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## **SOCIAL, EDUCATIONAL AND LEGAL SERVICES**

### **COMMUNITY RECREATION LEADERSHIP TRAINING**

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PROGRAM OF STUDY  
391.A0



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Ministère de l'Éducation, 2000 – 00-0784

ISBN 2-550-36642-5

Legal deposit – Bibliothèque nationale du Québec, 2000

391.A0	<b>Community Recreation Leadership Training</b>	2000
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**Type of certification :** Diploma of college studies

**Number of credits :** 84 2/3

**Duration :** 2 595 hours of instruction

General education component :	660	hours of instruction
Specific program component :	1 935	hours of instruction

**Special conditions for admission :** - None



## ACKNOWLEDGMENTS

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

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Direction générale de la formation professionnelle et  
technique

### **English Version**

Direction de la production en langue anglaise  
Services à la communauté anglophone  
Ministère de l'Éducation du Québec



## TABLE OF CONTENTS

<b>INTRODUCTION TO THE PROGRAM .....</b>	<b>1</b>
<b>VOCABULARY USED.....</b>	<b>3</b>
<b>PART ONE.....</b>	
<b>GOALS OF THE PROGRAM .....</b>	<b>7</b>
<b>THE GOALS OF GENERAL EDUCATION.....</b>	<b>9</b>
<b>EDUCATIONAL INTENTIONS OF GENERAL EDUCATION.....</b>	<b>13</b>
<b>LIST OF PROGRAM OBJECTIVES.....</b>	<b>15</b>
General education common to all programs .....	15
General education adapted to programs.....	16
Complementary general education.....	16
Specific program component.....	17
<b>HARMONIZATION.....</b>	<b>19</b>
<b>PART TWO.....</b>	
Objectives and standards - .....	23
General education common to all programs .....	23
Objectives and standards - .....	37
General education adapted to programs.....	37
Objectives and standards: complementary general education .....	45
Objectives and standards - specific program component .....	59
01AD To analyse the occupation .....	61
01AE To analyse the characteristics of clients and their recreational needs .....	63
01AF To recognize significant indicators for recreation leadership.....	65
01AG To manage health and safety risks .....	67
01AH To organize recreational activities .....	69
01AJ To use creativity in a work context.....	71
01AK To interact in the workplace .....	73
01AL To lead recreational activities .....	75
01AM To lead a work team meeting.....	77
01AN To create and adapt work management tools .....	79
01AP To manage material resources .....	81
01AQ To manage a recreational activities budget .....	83
01AR To supervise human resources.....	85
01AS To analyse recreation trends in specific contexts .....	87
01AT To develop recreational activities.....	89

01AU	To establish programming for recreational activities .....	91
01AV	To promote recreational services.....	93
01AW	To recruit humain resources .....	95
01AX	To carry out a fundraising activity .....	97
01AY	To supervise a recreational activities project.....	99
01AZ	To lead recreational activities for clients .....	101

## **INTRODUCTION TO THE PROGRAM**

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

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

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

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



## VOCABULARY USED

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### **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

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## **GOALS OF THE PROGRAM**

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### **Desired Result**

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

### **Description of the Occupation**

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

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

### **Educational Intentions**

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

- to enable students to acquire competence in the exercise of the occupation, performing the tasks and activities of the occupation at a level acceptable for entry into the job market;
- to help students integrate into working life by giving them a knowledge of the job market in general and of the specific context of the occupation;
- to encourage continuing professional development;
- to provide for the future job mobility of the students by helping them to acquire career-management skills and, especially, entrepreneurial skills.

Finally, the Community Recreation Leadership Training program is designed to enable graduates to develop in the workplace, by fostering the following attitudes and behaviours:

- an approach in which the characteristics of clients and their communities are taken into account;
- a constant concern for meeting the needs of clients safely and in accordance with the rules of professional ethics;
- establishment of harmonious relationships at work and with clients;
- autonomy, the ability to organize every aspect of their work, leadership initiative, and good judgment and quick reactions in unexpected situations;
- a constant concern for improving and protecting the quality of the environment;
- a concern for continuing development in the exercise of the occupation, given organizational and administrative changes.

## THE GOALS OF GENERAL EDUCATION

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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**

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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

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### 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****(58 credits)**

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



## HARMONIZATION

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

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

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

FROM

TO

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

FROM

TO

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

FROM

TO

Community Recreation Leadership Training		Social Service	
Code	Competency	Code	Competency
01AG	To manage health and safety risks	018U	To protect themselves physically, emotionally and legally
01AM	To lead a work team meeting	018G	To lead a meeting

## PART TWO

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

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GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0004
OBJECTIVE		STANDARD
<b>Statement of the competency</b>		
To analyze and produce various forms of discourse.		
<b>Elements</b>		<b>Performance criteria</b>
1	To identify the characteristics and functions of the components of discourse.	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	To determine the organization of facts and arguments of a given discourse.	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	To prepare ideas and strategies for a projected discourse.	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	To formulate a discourse.	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	To edit the discourse.	5.1 Thorough revision of form and content.
LEARNING ACTIVITIES		
<b>Discipline :</b>	English	
<b>Weighting :</b>	2-2-4, 1-3-4	
<b>Credits :</b>	2 2/3	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0005
OBJECTIVE		STANDARD
<b>Statement of the competency</b>  To apply a critical approach to literary genres.  <b>Elements</b> 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.		<b>Performance criteria</b>  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		
<b>Discipline :</b> English <b>Weighting :</b> 2-2-3 <b>Credits :</b> 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0006
OBJECTIVE		STANDARD
<b>Statement of the competency</b>  To apply a critical approach to a literary theme.		
<b>Elements</b>  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.		<b>Performance criteria</b>  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		
<b>Discipline :</b> English <b>Weighting :</b> 2-2-3 <b>Credits :</b> 2 1/3		

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

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

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I)CODE : 0017	
OBJECTIF	STANDARD
<p><b>Énoncé de la compétence</b></p> <p>Appliquer les notions de base de la communication en français courant.</p> <p><b>Éléments</b></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><b>Critères de performance</b></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><b>Discipline :</b> Français, langue seconde</p> <p><b>Pondération :</b> 2-1-3</p> <p><b>Unités :</b> 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)		CODE : 000A
OBJECTIF		STANDARD
<b>Énoncé de la compétence</b>  Communiquer en français avec une certaine aisance.		
<b>Éléments</b>  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.		<b>Critères de performance</b>  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		
<b>Discipline :</b> Français, langue seconde <b>Pondération :</b> 2-1-3 <b>Unités :</b> 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF		STANDARD
<b>Énoncé de la compétence</b>  Communiquer avec aisance en français.		
<b>Éléments</b>  1 Produire un texte oral planifié de cinq minutes de complexité moyenne.  2 Commenter un texte écrit de complexité moyenne.  3 Rédiger un texte de complexité moyenne.		<b>Critères de performance</b>  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. 2.1 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. 3.1 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		
<b>Discipline :</b> Français, langue seconde <b>Pondération :</b> 2-1-3 <b>Unités :</b> 2		

<b>FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV)</b>		<b>CODE : 000C</b>
<b>OBJECTIF</b>		<b>STANDARD</b>
<b>Énoncé de la compétence</b>  Traiter d'un sujet culturel et littéraire.		
<b>Éléments</b>		<b>Critères de performance</b>
1 Analyser un texte culturel ou littéraire.		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 Rédiger un texte sur un sujet culturel ou littéraire.		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.
<b>LEARNING ACTIVITIES</b>		
<b>Discipline :</b>	Français, langue seconde	
<b>Pondération :</b>	3-0-3	
<b>Unités :</b>	2	

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

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

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

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION		CODE : 0066
OBJECTIVE		STANDARD
<b>Statement of the competency</b>  To demonstrate one's responsibility for being physically active in a manner which promotes health.		
<b>Elements</b>  1 To combine effective practice with a health promotional approach to physical activity.  2 To manage a personal physical activity program.		<b>Performance criteria</b>  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		
<b>Discipline :</b> Physical Education <b>Weighting :</b> 1-1-1 <b>Credits :</b> 1		

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

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GENERAL EDUCATION ADAPTED TO PROGRAMS :  
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 000L

OBJECTIVE	STANDARD
<p><b>Statement of the competency</b></p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1 To identify the forms of discourse appropriate to given fields of study.</li> <li>2 To recognize the discursive frameworks appropriate to given fields of study.</li> <li>3 To formulate a discourse.</li> </ol>	<p><b>Performance criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Accurate recognition of specialized vocabulary and conventions.</li> <li>1.2 Accurate recognition of the characteristics of the form of discourse.</li> <li>2.1 Clear and accurate recognition of the main ideas and structure.</li> <li>2.2 Appropriate distinction between fact and argument</li> <li>3.1 Appropriate choice of tone and diction.</li> <li>3.2 Correctly developed sentences.</li> <li>3.3 Clearly and coherently developed paragraphs.</li> <li>3.4 Appropriate use of program-related communication strategies.</li> <li>3.5 Formulation of a 1000-word discourse.</li> <li>3.6 Thorough revision of form and content.</li> </ol>
LEARNING ACTIVITIES	
<p><b>Discipline :</b> English</p> <p><b>Total Contact Hours :</b> 60</p> <p><b>Credits :</b> 2</p>	

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES		CODE : 000U
OBJECTIVE		STANDARD
<b>Statement of the competency</b>  To apply a critical thought process to ethical issues relevant to the field of study.  <b>Elements</b> 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.		<b>Performance criteria</b>  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		
<b>Discipline :</b> Humanities <b>Total Contact Hours :</b> 45 <b>Credits :</b> 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIVE		STANDARD
<b>Énoncé de la compétence</b> Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. <b>Elements</b> 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.		<b>Performance criteria</b> 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		
<b>Discipline :</b> Français, langue seconde <b>Nombre d'heures-contact :</b> 45 <b>Nombre d'unités :</b> 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
<b>Énoncé de la compétence</b>  Communiquer en français dans un champ d'études particulier.		
<b>Elements</b> 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.		<b>Performance criteria</b> 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		
<b>Discipline :</b> Français, langue seconde <b>Nombre d'heures-contact :</b> 45 <b>Nombre d'unités :</b> 2		





**OBJECTIVES AND STANDARDS -  
COMPLEMENTARY GENERAL EDUCATION**

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

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

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

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

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  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.)  <b>Elements</b>  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.	<b>Achievement context</b>  For modern languages that use the Latin alphabet, students will: <ul style="list-style-type: none"><li>• have a conversation that includes at least 8 lines of dialogue</li><li>• write a text consisting of at least 8 sentences</li></ul> For modern languages that use a writing system other than the Latin alphabet, students will: <ul style="list-style-type: none"><li>• have a conversation that includes at least 6 lines of dialogue</li><li>• write a text consisting of at least 6 sentences</li></ul> Students will be exposed to learning situations on familiar themes. Reference materials may be used.  <b>Performance criteria</b>  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		
<b>Number of student-contact hours :</b>	45	
<b>Number of credits :</b>	2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  To communicate on familiar topics in a modern language.  <b>Elements</b> 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.	<b>Achievement context</b>  <ul style="list-style-type: none"><li>Students will have a conversation that includes at least 15 lines of dialogue.</li><li>They will write a text consisting of at least 20 sentences for Latin-alphabet languages.</li><li>They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.</li><li>Students will be exposed to:<ul style="list-style-type: none"><li>common situations in everyday life</li><li>simple topics from everyday life</li></ul></li><li>Reference materials may be used.</li></ul> <b>Performance criteria</b> 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		

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

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0011
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  To recognize the role of mathematics or informatics in contemporary society.  <b>Elements</b>  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.	<b>Achievement context</b>  <ul style="list-style-type: none"><li>Students will work alone.</li><li>They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.</li></ul> <b>Performance criteria</b>  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		
<b>Number of student-contact hours :</b> 45 <b>Number of credits :</b> 2		

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0012
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  To use various mathematical or computer concepts, procedures and tools for common tasks.  <b>Elements</b>  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.	<b>Achievement context</b>  <ul style="list-style-type: none"><li>Students will work alone.</li><li>They will carry out a task or solve a problem based on everyday needs.</li><li>Familiar tools and reference materials may be used.</li></ul> <b>Performance criteria</b>  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		
<b>Number of student-contact hours :</b> 45 <b>Number of credits :</b> 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0013
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  To consider various forms of art produced by aesthetic practices.  <b>Elements</b>  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.	<b>Achievement context</b>  <ul style="list-style-type: none"><li>• Students will work alone.</li><li>• They will use a specified work of art and write a commentary of approximately 750 words.</li></ul> <b>Performance criteria</b>  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		
<b>Number of student-contact hours :</b> 45 <b>Number of credits :</b> 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE	STANDARD	
<b>Statement of the competency</b>  To produce a work of art.  <b>Elements</b>  1 Recognize the primary forms of expression of an artistic medium.  2 Use the medium.	<b>Achievement context</b>  <ul style="list-style-type: none"><li>Students will work alone.</li><li>of the language and techniques specific to the medium selected.</li></ul> <b>Performance criteria</b>  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		
<b>Number of student-contact hours :</b>	45	
<b>Number of credits :</b>	2	



**OBJECTIVES AND STANDARDS -  
SPECIFIC PROGRAM COMPONENT**

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Code: 01AD	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To analyze the occupation.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To describe the occupation and the working conditions.</li> <li>2. To examine the tasks and operations related to the occupation.</li> <li>3. To examine the skills and behaviours necessary to practise the occupation.</li> <li>4. To examine the specific characteristics of organizations offering recreational services.</li> <li>5. To examine the regulations on practising the occupation.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• On the basis of recent information about the occupation and organizations in the field.</li> <li>• On the basis of regulations in effect.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Gathering of relevant information.</li> <li>1.2 Full examination of the general characteristics of the occupation and the working conditions.</li> <li>1.3 Recognition of entrepreneurial opportunities in the field.</li> <li>2.1 Full examination of the operations, performance conditions and performance criteria for each task.</li> <li>2.2 Correlation of steps in the work process with the tasks of the occupation.</li> <li>3.1 Establishment of appropriate links between the skills and behaviours and the various tasks involved in the practise of the occupation.</li> <li>4.1 Identification of the mission and legal status of each type of organization.</li> <li>4.2 Identification of the types of clientele of the various types of organizations.</li> <li>5.1 Examination of the laws and regulations governing the practice of the work in general and the occupation in particular.</li> <li>5.2 Recognition of the consequences of a failure to apply a law or regulation.</li> </ol>



Code : 01AE	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To analyze the characteristics of clients and their recreational needs.</p> <p><b>Elements of the Competency</b></p> <p>1. To gather the necessary information.</p> <p>2. To describe the clientele.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a work context with clients specific to the organization (municipal, institutional, community, educational or other).</li> <li>• With a view to developing recreational programs or organizing specific activities.</li> <li>• With the help of resource people, by meeting with clients and using statistical or other data.</li> <li>• Using the necessary equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Use of appropriate means for the organization, the type of clientele, the objective sought and the nature of the data to be collected.</p> <p>1.2 Initiative and judgment in determining the methods to use.</p> <p>1.3 Proper application of the method used to collect data.</p> <p>1.4 Tact and diplomacy in collecting information from clients.</p> <p>2.1 Careful interpretation of observations and information gathered.</p> <p>2.2 Accurate profiles of individuals or groups with respect to physical, psychological, cultural and socioeconomic characteristics.</p> <p>2.3 Relevant links established between the state of health and the functional abilities of an individual or group.</p> <p>2.4 Consideration of the habits and values of individuals or groups.</p>

Code : 01AE	
3. To analyze clients' recreational needs.	<p>3.1 Relevant links established between the characteristics of an individual or group and their motivations.</p> <p>3.2 Consideration of the interests of an individual or group when analyzing their needs.</p> <p>3.3 Relevant links established between people's social problems and their attitude towards recreation.</p>

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



Code : 01AG	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To manage health and safety risks.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To evaluate health and safety risks.</li> <li>2. To put into place measures to ensure health and safety.</li> <li>3. To use means to control their stress level.</li> <li>4. To develop an action plan for emergency situations.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a variety of work situations.</li> <li>• Referring to regulations in effect and other pertinent reference documents.</li> <li>• Using the necessary equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Identification of actual or potential sources of danger.</li> <li>1.2 Accurate determination of health consequences of each of the risks identified.</li> <li>1.3 Good judgment in the evaluation of risks.</li> <li>2.1 Putting into place of measures to prevent injuries, falls and accidents.</li> <li>2.2 Consideration of ergonomic rules when setting up a workstation or work area.</li> <li>2.3 Proper application of techniques for lifting or moving heavy persons or objects.</li> <li>2.4 Recognition of the need for participants in an activity to acquire preventive behaviour.</li> <li>2.5 Respect for regulations in effect.</li> <li>2.6 Putting into place of measures to prevent or handle violent situations.</li> <li>3.1 Identification of factors that may raise their stress level.</li> <li>3.2 Use of appropriate means to prepare to handle stressful situations.</li> <li>4.1 Detailed, complete, relevant descriptions of actions to take in predictable situations.</li> </ol>

Code : 01AG	
5. To give first aid.	<ul style="list-style-type: none"> <li>5.1 Observance of the general procedure for emergency situations.</li> <li>5.2 Appropriate decision on actions to take in specific situations.</li> <li>5.3 Correct application of first aid techniques.</li> <li>5.4 Calm and self-control.</li> <li>5.5 Adoption of appropriate behaviour to comfort an injured person.</li> </ul>
6. To write up accident or incident reports.	<ul style="list-style-type: none"> <li>6.1 Use of the appropriate form.</li> <li>6.2 Accuracy and inclusion of all required information.</li> <li>6.3 Clarity and accuracy of comments.</li> </ul>

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

Code : 01AH	
2. To carry out the planned tasks.	2.1 Accurate, precise data on resource request forms. 2.2 Correct preparation of contracts and calls for tenders. 2.3 Design of clear and pertinent plans of scenarios. 2.4 Preparation of complete, easy-to-use registration forms. 2.5 Proper use of appropriate software.
3. To set up the locations for an activity.	3.1 Suitable placement of the necessary equipment and materials. 3.2 Respect for health and safety standards. 3.3 Sense of aesthetics.
4. To make final checks.	4.1 Checking of all aspects necessary for the activity to proceed smoothly. 4.2 Demonstration of good judgment when organizational problems arise that may hinder the smooth operation of the activity.
5. To evaluate the activity.	5.1 Evaluation of each organizational phase. 5.2 Objective evaluation of the results. 5.3 Manifestation of recognition.
6. To make final checks.	6.1 Gathering of all data. 6.2 Demonstration of a sense of clarity and efficiency in document management.

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



Code : 01AK	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To interact in the workplace.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To establish a professional relationship with clients.</li> <li>2. To establish professional relationships with colleagues in the organization and specialists in other organizations.</li> <li>3. To resolve situations of conflict.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a variety of work situations: exchange of information, request for collaboration, need for help, etc.</li> <li>• With different people: clients, colleagues, volunteers, etc.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Application of communication techniques.</li> <li>1.2 Use of language appropriate to and adapted for the clients.</li> <li>1.3 Use of an appropriate approach technique for the particular situation.</li> <li>1.4 Use of means to establish a relationship of trust.</li> <li>1.5 Respect for the rules of professional ethics.</li> <li>2.1 Correct use of terminology specific to the field.</li> <li>2.2 Clear, precise formulation of information requests.</li> <li>2.3 Correct application of telephone procedure.</li> <li>2.4 Demonstration of tact in requests for collaboration.</li> <li>2.5 Setting up of appropriate mechanisms for working with partners.</li> <li>2.6 Adoption of behaviour that fosters harmonious working relationships.</li> <li>2.7 Respect for the rules of conduct concerning information of a confidential nature.</li> <li>3.1 Correct application of a problem-solving procedure.</li> <li>3.2 Demonstration of patience, empathy, and understanding towards the people involved.</li> <li>3.3 Demonstration of objectivity in solving relationship problems.</li> </ol>

Code : 01AK	
4. To participate in team meetings.	4.1 Active, appropriate participation in the team. 4.2 Respect for the rules of conduct in a team 4.3 Expression of their ideas while respecting the opinions of others. 4.4 Adoption of appropriate behaviour for the leadership style of certain participants.
5. To establish public relations.	5.1 Use of means to foster a climate of trust. 5.2 Respect for the rules of public relations. 5.3 Demonstration of self-confidence.

Code : 01AL	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To lead recreational activities.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In the locations planned for the activities.</li> <li>• Using plans of scenarios for activities of different types.</li> <li>• Using relevant reference documents.</li> <li>• Using the necessary equipment and materials.</li> <li>• Individually or with the participation of resource people.</li> </ul>
<p><b>Elements of the Competency</b></p> <p>1. To plan the leadership strategy.</p> <p>2. To welcome the participants.</p> <p>3. To present the activity to the participants.</p> <p>4. To apply the leadership strategy.</p>	<p><b>Performance Criteria</b></p> <p>1.1 Full, detailed strategy for leading the activity.</p> <p>1.2 Consideration of the type of activity, objectives, specifics of the client group and number of participants.</p> <p>2.1 Proper application of the welcoming procedure.</p> <p>2.2 Creation of a warm atmosphere.</p> <p>2.3 Courtesy.</p> <p>3.1 Clear and pertinent information given about the nature of the activity and any applicable guidelines.</p> <p>3.2 Use of methods that arouse the interest of the participants.</p> <p>4.1 Correct application of leadership techniques with an individual or a small or large group.</p> <p>4.2 Respect for the previously defined leadership strategy.</p> <p>4.3 Use of methods that ensure the interest and satisfaction of the participants.</p> <p>4.4 Demonstration of dynamism, self-confidence and flexibility in unexpected situations.</p> <p>4.5 Adoption of behaviour calculated to draw on and maintain participants' motivation.</p>

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

Code : 01AM	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To lead a work team meeting.</p> <p><b>Elements of the Competency</b></p> <p>1. To prepare for the meeting.</p> <p>2. To hold the meeting.</p> <p>3. To write a report or minutes of the meeting.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>Based on a request.</li> <li>With the people participating in the meeting.</li> <li>With the necessary documents and materials.</li> </ul> <p><b>Performance Criteria</b></p> <p>1.1 Appropriate strategy for the purpose of the meeting.</p> <p>1.2 Clear agenda that respects the rules of writing.</p> <p>1.3 Correct form of the notice of meeting.</p> <p>1.4 Preparation of all necessary documents, equipment and materials.</p> <p>1.5 Appropriate set-up of equipment and materials.</p> <p>1.6 Measures to handle equipment problems or breakdown.</p> <p>2.1 Correct application of discussion-leading techniques given the purpose of the meeting and the specific group.</p> <p>2.2 Agreement reached regarding rules of procedure for the meeting.</p> <p>2.3 Use of appropriate methods to obtain the participation of the team members.</p> <p>2.4 Demonstration of diplomacy and respect.</p> <p>2.5 Creation of an atmosphere conducive to the exchange of ideas.</p> <p>3.1 Respect for the rules of writing and layout for these types of documents.</p> <p>3.2 Clean appearance of the documents produced.</p>



Code : 01AN	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To create and adapt work management tools.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To identify the needs.</li> <li>2. To create and adapt work planning tools.</li> <li>3. To create and adapt work organization tools.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In a variety of work situations.</li> <li>• Using models of tools for planning, organizing and evaluating work.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Appropriate identification of the needs to be met.</li> <li>1.2 Careful analysis of existing tools.</li> <li>1.3 Appropriate decision about the type of tool to create or adapt.</li> <li>2.1 Establishment of an appropriate schedule for the project to be carried out.</li> <li>2.2 Consideration of the availability of human and material resources when planning the work.</li> <li>2.3 Reasonable distribution of the work activities on the agenda.</li> <li>2.4 Allowance for room to maneuver in the event of unexpected situations.</li> <li>2.5 Legibility and clarity of documents produced.</li> <li>3.1 Creation and adaptation of pertinent and effective tools for the classification and use of information.</li> <li>3.2 Consideration of the needs of the organization and the nature of the actions to be carried out.</li> <li>3.3 Consideration of the potential of communication technology for the creation and adaptation of tools.</li> </ol>

Code : 01AN	
4. To create and adapt work evaluation tools.	<p>4.1 Tools that are clear and easy to use.</p> <p>4.2 Inclusion in the evaluation tool of elements that are pertinent, observable and measurable in terms of the nature of the task.</p> <p>4.3 Appropriate adaptation of existing evaluation tools for the different needs.</p>

Code : 01AP	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To manage material resources.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a request or on established planning.</li> <li>• Based on inventory lists and forms for borrowing or rental of material resources.</li> <li>• Using the necessary computer equipment and materials.</li> <li>• With the help of catalogues and price lists.</li> <li>• In keeping with the regulations in effect and the established budget.</li> </ul>
<p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To set up and keep up an inventory of material resources.</li> <li>2. To carry out an inspection of material resources.</li> <li>3. To recommend the purchase or rental of material resources.</li> </ol>	<p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Precise, detailed, complete list of equipment and materials.</li> <li>1.2 Updates done correctly and at appropriate times.</li> <li>2.1 Appropriate inspection schedule for the type of facilities and equipment, the frequency of their use and the standards in effect.</li> <li>2.2 Meticulous check of the quantity and state of material resources.</li> <li>2.3 Pertinent decisions in terms of recommendations to make.</li> <li>3.1 Accurate evaluation of needs in equipment and materials.</li> <li>3.2 Appropriate selection of equipment and materials in keeping with the established needs, available budget and standards and regulations in effect.</li> <li>3.3 Pertinent decisions regarding the purchase or rental of equipment and materials.</li> </ol>

Code : 01AP	
4. To design and use a form for the use of material resources.	<p>4.1 Proper design of a schedule for the use of facilities and equipment.</p> <p>4.2 Consideration of the need to provide a tool that is clear and easy to use.</p> <p>4.3 Correct use of the form in terms of the information to be recorded.</p>
5. To borrow and rent material resources.	<p>5.1 Preparation of loan and rental schedules appropriate for the types of resources available and for client requests.</p> <p>5.2 Correct application of procedures for loans and rentals.</p> <p>5.3 Respect for the policies and regulations of the organization.</p>

Code : 01AQ	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To manage a recreational activities budget.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on an established plan.</li> <li>• Based on a verbal or written request from the immediate superior.</li> <li>• Based on established financial parameters.</li> <li>• Using the necessary documents: financial reports, the organization's objectives, etc.</li> <li>• Using computer equipment and accounting software.</li> </ul>
<p><b>Elements of the Competency</b></p> <p>1. To do bookkeeping.</p> <p>2. To establish and present a budget.</p> <p>3. To produce an interim balance sheet.</p>	<p><b>Performance Criteria</b></p> <p>1.1 Exact calculation of taxes.</p> <p>1.2 Timely recording of all transactions in the appropriate account books.</p> <p>1.3 Respect for the rules governing the entry of accounts.</p> <p>1.4 Correct use of accounting software.</p> <p>2.1 Accurate determination of budget items.</p> <p>2.2 Reasonable allocation of revenues and expenses for each budget item.</p> <p>2.3 Consideration of established financial parameters and priorities.</p> <p>2.4 Logical projection of expenses for all budget items.</p> <p>2.5 Demonstration of initiative and creativity in the choice of budget strategies and means to ensure the continuity of services.</p> <p>2.6 Respect for the rules for written and verbal presentation of budgets.</p> <p>3.1 Inclusion of all data required in the balance sheet.</p> <p>3.2 Respect for the rules of presentation for an interim balance sheet.</p>

Code : 01AQ	
4. To interpret a financial statement.	<p>4.1 Appropriate interpretation of the statement in terms of the projected budget.</p> <p>4.2 Demonstration of an overall view of the situation.</p> <p>4.3 Formulation of pertinent recommendations regarding the budgetary adjustments to make.</p>
5. To prepare a file for a grant application.	<p>5.1 Appropriate choice of organizations likely to subsidize the project to be submitted.</p> <p>5.2 Correct application of the procedure for the preparation of a grant application.</p> <p>5.3 Consideration of the requirements of the organization approached.</p> <p>5.4 Quality of the visual and written presentation of the file.</p>
6. To make a request for sponsorship.	<p>6.1 Appropriate choice of potential sponsors.</p> <p>6.2 Establishment of an appropriate strategy in terms of the purpose of the sponsorship and the sponsor selected.</p> <p>6.3 Use of persuasive arguments when meeting with the sponsor.</p> <p>6.4 Drawing up of a clear, complete agreement with the sponsor.</p>

Code : 01AR	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To supervise human resources.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To plan a strategy for supervising human resources.</li> <li>2. To allocate tasks.</li> <li>3. To evaluate the work of staff and volunteers.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• For work done by resource people such as group leaders, volunteers, etc.</li> <li>• Based on a request or on established plans.</li> <li>• Using relevant documents.</li> <li>• Using the necessary computer equipment and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Planning a full, clear supervision strategy appropriate for the people to be supervised and the nature of the activity.</li> <li>2.1 Appropriate allocation of tasks in terms of the abilities and interests of each person.</li> <li>2.2 Concern to meet everyone's needs.</li> <li>2.3 Proposal of satisfactory solutions when choices are required.</li> <li>3.1 Appropriate choice of evaluation tool.</li> <li>3.2 Demonstration of judgment and objectivity.</li> <li>3.3 Pertinent comments and recommendations.</li> <li>3.4 Tact and courtesy in the communication of results to people.</li> <li>3.5 Respect for the confidentiality of evaluations.</li> </ol>

Code : 01AR	
4. To prepare and give training.	<ul style="list-style-type: none"> <li>4.1 Accurate assessment of training needs.</li> <li>4.2 Design of a detailed, structured, pertinent training plan.</li> <li>4.3 Use of dynamic and varied pedagogical methods.</li> <li>4.4 Quality of spoken language.</li> <li>4.5 Use of methods to arouse and maintain the interest of trainees.</li> <li>4.6 Regular verification of understanding by participants.</li> <li>4.7 Appropriate evaluation of the quality of training given.</li> </ul>
5. To provide organizational and technical support.	<ul style="list-style-type: none"> <li>5.1 Accurate evaluation of needs.</li> <li>5.2 Determination of appropriate support methods for the identified needs.</li> <li>5.3 Respect for the limits of their position.</li> <li>5.4 Quality of actions and relations with people.</li> <li>5.5 Availability and patience.</li> <li>5.6 Use of methods that show respect for people.</li> <li>5.7 Appropriate choice of monitoring procedure.</li> </ul>
6. To handle complaints and unexpected incidents.	<ul style="list-style-type: none"> <li>6.1 Accurate evaluation of the nature of the complaint or unexpected event.</li> <li>6.2 Demonstration of judgment and resourcefulness in finding solutions.</li> <li>6.3 Concern for reacting quickly.</li> <li>6.4 Demonstration of fairness and self-control.</li> </ul>

Code : 01AS	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To analyze recreation trends in specific contexts.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To understand the importance of recreation in today's society and its effects on the individual and the community.</li> <li>2. To recognize changes in Québec society and their effects on recreational activities.</li> <li>3. To formulate hypotheses about foreseeable trends in recreation.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• With a view to planning or setting up activities.</li> <li>• Using the necessary reference documents and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Recognition of the benefits and negative effects of recreation for the individual and the community.</li> <li>1.2 Statement of facts demonstrating the significance of recreation in everyday life.</li> <li>2.1 Recognition of demographic, technological, social, economic and environmental changes in Québec society.</li> <li>2.2 Establishment of pertinent links between changes in Québec society and people's way of life, family life, occupation and social life.</li> <li>2.3 Establishment of pertinent links between the current state of Québec society and changes observed in the practice of recreational activities.</li> <li>3.1 Realistic hypotheses about changes in work time and recreation time.</li> <li>3.2 Establishment of pertinent links between the growth or disappearance of certain activities and the development of Québec society.</li> <li>3.3 Plausible prediction of the development of recreation organizations in relation to changes in society.</li> </ol>



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

Code : 01AT	
4. To try out scenarios for activities.	4.1 Field tests in keeping with data on the creation or adaptation of activities. 4.2 Proper identification of the aspects of the activity to be modified.
5. To evaluate the results.	5.1 Evaluation of the results obtained in relation to the objectives. 5.2 Demonstration of a critical sense. 5.3 Identification of pertinent changes.

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

Code : 01AU	
3. To design the program.	<p>3.1 Appropriate selection of activities in terms of the clients' characteristics and needs and the resources available.</p> <p>3.2 Accurate determination of data related to holding the activities.</p> <p>3.3 Appropriate organization of the activities in terms of the type of activities, needs and preferences of the clients and availability of resources.</p> <p>3.4 Correct use of software appropriate for designing a program.</p> <p>3.5 Quality of writing and presentation of the program.</p> <p>3.6 Consideration of the need to innovate when designing a program.</p>

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

Code : 01AV	
3. To present the tools produced.	3.1 Clear and dynamic presentation of the promotional tools produced. 3.2 Correct, appropriate spoken language. 3.3 Demonstration of confidence and a professional attitude.
4. To organize and hold a press conference.	4.1 Correct execution of all the steps necessary. 4.2 Professional language and appearance. 4.3 Respect for the rules of protocol in events of an official nature.

Code : 01AW	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To recruit human resources.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a request.</li> <li>• With a view to having the required human resources to hold recreational activities.</li> <li>• With the help of sample task descriptions and evaluation tools.</li> <li>• By means of interviews.</li> <li>• Using necessary computer equipment and materials.</li> <li>• Respecting the organization's policies.</li> </ul>
<p><b>Elements of the Competency</b></p> <p>1. To evaluate the needs to be met.</p> <p>2. To write up job descriptions.</p> <p>3. To carry out a preliminary selection.</p>	<p><b>Performance Criteria</b></p> <p>1.1 Proper evaluation of the number and type of people to recruit and the nature and duration of the work.</p> <p>1.2 Consideration of the available financial and material resources.</p> <p>2.1 Full, detailed description of the responsibilities, tasks, and qualifications attached to the job to be filled.</p> <p>2.2 Respect for the presentation standards for a job description.</p> <p>2.3 Rigorous application of the rules of grammar.</p> <p>3.1 Rigorous analysis of résumés and the organization's information sheets.</p> <p>3.2 Consideration of the needs to be met and the pre-established job descriptions.</p> <p>3.3 Correct use of checklists.</p> <p>3.4 Appropriate selection of candidates for interview.</p>

Code : 01AW	
4. To prepare for and hold interviews.	<p>4.1 Preparation of an appropriate schedule in terms of the job to be filled.</p> <p>4.2 Preparation of pertinent questions and hypothetical situations for the job to be filled.</p> <p>4.3 Correct application of interview techniques.</p> <p>4.4 Appropriate reactions to candidates' behaviour.</p> <p>4.5 Adoption of behaviour allowing candidates to express themselves easily during interviews.</p> <p>4.6 Respect for the rules of professional ethics.</p> <p>4.7 Respect for the organization's policies.</p>
5. To evaluate the interview results and make recommendations.	<p>5.1 Appropriate evaluation of the results in relation to the established criteria.</p> <p>5.2 Objective and pertinent recommendations given the identified needs.</p>

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

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

Code : 01AY	
OBJECTIVE	STANDARD
<p><b>Statement of the Competency</b></p> <p>To supervise a recreational activities project.</p> <p><b>Elements of the Competency</b></p> <ol style="list-style-type: none"> <li>1. To gather information necessary to carry out the project.</li> <li>2. To organize and hold meetings.</li> <li>3. To supervise the progress of the project.</li> </ol>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Based on a previously defined social and recreational activities project.</li> <li>• With a team of people responsible for implementing the project.</li> <li>• Taking into account the rules of operation of the organization.</li> <li>• Using the necessary facilities and materials.</li> </ul> <p><b>Performance Criteria</b></p> <ol style="list-style-type: none"> <li>1.1 Gathering of all information about the nature of the project and the composition of the team.</li> <li>2.1 Regular and appropriate organization of meetings.</li> <li>2.2 Active involvement, with the team members, in setting up operating procedures.</li> <li>2.3 Setting up of an action strategy, with the team members.</li> <li>2.4 Demonstration of leadership in decision making.</li> <li>2.5 Timely production of proper reports and minutes.</li> <li>2.6 Respect for the rules of conduct for teamwork.</li> <li>3.1 Proper monitoring of the work carried out in relation to the planning.</li> <li>3.2 Setting up of regulatory mechanisms according to the needs identified.</li> <li>3.3 Demonstration of availability and a sense of initiative.</li> <li>3.4 Respect for the organization's policies.</li> <li>3.5 Effective handling of conflicts and unexpected events.</li> <li>3.6 Quality of interpersonal communications.</li> </ol>

Code : 01AY	
4. To assess the team's work.	<p>4.1 Full, pertinent assessment of the work.</p> <p>4.2 Respect for the rules of grammar and presentation.</p> <p>4.3 Observance of the rules of professional ethics in comments.</p>

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

Code : 01AZ	
3. To carry out the work.	<ul style="list-style-type: none"> <li>3.1 Application of effective work methods.</li> <li>3.2 Demonstration of flexibility and adaptability to people and situations.</li> <li>3.3 Respect for the rules of safety and professional ethics.</li> <li>3.4 Respect for the organization's operating procedures and the previously established specific goals and objectives.</li> <li>3.5 Demonstration of autonomy and a sense of responsibility.</li> <li>3.6 Quality of communication and participation in teamwork.</li> <li>3.7 Use of methods to ensure the quality of services and the satisfaction of clients.</li> </ul>
4. To evaluate the results of their interventions and the quality of their work.	<ul style="list-style-type: none"> <li>4.1 Use of appropriate evaluation methods.</li> <li>4.2 Identification of positive aspects and difficulties observed.</li> <li>4.3 Determination of methods to optimize the quality of future activities.</li> <li>4.4 Formulation of relevant recommendations with respect to the activities carried out.</li> <li>4.5 Demonstration of receptiveness to criticism.</li> </ul>

## **EDUCATIONAL INTENTIONS OF GENERAL EDUCATION**

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### **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.



