



## Secondary Education in the Provinces and Territories of Canada: A Student Transfer Guide 2023–24

### Quebec

#### Part 1 – Summary Statement

##### 1.1 Introduction

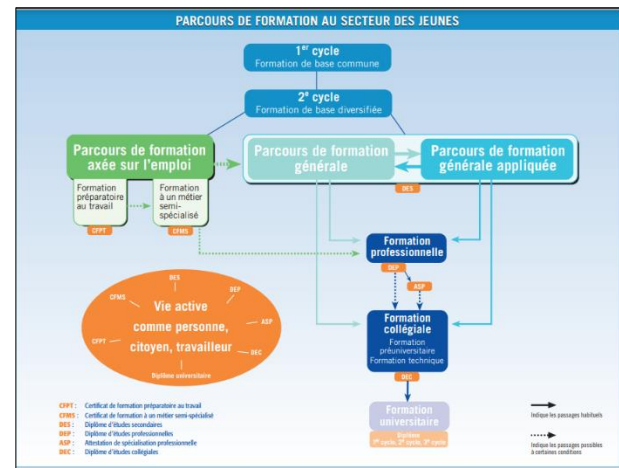
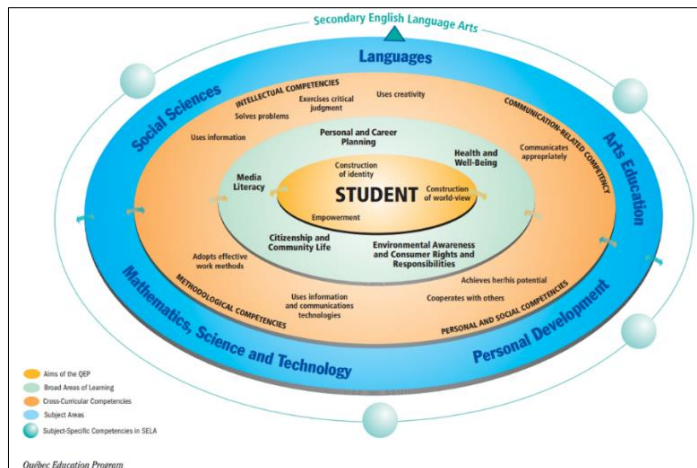
Quebec’s education system offers preschool education (ages 4 and 5) on an optional basis, as well as a 6-year elementary education and a 5-year secondary education in general education. Also offered are Adult General Education, Job-Oriented Training, and Vocational Training.

The province of Quebec underwent its latest reform at the turn of the millennium, also known as the “renouveau pédagogique” (or educational renewal). Following *The Estates General on Education* in the 90s, the Ministère de l’Éducation implemented a reform of all the programs of study under its authority. Programs of study now focus on the development of competencies, whereas in the past they focused on objectives to be achieved.

Grouped into six subject areas, the programs of study define the learning expected in elementary and secondary education. No reforms are planned in the short term. The Ministère de l’Éducation (MEQ) will implement the new Culture and Citizenship in Québec program on a mandatory basis in elementary and secondary schools at the start of the 2024 school year. In June 2023, the MEQ announced the revision of the *Français, langue d’enseignement* program, which is currently under development.

##### 1.2 Organization of School System

This section provides an overview of the school system, with a description of the different types of school, levels of education and organization of the school year (calendar).



Kindergarten for 4-year-olds and kindergarten for 5-year-olds:

- Kindergarten for 4-year-olds is not compulsory and currently being rolled out.
- Kindergarten for 5-year-olds is not compulsory but is a universal service.

Preschool Education Cycle Program:

- Two mandates: global development and prevention
- Five areas of development: language, physical and motor, affective, cognitive, and social
- Learning through play

## Elementary Education

- 6 years divided into three 2-year cycles
- Cycle One (2 years)
  - Common core basic education
  - Languages, Mathematics, Physical and Health Education, Culture and Citizenship in Québec, and Arts Education
- Cycles Two and Three (2 years each)
  - Common core basic education
  - Explores new disciplines (sciences, social sciences)

## Québec Education Program (QEP) – Secondary Education – 5-year general education divided into two cycles

- Cycle One (2 years)
  - Common core basic education
  - Consolidates the education received during elementary school
- Cycle Two (3 years)
  - A general education enriched by optional subjects in which students explore different disciplines (sciences, arts, etc.)
  - Offers a diversified path: General Education or Applied General Education

## School Calendar

The student's school calendar includes the equivalent of a maximum of 200 days, at least 180 of which must be devoted to educational services.

### 1.3 Explanation of Terms Used (including special-education/student-services terms)

Quebec's decentralized education system is designed to promote student success by enabling each school to tailor its services to the needs and characteristics of the population it serves. The government has laws, policies, strategies, and action plans in place to promote the inclusion of all students, including those with disabilities. It also supports school service centres (French sector), school boards (English sector), and schools in their responsibilities to organize services according to students' needs.

### **Right to Educational Services**

Universal access to education for all is guaranteed by the *Education Act*, which grants the right to free educational services to any child between the ages of 5 and 18, or 21 in the case of a person with a disability within the meaning of the *Education Act* to secure the exercise of the rights of persons with a disability with a view to their educational, occupational and social integration — irrespective of origin, religion, sex, social condition, ability, etc.

Everyone has the right to preschool education services and elementary and secondary school instructional services. They are also entitled, within the framework of the programs offered by the school service centre, to other educational, complementary and special services (*Education Act*, s. 1). All students are entitled to the educational services set out in the frameworks, according to their needs.

### **Compulsory School Attendance**

School attendance is compulsory for all students aged 6 to 16. Throughout this period, the student attends a public or private school, whether in the English or French sector, which will provide the educational services to which they are entitled, at both elementary and secondary levels. Students can also be homeschooled under certain conditions.

### **Adaptation of Services for Students with Disabilities, Social Maladjustments or Learning Difficulties**

It is the responsibility of each educational organization, at the local level, to adapt educational services to handicapped students and students with social maladjustments or learning disabilities according to their needs, based on an assessment of their abilities (*Education Act*, s. 234). The means and interventions put in place are adapted to each student with a disability, and may differ from one school to another, while maintaining the same goals of inclusion.

A concerted approach is planned for all students with disabilities. The school principal, with the help of the parents of a student with disability, social maladjustment or learning difficulty, the staff providing services to the student, and the student themselves, unless they are unable to do so, establish an Individualized Education Plan adapted to the student's needs (*Education Act*, s. 96.14). The Individualized Education Plan process identifies the student's abilities and needs, and determines the resources needed to support their educational success. In Quebec, specialized education is often referred to as special education.

In addition, the Québec Education Program is a competency-based program. Quebec defines competency as the ability to act based on the effective use and mobilization of a range of resources.

#### 1.4 Course Designation

##### **Classification of Secondary School Course Codes in General Education in the Youth Sector**

Regular course codes are generally 6 digits long. For example, the code used in Secondary II Mathematics is 563 206.

- The first number indicates the sector:
  - 0 or 1 for General Education in the French sector
  - 5 or 6 for General Education in the English sector**Example:** 563 206 is a course in the English sector (563 206)
- The second and third digits indicate the subject matter  
**Example:** For mathematics it is 563 (563 206).
- The fourth digit indicates the school year, a number between 1 and 5 (between Secondary I and Secondary IV)  
**Example:** 563 206 is a Secondary II Mathematics course.
- The fifth digit indicates the program type:
  - 0, 1 or 2 indicates a ministerial program.
  - 3, 4, 5 or 6 indicates a local program.
- The sixth number indicates the number of units the student obtains for successful completion of the course.  
**Example:** 563 206 gives 6 units.

#### 1.5 Time Allocations and Course Load

Sections 22, 23 and 23.1, 23.4 and 23.5 of the [Basic school regulation for preschool, elementary and secondary education](#) specify the time allocations for various subjects. One unit corresponds to 25 hours of allocated teaching time.

For children in preschool education, the week must consist of a minimum of 23 hours and 30 minutes devoted to educational services. For elementary students, the week must consist of a minimum of 25 hours devoted to educational services. For secondary students, the week must consist of a minimum of 25 hours devoted to educational services.

#### 1.6 Curriculum Organization

#### 1.7 Prerequisites and/or Co-requisites

#### 1.8 Assessment and Evaluation Practices; and Transcripts (including issuing authority)

The Ministère de l'Éducation and educational organizations are jointly responsible for evaluation student learning. Educational organizations are authorized to prepare and administer examinations in most disciplines. In the general education path, the pass mark is 60 per cent.

In the vocational training path, the pass mark varies and is expressed by the word *Success*. In the general education path, all courses successfully completed from the Secondary IV and V programs count towards the diploma. All vocational training courses also count towards the diploma unless they are part of a program leading to an attestation of vocational training (semi-skilled trades).

In general education in the youth sector, the Minister of Education sets ministerial examinations in Secondary IV and V subjects required to obtain a diploma (language of instruction, mathematics, sciences and history). Educational organizations are responsible for evaluating courses not subject to these ministerial examinations. In Adult General Education and Vocational Training, the Ministère sets examinations for some courses but leaves it up to the individual educational institution to develop examinations for other courses in accordance with ministerial guidelines.

When Secondary IV and V students take a ministerial examination, the final result recorded on the official transcript is generally made up of two components: 50 per cent from the mark obtained on the ministerial examination and 50 per cent from a weighted mark assigned by the school. In other cases, the result is composed entirely of the mark or of a *pass* or *fail* indication assigned by the institution.

Results in Secondary IV and V subjects where a ministerial examination is administered are processed statistically to ensure comparability among schools, classes, and students. Since 1974, weighting is applied to any marks provided by a school for students in a group of at least two students. As part of this weighting process, the average and standard deviation (i.e., distribution around the average of marks obtained on the ministerial examination by students in a particular group) are compared to the marks provided by the school for the same students. If there is a difference between the two distributions, the distribution of the school's marks is weighted back to the distribution of the ministerial examination.

At the elementary level, the Minister of Education imposes reading, writing, and math examinations for system pilot purposes. In Secondary II, students in the French-language network also take a writing examination in the language of instruction. As a general rule, the final result on a student's transcript is the sum of two grades: 20 per cent of the mark for the ministerial examination and 80 per cent of the mark awarded by the school. No moderation is applied to these results.

#### 1.9 List of Graduation Credentials (including credentials giving access to postsecondary education), Requirements for Graduation, and Issuing Authorities

*Basic school regulation for preschool, elementary and secondary education: [I-13.3, r. 8 - Basic school regulation for preschool, elementary and secondary education \(gouv.qc.ca\)](#).*

#### **Secondary School Diploma in general education in the youth sector**

**Section 32:** The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and:

1. 6 credits in Secondary V language of instruction;
2. 4 credits in Secondary V second language;
3. 4 credits in Secondary IV mathematics;
4. 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
5. 4 credits in Secondary IV history;
6. 2 credits in Secondary IV arts education; and
7. 2 credits in Secondary V ethics and religious culture or physical education and health.

Credits earned in a vocational training program leading to a Diploma of Vocational Studies or to an Attestation of Vocational Specialization are taken into account when awarding the Secondary School Diploma.

*Basic adult general education regulation: [I-13.3, r. 9 - Basic adult general education regulation \(gouv.qc.ca\)](#).*

#### **Secondary School Diploma in adult general education**

**Section 30:** The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV or V level including at least 20 credits at the Secondary V level, and among those 54 credits, the following credits:

1. 12 credits in language of instruction, including at least 6 at the Secondary V level;
2. 8 credits in second language, including at least 4 at the Secondary V level;

3. 4 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Social Sciences;
4. 8 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Mathematics, Science and Technology, including 4 in mathematics.

The number of credits earned in language of instruction and in second language may not exceed 36. Credits earned at the Secondary IV and V levels are taken into account when awarding the diploma, that is, credits earned for elective subjects in general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with Section 250 of the *Education Act* (Chapter I-13.3). Holders of a Diploma of Vocational Studies or an Attestation of Vocational Specialization who earned the credits in Secondary IV language of instruction, second language, and mathematics are, for the purposes of this section, deemed to have obtained the credits set out in Subparagraphs 3 and 4 of the first paragraph.

Adults must have earned credits for at least one course at the Secondary IV or V level given by an adult education centre.

#### 1.10 Other types of Programs

**Basic school regulation for preschool, elementary and secondary education:** [I-13.3, r. 8 - Basic school regulation for preschool, elementary and secondary education \(gouv.qc.ca\)](#).

##### **Pre-work training certificate**

**Section 33:** On the recommendation of the school service centre, the Minister shall award a pre-work training certificate to every student who has completed the training of not less than 2,700 hours and has successfully completed the work skills education program of not less than 900 hours.

##### **Training certificate for a semi-skilled trade**

**Article 33.1:** On the recommendation of the school service centre, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every student who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours.

1. On the recommendation of the school service centre, the Minister shall also award a training certificate for a semi-skilled trade, with mention of the semi-skilled trade, to every student referred to in the third paragraph of Section 23.4 if the student has completed the pre-work training of not less than 2,700 hour;
2. Has successfully completed the practical training component of the training leading to a semi-skilled trade.

**Basic adult general education regulation:** [I-13.3, r. 9 - Basic adult general education regulation \(gouv.qc.ca\)](#).

##### **Training Certificate in Sociovocational Integration of Adults (TCSIA)**

**Section 32:** On the recommendation of the school service centre, the Minister shall award a Training Certificate in Sociovocational Integration of Adults (TCSIA) to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising not less than 900 hours divided as follows:

- 200 hours of development of employability and sociovocational attitudes;
- 600 hours of practical training in sociovocational integration;
- 100 hours divided according to the person's learning plan.

##### **Training Certificate for a Semiskilled Trade (TCST) in adult general education**

**Section 32.1:** On the recommendation of the school service centre, the Minister shall award a Training Certificate for a Semiskilled Trade (TCST), with mention of the trade, to every adult who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semiskilled trade of not less than 450 hours. That training includes:

- In general training:
  - 200 hours in language of instruction (French or English);
  - 100 hours in second language (French or English); and,
  - 150 hours in mathematics.
  
- In practical training:
  - 75 hours in introduction to the world of work; and,
  - 375 hours in preparation for the semi-skilled trade.

With regard to distance education services, Section 459.5.3 of the *Education Act* states that:

“The Minister may establish and implement a pilot project to experiment or innovate in the field of distance educational services, or to study, improve or define standards for distance educational services.

Within such a pilot project, the Minister may

(1) provide distance educational services or authorize a school service centre or an educational institution governed by the Act respecting private education (chapter E-9.1) to provide such services, or a person to receive them, according to standards that depart from those established by or under this Act or the Act respecting private education, all in compliance with the right to free educational services; and (art. 459.5.3).

(2) issue directives establishing the applicable standards and rules. The Minister may also, at any time, make changes or put an end to a pilot project after notifying all interested persons. The maximum duration of a pilot project is three years, which the Minister may extend by up to two years if he considers it necessary. The Minister shall evaluate the pilot project and make the evaluation public every two years as well as at the end of the pilot project.”

#### 1.11 Assessment of Out-of-Province/Out-of-Territory and Foreign Studies

## Part 2 – Summary of Course Content

### 2.1 English (First Language)

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	Secondary English Language Arts, Cycle One (SELA1)	632106 632206	Secondary I and II	The SELA program for Cycle One (also a literacy program) is part of a learning continuum begun by the student in the Elementary English Language Arts (EELA) program. The competencies are interdependent and complementary. This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations, the interpersonal and communication strategies that they will require to become active, critical members of society, and to foster an appreciation of their rich literary and cultural heritage. The approach to language, discourse, text and genre is related to their social purposes and functions, so that students are aware not only of the structures and features of genre in different texts, but of the inherently social messages and meanings they carry.	Not applicable	<a href="https://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/languages/english-language-arts">https://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/languages/english-language-arts</a>
Quebec	Secondary English Language Arts, Cycle Two (SELA2)	632306 632406 612536	Secondary III, IV and V	The SELA2 program is first and foremost a literacy program. As such, it prepares students to make intellectual and aesthetic judgments, raise questions, articulate their thoughts, and respect the ideas of others. In addition to the SELA1 program, the SELA2 program promotes the reading and the production of both multi-genre and multimodal texts. To provide extensive opportunities for students to explore the affordances of different genres and modes, the writing and media competencies of the Cycle One program have been integrated into a single production competency in SELA2.	Not applicable	

2.2 French (First Language)

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	French, language of instruction	132108 132208	Secondary Cycle One (Secondary I and II)	To develop their French skills, students are placed in a variety of situations where the French language and culture are continually called upon. The three competencies are interrelated, and many learning situations call on more than one competency. For example, if the students in a class have to reach a consensus on a field trip, they work in sub-groups to research (read and appreciate a variety of texts) the cultural activities available in their region. Then each team presents its preferred activity to the class, and defends its choice (communicating orally in a variety of ways). After processing the information and exercising their critical judgment (cross-curricular competencies), students agree on a field trip and write a recommendation for the school board (writing a variety of texts). The competent student knows how to act in a given situation by mobilizing and effectively using a set of resources.	Not applicable	<a href="http://www.mde.gouv.qc.ca/fr/enseignant/enseignement/enseignement-french">Français, langue d'enseignement   Ministère de l'Éducation (gouv.qc.ca)</a>
Quebec	French, language of instruction	132308 132406 132506	Secondary Cycle Two (Secondary III, IV, and V)	Developing the competencies of reading and appreciating a variety of texts, writing a variety of texts and communicating orally in a variety of ways is a continuation of the elementary and Secondary Cycle One. It must take place in diverse, engaging and stimulating contexts that encourage the consolidation and deepening of prior knowledge, as well as the integration of new learning. Given the personal and social stakes involved, oral and written language competencies are a priority in French-language education. Whether reading, writing, listening, or speaking, language must be a constant preoccupation. The teacher is responsible for ensuring that students have an accurate and integrated representation of the prescribed linguistic and textual knowledge.	Not applicable	<a href="http://www.mde.gouv.qc.ca/fr/enseignant/enseignement/enseignement-french">Français, langue d'enseignement   Ministère de l'Éducation (gouv.qc.ca)</a>



### 2.3 Indigenous Language Education

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	N/A					

### 2.4 English (Second/Additional Language)

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	Secondary Cycle One, English as a Second Language, core program	134104 134204	Secondary I and II	Students develop three competencies in synergy: <i>Interacts orally in English, Reinvests understanding of texts, Writes and produces texts</i> . To do so, they engage in a variety of strategies, knowledge, and know-how. At the end of these programs, students will be able to communicate in English to meet their needs and pursue their interests in a rapidly evolving global society. They will gradually come to realize the importance of learning English for their personal, academic and professional future.	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfaq/secondaire/domaine-des-langues/anglais-langue-seconde">https://www.education.gouv.qc.ca/enseignants/pfaq/secondaire/domaine-des-langues/anglais-langue-seconde</a>
Quebec	Secondary Cycle Two, English as a Second Language, core program	134304 134404 134504	Secondary III, IV, and V		Not applicable	
Quebec	Secondary Cycle One, English as a Second Language, enriched program	136104 136204	Secondary I and II	Students develop three competencies in synergy: <i>Interacts orally in English, Reinvests understanding of texts, Writes and produces texts</i> . To do so, they engage in a variety of strategies, knowledge and know-how. At the end of these programs, students will be able to communicate in English to meet their needs and pursue their interests in a rapidly evolving global society. They will realize the importance of learning English for their personal, academic, and professional future.	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfaq/secondaire/domaine-des-langues/anglais-langue-seconde">https://www.education.gouv.qc.ca/enseignants/pfaq/secondaire/domaine-des-langues/anglais-langue-seconde</a>
Quebec	Secondary Cycle Two, English as a Second Language, enriched program	136304 136406 136506	Secondary III, IV, and V		Not applicable	

2.5 French (Second/Additional Language)

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	French, Second language, Core and enriched programs	634106 634206 635106 635206	Secondary Cycle One (Secondary I and II)	<p>To meet the linguistic, cultural, and social objectives of the discipline, French as a second language programs offer two different certification levels. The core program follows the core elementary program, while the enriched program is designed for students who have already taken the immersion course in elementary school, or for those who already have a certain level of fluency in French and want to perfect their oral and written language skills.</p> <p>The core program aims to develop a functional knowledge of the language (i.e., the ability to interact in French, both orally and in writing). The communication skills developed in this program are transferable tools that enable students to participate in the life of Quebec's French-speaking community.</p> <p>The enriched program aims to develop more complex interaction skills, both oral and written. Students are expected to achieve a level of autonomy and linguistic and cultural fluency sufficient to facilitate their social, cultural, and even professional integration into Quebec's French-speaking community.</p>	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/francais-langue-seconde/">https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/francais-langue-seconde/</a>
Quebec	French, Second language, Core Program	634306 634404 634504	Secondary Cycle Two (Secondary III, IV, and V)	<p>To meet the expectations of the English-speaking community, students enrolled in the French as a Second Language core program must be able to function effectively in French in all spheres of their school and extra-curricular life <i>by the end of their secondary education</i>. This is the aim of this program, which enables students in the English sector to participate in the life of Quebec's French-speaking community, to develop personally, socially and professionally, and to take their place in Quebec's pluralistic French-speaking society.</p> <p>During the second cycle of their secondary education, students continue to develop their French language skills and evolve culturally. By the end of their secondary education, they should be able to understand and appreciate elements of Francophone culture while being aware of their own culture, and should be able to use French effectively in a variety of contexts. Thanks to this program, students acquire communication skills that are transferable to their extracurricular lives, enabling them to participate actively in life in French in Quebec.</p>	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/francais-langue-seconde/">https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/francais-langue-seconde/</a>

Quebec	French, Second language, Enriched program	635306 635406 635506	Secondary Cycle Two (Secondary III, IV, and V)	<p>To meet the expectations of the English-speaking community, students enrolled in the enriched French as a second language program must achieve a level of autonomy and linguistic and cultural fluency approaching bilingualism <i>by the end of their secondary education</i>. This is the aim of this program, which prepares students not only to interact fluently in French, but also to interpret and produce a variety of texts in this language, helping them, among other things, to better grasp the writing culture of the target language. It also aims to help English-speaking students understand the French-speaking Quebec environment and its culture to integrate harmoniously into it, develop personally, socially and professionally, and take their place in the pluralistic French-speaking society that is Quebec.</p> <p>During the second cycle of their secondary education, students continue to develop their French language skills and evolve culturally. By the end of their secondary education, they should be able to understand and appreciate Francophone culture while being aware of their own culture, and be able to use French appropriately in different contexts. Their ability to decode the implicit message of a text, whether oral, written, visual, or mixed, is a means of accessing a higher level of understanding and interpretation of their linguistic environment. Whether in oral or written communication, or when reading everyday or literary texts, grasping innuendo or understanding gestures demonstrates a certain knowledge of the socio-cultural aspects of the target language, and fosters an awareness of their importance in communication. This ability to interpret values, beliefs, and behaviours also helps them to better understand the issues at stake in interaction situations, and to behave effectively in French in their various environments.</p>	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfeg/secondaire/domaine-des-langues/francais-langue-seconde/">https://www.education.gouv.qc.ca/enseignants/pfeg/secondaire/domaine-des-langues/francais-langue-seconde/</a>
--------	---	----------------------------	--	---	----------------	---

## 2.6 French (Immersion)

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	N/A					

## 2.7 Other Languages

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Intégration linguistique, scolaire et sociale (Linguistic, Educational and Social Integration)	158100 158200 158300 158400 158406 158500	Secondary	<p>The <i>Intégration linguistique, scolaire et sociale</i> (Linguistic, Educational and Social Integration) program prepares newcomer students to continue their schooling in French in the regular classroom by specifying the essential skills they need to acquire as quickly as possible:</p> <ul style="list-style-type: none"> <li>- Knowledge of the language of interpersonal communication and the specific forms of school discourse</li> <li>- Understanding of the educational and social culture of their new environments</li> <li>- Developing appropriate behaviours and attitudes to integrate harmoniously</li> </ul> <p>This program aims to develop three competencies:</p> <ul style="list-style-type: none"> <li>- Oral communication in French in a variety of situations</li> <li>- Reading and writing a variety of texts in French</li> <li>- Integration into the Quebec school system and society</li> </ul>	Not applicable	<a href="https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/integration-linguistique-scolaire-et-sociale">https://www.education.gouv.qc.ca/enseignants/pfeq/secondaire/domaine-des-langues/integration-linguistique-scolaire-et-sociale</a>
Quebec	Spanish as a Third Language	141304 141404 141504	Secondary Cycle Two (Secondary III to IV)	<p>The Spanish program aims to help teach non-Spanish speaking students in Quebec to communicate, become familiar with the cultures associated with it, develop an interest in these cultures that will continue after the end of secondary school. The curriculum will provide them with the basic tools to understand Spanish and communicate both orally and in writing in everyday situations. It will also allow them to discover and understand some of the cultural characteristics of a number of Spanish-speaking countries. This new knowledge can be put to good use in other contexts.</p> <p>Students start to study Spanish at the beginning of Secondary Cycle Two, and gradually develop their competencies over the three-year cycle. They must interact in Spanish, and understand and produce texts in increasingly complex and varied situations.</p>	Not applicable	<a href="https://www.gouvernement.qc.ca/Programme-du-Secondaire/Programme-du-Secondaire-III-et-IV/Programme-du-Secondaire-III-et-IV-2016-2017/Programme-du-Secondaire-III-et-IV-2016-2017-2017-2018/Programme-du-Secondaire-III-et-IV-2016-2017-2017-2018-2019-2020/Programme-du-Secondaire-III-et-IV-2016-2017-2017-2018-2019-2020-2021-2022/Programme-du-Secondaire-III-et-IV-2016-2017-2017-2018-2019-2020-2021-2022-2023-2024/Programme-du-Secondaire-III-et-IV-2016-2017-2017-2018-2019-2020-2021-2022-2023-2024-2025">Secondary Spanish as a Third Language Program   Gouvernement du Québec (quebec.ca)</a>

2.8 Mathematics

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	Mathematics	063106 063206	Secondary Cycle One (Secondary I and II)	<p>This program is centred on the development of three closely related competencies:</p> <ul style="list-style-type: none"> <li>- Solves a situational problem</li> <li>- Uses mathematical reasoning</li> <li>- Communicates by using mathematical language</li> </ul> <p>The three competencies in this program are interrelated and are developed in synergy, in meaningful and complex situations.</p> <p>The learning content outlines mathematical concepts and processes, learning processes and cultural references pertaining to arithmetic, algebra, probability theory, statistics, and geometry.</p> <p>Since the prime objective of the Québec Education Program is to develop competencies, most of the concepts and processes must be constructed by the students and reapplied in a variety of contexts.</p>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/mathematiques">Secondary Mathematics Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Mathematics	063306 063414 063504 064406 064506 065406 065506	Secondary Cycle Two (Secondary III, IV, and V)	<p>This mathematics program is a continuation of the secondary education's Cycle One program. It focuses on the development of closely related skills of equal relative importance:</p> <ul style="list-style-type: none"> <li>- Solves a situational problem</li> <li>- Uses mathematical reasoning</li> <li>- Communicates by using mathematical language</li> </ul> <p>The three competencies in this program are interrelated and are developed in synergy, in meaningful and complex situations.</p> <p>The learning content outlines mathematical concepts and processes, learning processes and cultural references pertaining to arithmetic, algebra, probability theory, statistics, and geometry.</p> <p>Since the prime objective of the Québec Education Program is to develop competencies, most of the concepts and processes must be constructed by the students and reapplied in a variety of contexts.</p>	Not applicable	

				<p>Starting in Secondary 4IV this mathematics program offers three different sequences to meet students' needs:</p> <ul style="list-style-type: none"><li>- The Culture, Society and Technology option</li><li>- The Technical and-Scientific option</li><li>- The Science option</li></ul>		
--	--	--	--	---	--	--

2.9 Sciences

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Science and the Environment <i>(Optional program)</i>	058402	Secondary IV	<p>This program is a continuation of the other compulsory science and technology programs. The program focuses on the development of the following three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to scientific problems</li> <li>- Makes the most of his/her scientific knowledge</li> <li>- Communicates using scientific language</li> </ul> <p>This program's content is made up entirely of scientific concepts. The training content (i.e., concepts and cultural references, is divided into three major universes (living, material, technological and Earth)), to which strategies, techniques and attitudes are added. Competencies and knowledge are developed through learning and evaluation situations associated with two environmental issues under study: energy and residual materials.</p> <p><b>This program is optional in the applied general education program. Starting in Secondary c Cycle Two, students choose the general education path OR the applied general education path each year.</b></p>	Not applicable	<a href="http://www.gouv.qc.ca/education/secondaire/science-et-environnement/">Secondary Science and the Environment Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Chemistry	051504	Secondary V	<p>This program is a continuation of the other compulsory science and technology programs. The Chemistry program is designed to develop the following three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to problems involving chemistry</li> <li>- Makes the most of his/her knowledge of chemistry</li> <li>- Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology</li> </ul> <p>The program content (i.e., concepts and cultural references) is divided into four general concepts: gases, energy changes in reactions, reaction rates and chemical equilibrium, plus strategies, techniques, and attitudes.</p> <p><b>This program is optional in the applied general education path AND in the general education path. Starting in Secondary Cycle Two, students choose the General Education path OR the Applied General Education path each year.</b></p>	<p>Science and Technology (Secondary IV only) and Environmental Science and Technology (Secondary IV)</p> <p>OR</p> <p>Applied Science and Technology (Secondary IV only) and Science and</p>	<a href="http://www.gouv.qc.ca/education/secondaire/chemie/">Secondary Chemistry Program   Gouvernement du Québec (quebec.ca)</a>

					the Environment (Secondary IV)	
Quebec	Physics	053504	Secondary V	<p>This program is a continuation of the other compulsory science and technology programs.</p> <p>The Physics program is designed to develop the following three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to problems involving physics</li> <li>- Makes the most of his/her knowledge of physics</li> <li>- Communicates ideas relating to questions involving physics, using the languages associated with science and technology</li> </ul> <p>The program content (i.e., concepts and cultural references) is divided into four general concepts: kinematics, dynamics, transformation of energy and geometric optics, plus strategies, techniques, and attitudes.</p> <p><b>This program is optional in the applied general education path AND in the general education path. Starting in Secondary Cycle Two, students choose the general education path OR the applied general education path each year.</b></p>	<p>Science and Technology (Secondary IV only) and Environmental Science and Technology (Secondary IV)</p> <p>OR</p> <p>Applied Science and Technology (Secondary IV only) and Science and the Environment (Secondary IV)</p>	<p><a href="#">Secondary Physics Program   Gouvernement du Québec (quebec.ca)</a></p>



2.10 Social Studies

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Geography	095103 095203	Secondary education Cycle One (Secondary I and II)	<p>The study of geography fosters the development of geographic reasoning (i.e., the skills and language specific to geography). In implementing the Geography program, the content elements that students must master as a priority to enable them to continue learning the following year relate to the development of skills, processes and strategies, and the construction of concepts.</p> <p>Competencies developed:</p> <ul style="list-style-type: none"> <li>- Understands the organization of a territory</li> <li>- Interprets a territorial issue</li> <li>- Constructs his/her consciousness of global citizenship</li> </ul> <p>The program focuses on global geographical realities.</p>	Not applicable	
Quebec	History and Citizenship Education	087103 087213	Secondary education Cycle One (Secondary I and II)	<p>The study of history fosters the development of historical thinking, the essential elements of which are attitudes, intellectual approaches and a language specific to the study of history. In History and Citizenship Education, the content elements that students are expected to master as a matter of priority to enable them to continue learning the following year relate to the development of competencies, processes and strategies, and the construction of concepts.</p> <p>Competencies developed:</p> <ul style="list-style-type: none"> <li>- Examines social phenomena from a historical perspective</li> <li>- Interprets social phenomena using the historical method</li> <li>- Constructs his/her consciousness of citizenship through the study of history</li> </ul> <p>The program focuses on Western history and citizenship.</p>	Not applicable	
Quebec	History of Québec and Canada	085304 085404	Secondary III and IV	<p>The study of history fosters the development of historical thinking, a set of intellectual skills that enable us to distance ourselves from the past and use a critical method of analysis, the historical method. In History of Québec and Canada, the content elements that students are expected to master as a matter of priority to enable them to continue learning the following year</p>	Not applicable	

				<p>relate to the development of competencies, skills, know-how, processes and strategies, and the construction of concepts.</p> <p>Competencies developed:</p> <ul style="list-style-type: none"> <li>- Characterizes a period in the history of Québec and Canada</li> <li>- Interprets a social phenomenon</li> </ul> <p>The program focuses on the history of Quebec within the Canadian, North American, and global context.</p>		
Quebec	Contemporary World	095502 or 095504	Secondary IV	<p>The study of contemporary world problems and phenomena suggests the use of geographical and historical perspectives and the consideration of economic and political dimensions. The content elements that students are required to master as a matter of priority to enable them to continue learning relate to the development of competencies, processes, strategies and techniques, and the construction of concepts.</p> <p>Competencies developed:</p> <ul style="list-style-type: none"> <li>- Interprets a contemporary world problem</li> <li>- Takes a position on a contemporary world issue</li> </ul> <p>The program focuses on the contemporary world and international relations.</p>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/contemporain/">Secondary Contemporary World Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Financial Education	102522	Secondary IV	<p>The Financial Education program aims to help students develop critical judgment in managing their personal finances and to develop the confidence and self-knowledge needed for financial well-being. The content elements that students are required to master as a matter of priority to enable them to continue learning relate to the development of competencies, know-how, processes and strategies, and the development of concepts.</p> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>- Takes a position on a financial issue</li> </ul> <p>The program focuses on managing personal finances.</p>	Not applicable	
Quebec	Culture and Citizenship in Québec	080102 080202 080404 080502	Secondary Education (Secondary I, II, III, IV and V)	<p>The Culture and Citizenship in Québec program aims to develop students' critical thinking skills and a capacity for dialogue through the development of two disciplinary competencies based on sociology (Studies cultural realities) and ethical reflection (Reflects on ethical questions).</p>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/culture-citoyennete/">Secondary Culture and Citizenship in Québec Program   Gouvernement du Québec (quebec.ca)</a>

				The program content includes elements relating to Quebec culture and citizenship, particularly in terms of democracy and civic participation, legal education, eco-citizenship, digital education, sexuality education, and personal and relational development.		<a href="#">Secondary Ethics and Religious Culture Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	History of the 20th Century	085594		<p>The program enables students to become aware of a wide range of sources and points of view related to the history of the 20th century. By taking into account different interpretations, students come to perceive the relativity of such views and to identify the values and principles governing international relations.</p> <p>The History of the 20th Century program aims to:</p> <ul style="list-style-type: none"> <li>- Help students understand today's world in the light of the past</li> <li>- Help students develop a critical and balanced view of ideologies</li> </ul>	Not applicable	<a href="#">Secondary History of the 20th Century Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Cultural Geography	092594		<p>Students come to understand the relationships that societies maintain with the space they transform into territories organized in a particular way.</p> <p>The Cultural Geography program aims to:</p> <ul style="list-style-type: none"> <li>- Help students understand the diversity and complexity of the cultures in the world</li> <li>- Help students develop a geographic perspective that fosters their understanding of other cultures</li> </ul>	Not applicable	<a href="#">Secondary Cultural Geography Program   Gouvernement du Québec (quebec.ca)</a>

2.11 Physical Education

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Physical Education and Health	043102 043202	Secondary Cycle One (Secondary I and II)	The Physical Education and Health program was designed with a view of fostering students' overall development. Although one of its main objectives is to help students increase their motor efficiency through regular physical activity, the program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes, and safe and ethical behaviours required to properly manage their health and well-being. Upon completion of the program, students will have developed the tools they will use throughout their lives to feel physically and mentally healthy, to feel good about themselves, and to live in harmony with others.	Not applicable	<a href="http://www.gouvernement.qc.ca/education/education-physique-et-sant%C3%A9">Secondary Physical Education and Health Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Physical Education and Health	043302 043402 043502	Secondary Cycle Two (Secondary III, IV, and V)	The Physical Education and Health program was designed with a view of fostering students' overall development. Although one of its objectives is to help students increase their motor efficiency through regular physical activity, the program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes, and safe and ethical behaviours required to properly manage their health and well-being. Upon completion of the program, students will have developed the tools they will need throughout their lives to feel well, to be physically and mentally healthy, to feel good about themselves, and to live in harmony with others.	Not applicable	<a href="http://www.gouvernement.qc.ca/education/education-physique-et-sant%C3%A9">Secondary Physical Education and Health Program   Gouvernement du Québec (quebec.ca)</a>

2.12 Arts

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Drama	170104 170204	Secondary Cycle One (Secondary 1 and 2)	<p>Drama involves the creation and performance of action with characters, using elements of a stage and following certain conventions which may vary according to place and historical period. This art form can be defined through four main focuses: playwriting, performing, stage directing and audience reception.</p> <p>The Drama program is designed to engage students on a number of levels: psychomotor, affective, social, cognitive, and cultural.</p> <p>The Drama program in secondary school is a continuation of the arts education offered in elementary school. Students can develop and consolidate their elementary-level learning, regardless of the arts subjects to which they might have been introduced, since the Drama program is grounded in the basic learning fostered by arts education while aiming to develop three complementary and interdependent competencies:</p> <ul style="list-style-type: none"> <li>- Creates dramatic works</li> <li>- Performs dramatic works</li> <li>- Appreciates dramatic works</li> </ul>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/arts/arts-2e-cycle/arts-2e-cycle-1">Secondary Drama Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	<p>Drama (Compulsory program)</p> <p>Drama (Optional program)</p> <p>Drama and Multimedia (Optional program)</p>	<p>170302 170402 170502</p> <p>170304 170404 170504</p> <p>170394 170494 170594</p>	Secondary Cycle Two (Secondary II, IV, and V)	<p>The Secondary Cycle Two Drama program comprises two types of programs: a compulsory program and two optional programs, Drama and Drama and Multimedia.</p> <p><b>The compulsory program in Drama</b> is grounded in and consolidates the artistic learning previously acquired by students. It helps students develop their autonomy, creative potential, artistic sensitivity, and skills as spectators and performers. (See Cycle One Drama program description above.)</p> <p>Students enrolled in the <b>two optional programs, Drama and Drama and Multimedia</b>, pursue the learning acquired in Cycle One or in the Secondary Cycle Two compulsory program in Drama in greater depth. Both programs allow students to use elements of dramatic language in various ways, and to explore new possibilities for creation, performance</p>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/arts/arts-2e-cycle/arts-2e-cycle-2">Secondary Drama Program   Gouvernement du Québec (quebec.ca)</a>

				<p>and appreciation using elements of theatrical structure or various multimedia methods. The multimedia approach is based on the interaction of various media based on information and communication technologies. Students enrolled in Drama and Multimedia can develop their artistic potential using these new aesthetic tools.</p> <p>For both the compulsory and the optional programs, the Drama program aims, as in Cycle One, to develop three complementary competencies:</p> <ul style="list-style-type: none"> <li>- Creates dramatic works</li> <li>- Performs dramatic works</li> <li>- Appreciates dramatic works</li> </ul>		
Quebec	Visual Arts	168104	Secondary Cycle One (Secondary I and II)	<p>Visual Arts represents both the materialization of thought and the expression of a sociocultural reality. Since the beginning of humanity, human beings have used visual arts as a way of conveying their world-view through images, using skills that have varied according to location, historical period, and culture.</p> <p>Visual arts education fosters the overall development of the person and the enrichment of his or her culture. It helps students acquire visual literacy, decode images, look at images with sensitivity, and exercise their critical thinking and notion of aesthetics.</p> <p>The Secondary Cycle One Visual Arts program is a continuation of the elementary school program and draws on the basic learning in arts education subjects. This program makes it possible to consolidate and gain a deeper understanding of this learning. Students who had meaningful visual arts experiences in elementary school enter secondary school with a knowledge of graphics and arts that corresponds to their cognitive, affective, social and psychomotor development.</p> <p>Like the elementary Visual Arts program, the secondary program is based on three complementary and interdependent competencies:</p> <ul style="list-style-type: none"> <li>- Creates personal images</li> <li>- Creates media images</li> <li>- Appreciates works of art and cultural objects from the world's artistic heritage, personal images, and media images</li> </ul>		<p><a href="#">Secondary Visual Arts Program   Gouvernement du Québec (quebec.ca)</a></p>

				The distinction between the first two competencies lies in their function: one focuses on personal expression, while the other deals with communication through images.		
Quebec	<p>Visual Arts (Compulsory program)</p> <p>Visual Arts (Optional program)</p> <p>Visual Arts and Multimedia (Optional program)</p>	<p>168302 168402 168502</p> <p>168304 168404 168504</p> <p>168394 168494 168594</p>	<p>Secondary Cycle Two (Secondary III, IV, and V)</p>	<p>The Secondary Cycle Two Visual Arts program comprises two types of programs: a compulsory program and two optional programs, Visual Arts and Visual Arts and Multimedia.</p> <p><b>The compulsory program</b> in Visual Arts is a continuation of the Secondary Cycle One program. (See Cycle One Visual Arts program description above.) It draws on students' previous artistic learning and consolidates it.</p> <p>The <b>optional programs</b> provide students with the opportunity to expand and diversify the learning acquired in Secondary Cycle One or in the Secondary Cycle Two compulsory program. The <b>Visual Arts</b> optional program focuses on the transformation of materials using techniques from the artistic tradition, crafts, and digital creation, while <b>the Visual Arts and Multimedia</b> optional program favours the creation of spatiotemporal images using technological tools. Students enrolled in either of these options are encouraged to personalize their transforming gestures, to refine the technical quality of their productions, to develop their perceptiveness and sensitivity, and to become more autonomous in creating or appreciating artistic works and achievements.</p> <p>Like the Secondary Cycle One Visual Arts program, the Secondary Cycle Two program is based on three complementary competencies:</p> <ul style="list-style-type: none"> <li>- Creates personal images</li> <li>- Creates media images</li> <li>- Appreciates images</li> </ul>	Not applicable	<p><a href="#">Secondary Visual Arts Program   Gouvernement du Québec (quebec.ca)</a></p>
Quebec	Dance	<p>172104 172204</p>	<p>Secondary Cycle One (Secondary I and II)</p>	<p>Often referred to as the prose of human movement, dance can be defined as the art of using and organizing movements to express, communicate, and create.</p> <p>The secondary Dance program follows up on the learning acquired at the elementary level, regardless of the arts subjects to which the students</p>	Not applicable	<p><a href="#">Secondary Dance Program   Gouvernement du Québec (quebec.ca)</a></p>

				<p>might have been introduced. It builds on the basic learning common to the arts subjects and further develops and consolidates it.</p> <p>Encouraged to go through various experiences on the affective, cognitive, psychomotor, social, and aesthetic levels, the students learn to use their bodies to express, through movement, their ideas and their personal worldviews. They develop their ability to solve complex artistic problems, refine their know-how and enrich their subject-specific knowledge, thus cultivating their relationship with art and culture.</p> <p>The secondary Dance program involves the development of three complementary and interdependent competencies:</p> <ul style="list-style-type: none"> <li>- Creates dances</li> <li>- Performs dances</li> <li>- Appreciates dances</li> </ul>		
Quebec	<p>Dance (Compulsory Program)</p> <p>Dance (Optional program)</p> <p>Dance and Multimedia (Optional program)</p>	<p>172302 172402 172502</p> <p>172304 172404 172504</p> <p>172394 172494 172594</p>	<p>Secondary Cycle Two (Secondary III, IV, and V)</p>	<p>The Secondary Cycle Two Dance program comprises two types of programs: a compulsory program and two optional programs, Dance and Dance and Multimedia.</p> <p>The <b>compulsory program</b> in Dance is a continuation of the Secondary Cycle One program (see Cycle One Dance program description above), and is grounded in the subject-specific and artistic learning previously acquired by students. In Cycle Two, this learning is consolidated.</p> <p>The <b>optional programs</b> offer students an opportunity to build on what they learned in Cycle One or in the compulsory Cycle Two program and to explore new avenues. In addition to subject-related skills, the <b>Dance</b> optional program includes a stage element, whereas the <b>Dance and Multimedia</b> optional program emphasizes the exploration of procedures, techniques, and methods specific to multimedia with a view to enriching students' artistic language.</p> <p>The compulsory dance program and the optional dance programs all aim to develop three complementary competencies:</p> <ul style="list-style-type: none"> <li>- Creates dances</li> <li>- Performs dances</li> <li>- Appreciates dances</li> </ul>	Not applicable	<p><a href="#">Secondary Dance Program   Gouvernement du Québec (quebec.ca)</a></p>



Quebec	Music	169104 169204	Secondary Cycle One (Secondary I and II)	<p>Music is the art of producing and combining sounds in a creative way. As the personal expression of the inner self and the translation into sound of a sociocultural reality, it delivers a structured message using a system of codes that allows expression of feelings and emotions.</p> <p>Providing students with affective, cognitive, psychomotor, social, and aesthetic experiences gives them an opportunity to express their ideas and their world-views and to be sensitive to the ideas of other students and composers.</p> <p>Secondary music education builds on the learning acquired at the elementary level, regardless of the artistic disciplines introduced to the students. Music education at this level further develops and consolidates the basic learning common to the arts subjects. Secondary education encourages students to develop their creative potential, artistic sensibility, performing, and listening skills, as well as the ability to express themselves and communicate through music.</p> <p>The secondary music program entails the development of three complementary and interdependent competencies:</p> <ul style="list-style-type: none"> <li>- Creates musical works</li> <li>- Performs musical works</li> <li>- Appreciates musical works</li> </ul>	Not applicable	<a href="#">Secondary Music Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	<p>Music (Compulsory program)</p> <p>Music (Optional program)</p> <p>Music and multimedia (Optional program)</p>	<p>169302 169402 169502</p> <p>169304 169404 169504</p> <p>169394 169494 169594</p>	<p>Secondary Cycle Two (Secondary III, IV, and V)</p>	<p>Music comprises two types of programs: a compulsory program and two optional programs, Music and Music and Multimedia.</p> <p>In secondary arts education, the <b>compulsory program</b> builds on and consolidates the artistic learning previously acquired by students. (See Cycle One Dance program description above.) Secondary music education encourages students to develop their autonomy, creative potential, artistic sensibility, and performing and listening skills, as well as their ability to express themselves and communicate through music. Students enrolled in the <b>Music</b> optional program are able to build on what they learned in Cycle One in music, or in compulsory Cycle Two music, and explore new avenues</p> <p>Students enrolled in the <b>Music and Multimedia</b> optional program are encouraged to develop their musical potential through the new aesthetic</p>	Not applicable	<a href="#">Secondary Music Program   Gouvernement du Québec (quebec.ca)</a>

				<p>possibilities resulting from the interaction of several media related to information and communications technologies.</p> <p>As in Cycle One, the Secondary Cycle Two program aims to develop three complementary and interdependent competencies:</p> <ul style="list-style-type: none"><li>- Creates musical works</li><li>- Performs musical works</li><li>- Appreciates musical works</li></ul>		
--	--	--	--	--	--	--

2.13 Technology

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Science and Technology	055104 055204	Secondary Cycle One (Secondary I and II)	<p>The program focuses on the development of three interrelated competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to scientific or technological problems</li> <li>- Makes the most of his/her knowledge of science and technology</li> <li>- Communicates in the languages used in science and technology</li> </ul> <p>The first competency focuses on methodology. The students become familiar with concepts and strategies through the inquiry and design processes used by scientists and technologists, respectively.</p> <p>The second competency emphasizes the students' ability to conceptualize and apply what they have learned, especially in everyday life. It also involves examining the very nature of scientific and technological knowledge, its evolution, and its numerous social and economic consequences.</p> <p>Inextricably linked to the two previously described competencies, the third competency focuses on communication. More specifically, it refers to the different types of languages used in this area, which are essential for sharing information as well as interpreting and producing scientific or technological messages.</p> <p>Finally, the program content (i.e., concepts and cultural references) is divided into four major universes (living, material, technological, Earth and space), to which strategies, techniques and attitudes are added.</p> <p><b>This program is mandatory.</b></p>	Not applicable	<a href="#">Secondary Science and Technology program   Gouvernement du Québec (quebec.ca)</a>

Quebec	Science and Technology	055306 055444	Secondary Cycle Two (Secondary III and IV)	<p>This program is a continuation of the Science and Technology program in Cycle One. The program focuses on the development of three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to scientific or technological problems</li> <li>- Makes the most of his/her knowledge of science and technology</li> <li>- Communicates in the languages used in science and technology</li> </ul> <p>The program content (i.e., concepts and cultural references) is divided into four major universes (living, material, technological, Earth and space) to which strategies, techniques, and attitudes are added.</p> <p>Competencies and knowledge are built through learning and evaluation situations associated with the theme of <i>The Human Organism</i> in Secondary III, and with the four environmental issues studied in Secondary IV: climate change, the energy challenge, drinking water, and deforestation.</p> <p><b>This program is a compulsory part of the general education path. Starting in Secondary Cycle Two, students choose the general education path OR the applied general education path each year.</b></p>	Not applicable	
Quebec	Applied Science and Technology	057306 057406	Secondary Cycle Two (Secondary III and IV)	<p>This program is a continuation of the Science and Technology program of Cycle One. The program focuses on the development of the three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to scientific or technological problems</li> <li>- Makes the most of his/her knowledge of science and technology</li> <li>- Communicates in the languages used in science and technology</li> </ul> <p>The program content (i.e., concepts and cultural references) is divided into four major universes (living, material, technological, Earth and space) to which strategies, techniques, and attitudes are added. It is organized around applications linked to seven technological fields: medical, agricultural and agri-food energy, information and communications, transportation, and manufacturing and construction technologies.</p> <p><b>This program is a compulsory part of the applied general education path. Starting in Secondary Cycle Two, students choose the general education path OR the applied general education path each year.</b></p>	Not applicable	<a href="http://www.gouvernement.qc.ca/education/secondaire/programmes/ST-AT">Secondary Applied Science and Technology Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Environmental Science and Technology	058404	Secondary IV	<p>This program is a continuation of the Science and Technology program of Cycle One. Therefore, it focuses on the development of the same three competencies:</p> <ul style="list-style-type: none"> <li>- Seeks answers or solutions to scientific or technological problems</li> <li>- Makes the most of his/her knowledge of science and technology</li> <li>- Communicates in the languages used in science and technology</li> </ul>	Not applicable	Secondary Environmental Science and Technology program   <a href="http://www.gouvernement.qc.ca/education/secondaire/programmes/ST-AT">http://www.gouvernement.qc.ca/education/secondaire/programmes/ST-AT</a>

	(Optional program)			<p>The program content (i.e., concepts and cultural references) is divided into four major universes (living, material, technological, Earth and space) to which strategies, techniques, and attitudes are added.</p> <p>The issues suggested in the Secondary Cycle Two Science and Technology program (climate change, the energy challenge, drinking water, and deforestation) are now complemented by those of energy, residual materials, and food production.</p> <p><b>This program is optional in the general education path. Starting Secondary Cycle Two, students choose the general education path OR the applied general education path each year.</b></p>		<a href="http://gouvernement.quebec.ca">Gouvernement du Québec (quebec.ca)</a>
--	--------------------	--	--	---	--	--

## 2.14 Guidance and Career Education

In addition to the following program options, compulsory Academic and Career Guidance Content is offered to all students from Elementary 5 to Secondary V, but is not part of an assessed program. They are taught to students across the various disciplines for around ten hours a year. At the end of their Secondary Education, students will have learned 19 skills that will equip them to make informed educational and career choices. [Academic and Career Guidance Content | Ministère de l'Éducation \(gouv.qc.ca\)](#)

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Personal Orientation Project (POP)	106304 106404	Secondary III or IV (Secondary Cycle Two) Secondary Cycle Two (Secondary III or IV)	<p>The Personal Orientation Project (POP) gives students in Secondary Cycle Two a unique opportunity to discover various occupations that may correspond to their aptitudes, interests, and aspirations. This program gives the students the central role, allowing them to explore various fields that interest them and to test their choices by trying out a variety of work functions. It allows them to continue constructing a personal and career identity through exploration on their own terms, and thus enables them to acquire resources they need to enrich their identity throughout their lives (QEP POP p. 1).</p> <p>POP targets the development of two closely linked competencies:</p> <ul style="list-style-type: none"> <li>- Carries out a process of career exploration</li> <li>- Contemplates his/her learning and work possibilities</li> </ul>	Not applicable	<a href="#">Secondary Personal Orientation Project Program   Gouvernement du Québec (quebec.ca)</a>
Quebec	Exploration of Vocational Training	198402 198404	Secondary III or IV Secondary Cycle Two	<p>The Exploration of Vocational Training (EVT) program offers young people the opportunity to become familiar with the vocational training sectors and the world of work. It enables them to discover a number of trades and occupations that might appeal to them, and to explore some of them more closely. Thus, it encourages them to think about their futures, identify their aptitudes, aspirations and keenest interests, and see themselves as future workers.</p> <p>It offers students the opportunity to explore all vocational training sectors and to become thoroughly acquainted with vocational training centres and their workshops. The program is characterized by a wide variety of activities that can take place in the classroom, in a vocational training centre, or in the community, and whose frequency may vary depending on the particular characteristics of the communities and regions (QEP EVT p. 1).</p> <p>The two competencies to develop are:</p> <ul style="list-style-type: none"> <li>- Explores vocational training</li> </ul>	Not applicable	<a href="#">Secondary Exploration of Vocational Training Program   Gouvernement du Québec (quebec.ca)</a>

				- Contemplates his/her suitability for vocational training		
Quebec	Entrepreneurship	104522 104524	Secondary V Secondary Cycle Two	<p>It is important for students to develop an entrepreneurial spirit, that is, a mentality that is conducive to taking initiatives, meeting challenges, and becoming the architect of one's own future. The Entrepreneurship program was designed to prepare students in this regard. In the Entrepreneurship program, students take part in entrepreneurial experiences that allow them to be actively involved in their community and to begin playing an active role in it (QEP E p. 1-2).</p> <p>The Entrepreneurship program targets the development of the following two competencies:</p> <ul style="list-style-type: none"> <li>- Determines his/her suitability for entrepreneurship</li> <li>- Implements an entrepreneurial project</li> </ul>	Not applicable	<a href="https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/quebec-education-program/secondary/entrepreneurship">https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/quebec-education-program/secondary/entrepreneurship</a>

#### 2.15 Vocational and Applied Education and Training

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Quebec	N/A					

2.16 Other courses

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Quebec	Integrative Project	102502	Secondary V Secondary Cycle Two	<p>The two key elements, the execution of a project and the integration of learning, must be closely combined in implementing this program. This means that teachers must provide sustained guidance and support throughout the course of situations, and the nature and process of the situations will be determined by the specific requirements of the students' projects (QEP IP p. 2).</p> <p>The Integrative Project program targets the development of two closely linked competencies:</p> <ul style="list-style-type: none"> <li>- Carries out an integrative project</li> <li>- Makes connections between elements of his/her learning</li> </ul>	Not applicable	<a href="https://www.quebec.ca/en/education/pr eschool-elementary-and-secondary-schools/quebec-education-program/secondary/integrative-project">https://www.quebec.ca/en/education/pr eschool-elementary-and-secondary-schools/quebec-education-program/secondary/integrative-project</a>



### **Contact Information**

If you have any questions, please contact the Direction des programmes d'études en formation générale des jeunes (DPÉFGJ) of the Ministère de l'Éducation du Québec at [DPEFGJ@education.gouv.qc.ca](mailto:DPEFGJ@education.gouv.qc.ca).