhythm.
- 3.3 Assimilation of the facets and mechanics of performance.
- 3.4 Incorporation of comments, criticisms and modifications.

CODE : 01H2

OBJECTIVE	STANDARD
<p data-bbox="180 365 553 399">Statement of the Competency</p> <p data-bbox="180 405 532 438">To prepare for a performance.</p> <p data-bbox="180 716 302 749">Elements</p> <ol data-bbox="180 756 613 1104" style="list-style-type: none"><li data-bbox="180 756 407 789">1. To concentrate.<li data-bbox="180 1041 613 1104">2. To collaborate in the staging of a performance.	<p data-bbox="743 365 1016 399">Achievement Context</p> <ul data-bbox="743 411 1300 667" style="list-style-type: none"><li data-bbox="743 411 1276 474">• In the days and hours preceding the dress rehearsals and performances.<li data-bbox="743 485 1300 625">• Incorporating:<ul data-bbox="792 527 1300 625" style="list-style-type: none"><li data-bbox="792 527 1195 560">– instructions from the director;<li data-bbox="792 562 1300 625">– personal and ensemble techniques and rituals for preparing for a performance.<li data-bbox="743 636 1284 667">• With awareness of health and safety risks. <p data-bbox="743 716 1008 749">Performance criteria</p> <ol data-bbox="743 756 1390 1283" style="list-style-type: none"><li data-bbox="743 756 1365 819">1.1 Mental preparation appropriate for presenting a work in public performance.<li data-bbox="743 829 1373 892">1.2 Preparation through an appropriate physical and vocal warm-up.<li data-bbox="743 903 1382 999">1.3 Establishment of conditions favourable to playing the character and recreating the world of the work.<li data-bbox="743 1041 1390 1138">2.1 Active participation in setting the stage and in the group tasks required to organize the space and the performance.<li data-bbox="743 1148 1382 1211">2.2 Mutual support and participation in the ensemble effort to raise the quality of the performance.<li data-bbox="743 1222 1300 1283">2.3 Individual and collective preparation for a positive contact with the public.

CODE : 01H2

3. To prepare oneself according to established procedures.

- 3.1 Personal preparation according to the designs for make-up and hair.
- 3.2 Verification of props, costumes and scenery.
- 3.3 Checking of various technical or mechanical elements related to performance.

CODE: 01H3

OBJECTIVE	STANDARD
<p data-bbox="180 365 545 396">Statement of the competency</p> <p data-bbox="180 407 428 438">To perform on stage.</p> <p data-bbox="180 785 302 816">Elements</p> <p data-bbox="180 827 643 858">1. To serve the intentions of the work.</p> <p data-bbox="180 1079 456 1110">2. To play a character.</p>	<p data-bbox="743 365 1008 396">Achievement context</p> <ul data-bbox="743 407 1360 743" style="list-style-type: none">• During a public performance of a theatrical work.• On the basis of the instructions of the director.• With the help of other members of the company.• In a theatrical venue or a space prepared for the needs of the production.• With all the means and technical materials required for the production.• With awareness of health and safety risks. <p data-bbox="743 785 1008 816">Performance criteria</p> <p data-bbox="743 827 1292 858">1.1 Ability to convey the ideas of the author.</p> <p data-bbox="743 869 1382 932">1.2 Enrichment of the ability to speak and perform a dramatic text.</p> <p data-bbox="743 942 1365 1005">1.3 Communication of the dramatic qualities of the work to the public.</p> <p data-bbox="743 1016 1370 1047">1.4 Contribution to the staging of a theatrical work.</p> <p data-bbox="743 1079 1313 1142">2.1 Personal involvement in the creation of the character.</p> <p data-bbox="743 1152 1276 1215">2.2 Harmonious integration of performance techniques.</p> <p data-bbox="743 1226 1308 1289">2.3 Clear communication of the action and the character being played.</p> <p data-bbox="743 1299 1281 1362">2.4 Making the character come alive for the audience.</p> <p data-bbox="743 1373 1370 1436">2.5 Careful use of the time required for the personal work involved in preparing a role.</p>

CODE: 01H3

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| 3. To channel one's artistic sensitivity into a performance. | <ul style="list-style-type: none">3.1 Recreation of the performance action with instinct, taste and intelligence.3.2 Rediscovery of the pleasure of performing with each performance.3.3 Demonstration of the capacity to stay in character and maintain the energy of the role.3.4 Demonstration of the capacity to relax in the performance situation and to trust oneself.3.5 Harmonious integration of all stage techniques with the performance. |
| 4. To interact with fellow actors. | <ul style="list-style-type: none">4.1 Dynamic contribution to the performance of the ensemble.4.2 Maintaining the character's energy in collaboration with one's fellow actors.4.3 Demonstration of an ability to listen. |
| 5. To contribute to theatrical emotion. | <ul style="list-style-type: none">5.1 Observance of the aesthetic orientation of the production.5.2 Sensitive recreation of the environment of a scene.5.3 Contribution to the integration of all elements of the theatrical production.5.4 Contribution, through a truthful performance, to the emotion experienced by the audience.5.5 Renewal of one's artistic commitment at each performance. |

CODE : 01H4

OBJECTIVE	STANDARD
<p>Statement of the competency To manage one's professional life.</p> <p>Elements</p> <ol style="list-style-type: none">1. To manage one's career.2. To apply strategies for looking for work and managing the business of being an actor.	<p>Achievement context</p> <ul style="list-style-type: none">• During the planning and progress of one's professional life as an actor.• On the basis of personal thoughts and exchange of viewpoints with colleagues and other resource persons.• Using any pertinent information. <p>Performance criteria</p> <ol style="list-style-type: none">1.1 Thorough analysis of the profession.1.2 Establishment of priorities and choice of professional activities.1.3 Development of versatility.1.4 Effective management of one's finances.1.5 Updating of one's knowledge concerning the legal and administrative standards applicable to artists. <ol style="list-style-type: none">2.1 Regular updating of one's resumé and photographic and artistic portfolios.2.2 Maintenance of a network of professional and business contacts.2.3 Formation of contacts with the artistic community and the world of show business.2.4 Adequate preparation for auditions and interviews.2.5 Adequate preparation for the negotiation of contracts.2.6 Adequate preparation for requests for bursaries and grants.

CODE : 01H4

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| <p>3. To demonstrate a sense of professional ethics.</p> | <p>3.1 Enrichment of one's sense of ethics and respect for others in the practice of the profession.</p> <p>3.2 Respect for contracts, agreements, timetables and working rules.</p> <p>3.3 Maintenance of one's capacities at peak performance level.</p> |
| <p>4. To foster one's professional development.</p> | <p>4.1 Development of a critical vision of one's work as a performer.</p> <p>4.2 Development of the attitudes and behaviours conducive to social interaction and work in groups.</p> <p>4.3 Development of a realistic vision of one's future and of a desire to broaden professional horizons.</p> <p>4.4 Enrichment of one's attributes as a performer through professional development activities.</p> |

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

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 programme 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.

Outcome Objectives

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 humankind 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 humankind, 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.

Outcome Objectives

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.

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.
- 1) 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.
- 2) 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 :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'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;
- sur le plan des attitudes, qu'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, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

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

Outcome Objectives

Students who have achieved the general education 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 one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability 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, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
- Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

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 good 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 promotion. This enables them to make an appropriate and justified choice of physical activities.

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

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. 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 personal work enable students to complete their personal program.

Éducation

Québec 

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