

# **Secondary Education in Canada: A Student Transfer Guide Québec**

## **Part 1: Information on Secondary Studies**

### **1. Introduction**

In 1998, Québec initiated a review of its educational system in order to create conditions that would ensure the success of the greatest number of students possible. On the basis of a renewed social consensus, it was decided that Québec schools would fulfill their mission by enabling all students to develop the skills needed to become educated and refined individuals, committed citizens, and skilled workers. To achieve this objective, the statutory and regulatory provisions, as well as the study programs and educational policies, were modified at the elementary and secondary grade school levels.

The present document is designed to guide academic advisors and principals of secondary schools in other Canadian provinces and territories where students may transfer after completing part of their studies in a public or private school in Québec. It provides a brief description of the evolving Québec school system and of the secondary school diploma requirements for the Youth General Education path and the Adult General Education path. At the secondary school level, the secondary school diploma awarded since 2007 in the Youth General Education path certifies that students have received a general education that includes the required levels of knowledge in the language of instruction, in a second language, in mathematics, in sciences, and in social environment. As of June 2010, in addition to meeting these requirements, graduating students will be required to demonstrate their skills in all disciplinary fields.

### **2. Organization of School System**

In Québec, school attendance is compulsory between the ages of six and sixteen. After six years of elementary school (seven for students with learning disabilities), students begin five years of secondary schooling if they are pursuing a general education leading to a secondary school diploma. The duration of time spent in secondary school varies depending on whether students are enrolled in a work-oriented general education program (applied general education) or in a program leading to a vocational studies diploma.

The five-year secondary school program is divided into two cycles. Cycle One is comprised of the first two years at the secondary level, and its primary focus is on basic subjects. As of the third year, the timetable leaves room for elective courses. In Cycle Two, students can pursue a general education while using electives to explore various avenues before going on to college

studies, or they can take vocational training if they want to find employment in a particular trade. Starting in the fourth year of secondary school studies, it is possible for students to begin an educational program leading to a diploma in vocational studies.

### **3. Explanation of Terms Used**

#### **Units (called credits in the other provinces and territories)**

Students attending a secondary school, an adult education centre, or a vocational training centre earn units for all courses they successfully complete in Secondary 4 and 5. The number of units associated with a course depends on the number of hours allocated to the course. In general education, 1 unit corresponds to approximately twenty-five hours of course time or school activities. In vocational training, 1 unit corresponds to approximately fifteen hours.

#### *Exemption from taking a course or obtaining passing marks*

Students with learning disabilities, or students who produce a medical assessment recognized by the school authority, may be exempted by the Minister from the obligation of passing or of taking a compulsory course. Once exempted students have met all other graduation requirements, "XMT" is recorded on their transcript for the exempted course, and the diploma units for that course are granted.

#### *Paths*

In Cycle Two of secondary school, students can choose either a general education or an applied general education path. The difference between the paths is in the science programs and the addition of a compulsory course, *Personal Orientation Project*, for students enrolled in applied general education. In the general education path, the Science and Technology program is compulsory and concepts are introduced through scientific issues. In the applied general education path, the *Science and Technology program* is compulsory and concepts are introduced through technological issues.

Students can also choose a program that focuses on vocational training. It is comprised of the following two paths: training that leads to work or training that leads to a semi-skilled trade. Students who are at least fifteen years of age as of September 30 of the academic year in which they begin their training may choose either training path. However, their competency report or individualized education plans must demonstrate that their choice of training, among all those offered at the secondary level, is one that is most likely to match the students' interests, needs, and abilities.

#### **Graduating Requirements**

Requirements for the secondary school diploma are set according to government regulations. The Youth General Education requirements have evolved through four periods known as Certification of Studies. The first period, J1, includes the various requirements that were in force before 1989. The second period, J2, contains the requirements in effect from 1989 to

1997. Under J2, students had to earn at least 130 units from Secondary 1 to 5 that included the following required units: language of instruction in Secondary 5; second language in Secondary 4 for students receiving instruction in French (Secondary 5 for students whose language of instruction was English); History of Québec and Canada in Secondary 4; and Moral Education, or Catholic or Protestant Religious Education, in Secondary 4 or 5.

J3 represents the requirements in effect from 1997 to 2007. Students had to earn at least 54 units from Secondary 4 or 5, of which 20 units had to be from Secondary 5 courses.

Furthermore, the following units were compulsory: 6 units for the language of instruction in Secondary 5; 4 units for second language in Secondary 4 for students receiving instruction in French (Secondary 5 for students whose language of instruction was English); and 4 units for the History of Québec and Canada in Secondary 4. Since 2007, students completing Secondary 5 are subject to the J4 graduating regulations, which are described in Section 8.

## Diploma

Students enrolled in a secondary school or in an adult education centre may obtain their secondary school diploma if they meet the graduating requirements. This official document is accompanied by a transcript of marks or a transcript of what was studied stating the results achieved in the courses taken. Students in the vocational training path may obtain a diploma or a certificate of vocational specialization indicating the trade, occupation, or specialization.

## 4. Course Designation

Each course in the Youth General Education path is identified by a six-digit code. The first digit indicates the type of education (general or vocational) and the language of instruction (French or English). The second and third digits indicate the general education program. The fourth digit refers to the secondary school level in which the course is normally given. (For example, French as Language of Instruction 129-536 is a Secondary 5 program, while 132-406 is a Secondary 4 program.) For more recently developed courses, the fifth digit no longer has any particular meaning; however, in the 1980s, it identified the entity responsible for the content (ministerial requirement, ministerial elective, or local). The sixth digit indicates the number of units a student will earn towards his or her diploma (for example, Mathematics 063-404).

In the Adult General Education path, course codes are alphanumeric. The first three characters indicate the discipline or type of educational services. The last digit specifies the number of units associated with the course (for example, ANG-5048-6).

**Note:** To make it easier for the reader to understand the transcripts the Ministry of Education has issued over the years, this guide presents all codes used in each class, currently or in the past, for examinations designed to assess student achievement for secondary school graduation or for access to post-secondary education. In all other cases, only current course codes are given. Codes currently in effect are indicated in **boldface**.

## 5. Time Allotments and Course Load

The following table presents the required subjects for the Youth General Education path in 2008–2009. Students may complete their schedule with locally developed courses (not subject to the Minister’s approval). Schools are individually responsible for setting the time allocated to each required or elective subject.

| SUBJECT  | Secondary School Level and Number of Units |                |                |                |
|--|--|----------------|----------------|----------------|
|  | Cycle 1                                    | Cycle 2        |                |                |
|  | Secondary<br>1 and 2                       | Secondary<br>3 | Secondary<br>4 | Secondary<br>5 |
| French, Language   | 16   | 8              | 6              | 6              |
| English, Language  | 12   | 6              | 6              | 6              |
| English as a Second Language                                       | 8  | 4              | 4              | 4              |
| French as a Second Language  | 12   | 6              | 4              | 4              |
| Mathematics  | 12   | 6              | 4 or 6         | 4 or 6         |
| Science and Technology   | 8  | 6              | 4              |                |
| Applied Science and Technology                                     |  | or<br>6        | or<br>6        |                |
| Geography  | 6  |                |                |                |
| History and Citizenship Education                                  | 6  | 4              | 4              |                |
| Contemporary   |  |                |                | 4              |
| Arts   | 8  | 2              | 2              | 2              |
| Physical Education and Health                                      | 4  | 2              | 2              | 2              |
| Ethics and Religious Culture                                       | 4  |                | 4              | 2              |
| Personal Orientation Project (Applied General Education path only) |  | 4              |                |                |
| Electives Subjects   |  | 4              | 4 or 6         | 10             |

## 6. Curriculum Organization

Since September 2005, the *Programme de formation de l'école québécoise*, a broad-based plan overhauling the school curricula, is being gradually phased in and is mandatory. In 2008–2009, it became mandatory for Secondary 4 students. Existing rules for obtaining the secondary school diploma (J4) will remain in force until May 2011, one year after the introduction of new rules for students governed by the *Programme de formation*.

Although the study programs are prescribed by the Ministry of Education, teaching methods are primarily left to the discretion of the school boards, the schools, and the teachers.

## 7. Testing and Grading Practices

The Ministry of Education and school authorities are jointly responsible for assessing student achievement. School authorities are authorized to prepare and administer examinations in most disciplines. In the general education path, the pass mark is 60 per cent. The Ministry of Education and school authorities are jointly responsible for assessing student achievement. School authorities 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 4 and 5 programs count towards the diploma. All vocational training courses also count towards the diploma unless they are part of a program leading to a vocational training certificate (semi-skilled trades).

In the Youth General Education path, the Minister of Education sets single examinations in subjects required to obtain the diploma. School authorities are responsible for assessing courses not subject to these Ministry-prescribed single examinations. In the Adult General Education and Vocational Training paths, the Ministry sets examinations for some courses but leaves it up to the individual educational institution to develop examinations for other courses in accordance with Ministry guidelines.

When students take a single examination set by the Ministry, the final outcome recorded on the official transcript is generally made up of two components: 50 per cent from the mark obtained on the Ministry examination and 50 per cent from a weighted mark assigned by the school. In other cases, the outcome is composed entirely of the mark or of a “pass” or “fail” indication assigned by the institution.

Outcomes in disciplines where a single 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 single 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 single examination.

## 8. Requirements for Graduation

### Youth General Education

Since 1997, students enrolled in the Youth General Education path must earn at least 54 units, including 20 required units for Secondary 5. Students are required to complete the following courses successfully:

- Language of Instruction in Secondary 5
- Second Language in Secondary 5
- Mathematics in Secondary 4
- Physical Science in Secondary 4
- History of Québec and Canada in Secondary 4

### Adult General Education

The Minister awards the secondary school diploma to adults who began secondary schooling after July 1, 1989, and have earned at least 54 units in Secondary 4 or 5, distributed as follows:

- 12 units in Language of Instruction, including at least 6 in Secondary 5
- 6 units in Second Language in Secondary 4 or 5 for adults whose language of instruction is French; students whose language of instruction is English must earn these units in Secondary 5.
- 36 units in elective subjects, of which at least 18 must be earned in Secondary 5

Language of Instruction and Second Language units may not exceed 36.

To obtain a secondary school diploma, an adult student must earn units in at least one Secondary 5 course in an adult education centre.

## 9.

### 10. Prerequisites and/or Co-requisites

Not applicable.

### 11. Other Types of Programs/Courses

#### Programs Developed by the Ministry

##### *Physical Education and Health*

- Year 1 of Secondary Cycle 1: **043-100; 543-110**
- Year 2 of Secondary Cycle 1: **043-204; 543-204**
- Secondary 3: **043-302; 543-302**
- Secondary 4: **044-412; 544-412**

- Secondary 5: **043-402; 543-402**  
**044-512; 544-512**  
**043-502; 543-502**

### ***Ethics and Religious Culture***

- Year 1 of Secondary Cycle1: **069-100; 569-100**
- Year 2 of Secondary Cycle 1: **069-204; 569-204**
- Secondary 4: **069-404; 569-404**
- Secondary 5: **069-502; 569-502**

### ***Arts***

#### Music:

- Year 1 of Secondary Cycle1: **169-100; 669-100**
- Year 2 of Secondary Cycle 1: **169-208; 669-208**
- Secondary 3: **169-302; 669-302**
- Secondary 4: **169-402; 669-402**
- Secondary 5: **169-502; 669-502**

#### Dance:

- Year 1 of Secondary Cycle 1: **172-100; 672-100**
- Year 2 of Secondary Cycle 1: **172-208; 672-208**
- Secondary 3: **172-302; 672-302**
- Secondary 4: **172-402; 672-402**
- Secondary 5: **172-502; 672-502**

#### Drama:

- Year 1 of Secondary Cycle 1: **170-100; 670-100**
- Year 2 of Secondary Cycle 1: **170-208; 670-208**
- Secondary 3: **170-302; 670-302**
- Secondary 4: **170-402; 670-402**
- Secondary 5: **170-502; 670-502**

#### Visual Arts:

- Year 1 of Secondary Cycle 1: **168-100; 668-100**
- Year 2 of Secondary Cycle 1: **168-208; 668-208**
- Secondary 3: **168-302; 668-302**
- Secondary 4: **168-402; 668-402**
- Secondary 5: **168-502; 668-502**

### **Programs Developed Locally**

Only local programs worth more than 4 units must be approved by the Minister.

## 12. Assessment of Foreign Studies

For students enrolled in the Youth General Education path, there is no equivalence granted for courses taken outside the Québec school system, except for music studies.

Students enrolled in an Adult General Education sector may obtain equivalences for courses successfully completed in Canada outside Québec.

Students from a foreign country must have their student record assessed, for classification purposes, by the Ministère de l'Immigration et des Communautés culturelles (MICC) of Québec.

## Part 2: Course Description

### 13. English, Language of Instruction

#### Courses Students Must Successfully Complete to Obtain a Diploma

- Secondary 1: **632-100**; (**ENG-1061-3** and **ENG-1062-3**)
- Secondary 2: **632-212**; (**ENG-2061-3** and **ENG-2062-3**)
- Secondary 3: **632-306**; (**ENG-3061-3** and **ENG-3062-3**)
- Secondary 4: **632-406**; (**ENG-4061-3** and **ENG-4062-3**)
- Secondary 5: 628-526; 631-516; 631-563; 631-526; 632-516 (**ENG-5130-3** and **ENG-5132-3** or **ENG-5061-3** and **ENG-5062-3**); 631-053; 631-536; 631-063; 631-553; **630-516**; **632-506**

Students enrolled in a school authorized to provide education in English must take the English as Language of Instruction course every year during elementary and secondary studies. The English as Language of Instruction programs take an integrated approach to teaching the language, treating language as an instrument with which to communicate, absorb culture, and structure ideas and experiences. These programs focus on the process of communication and the context in which it takes place. While the goals of the program as a whole remain the same for each school year, expectations increase as students develop and mature. A varied choice of literary works is offered, including poetry, drama, novels, and essays, as well as articles on communication, writing, and the media.

Students who demonstrate sufficient mastery of the objectives set for the Secondary 4 and 5 English as Language of Instruction courses earn 6 units towards their diploma in each of those years; however, students enrolled in a French-language school must first show they have reached the expected skills in the French as Language of Instruction course in Secondary 5 before they can earn units towards their diploma from the English as Language of Instruction course.

Students who have obtained Secondary 5 units in the English as Language of Instruction course are able to demonstrate they have the required skills to write texts that include contextual elements that have the intended effect on the reader. They have mastered the writing

conventions of their chosen genre and know how to organize their material and make appropriate use of everyday vocabulary. They can explain their writing choices and connect their writing style to appropriate literary works.

These students are also able to demonstrate their reading skills in English. In an assigned text, they can identify and explain the ideas it contains and connect them to ideas expressed in another literary work. They express a personal viewpoint associated with the text and provide an analysis of at least two of the author's writing techniques.

#### **14. French, Language of Instruction**

- Secondary 1: **132-100; (FRA-1031-3 and FRA-1032-2 and FRA-1033-1)**
- Secondary 2: **132-216; (FRA-2031-3 and FRA-2032-2 and FRA-2033-1)**
- Secondary 3: **132-308; (FRA-3033-3 and FRA-3035-2 and FRA-3037-1)**
- Secondary 4: **132-406; (FRA-4061-3 and FRA-4062-3)**
  - Secondary 5: 128-536; 128-586; 132-586; 130-516; 131-013; 131-513; 131-523; 131-533; **129-536; 132-506;** 132-516 (FRA-5104-4; FRA-5121-1 and FRA-5122-1 and FRA-5123-3 and FRA-5124-1; **FRA-5141-1 and FRA-5142-2 and FRA-5143-3)**

In Québec's French-language secondary schools, students must take the French as Language of Instruction course during each of the five years of their program. These courses have the acquisition of skills in reading (40 per cent), writing (50 per cent), and oral communication (10 per cent) in common.

By the end of secondary school, students must be able to properly apply writing strategies to a text of at least 500 words. The quality of an argumentative text is assessed in terms of consistency in argument and observance of language conventions.

Students must also show mastery of reading strategies. After reading narrative literary works, they must be able to establish relations between these texts, construe their meaning, and provide a response.

Finally, students must be able to express their ideas accurately in various situations, particularly during discussions, presentations, and debates. More specifically, they must be able to express their feelings, viewpoints, and knowledge in various areas, including language itself.

#### **15. English as a Second Language**

To obtain their secondary school diploma, students in the Youth General Education path who are receiving instruction in French must earn the units associated with the Secondary 5 English as a Second Language course. Adult students, in contrast and until 2010, can obtain their

diploma if they have earned the units associated with the Secondary 4 level of the English as a Second Language course.

- Secondary 1:
  - **Core curriculum 134-100; (ANG-1001-6)**
  - **Enriched curriculum 136-100**
- Secondary 2:
  - **Core curriculum 134-208; (ANG-2001-6)**
  - **Enriched curriculum 136-208**
- Secondary 3:
  - **Core curriculum 134-304; (ANG-3007-6)**
  - **Enriched curriculum 136-304**
- Secondary 4:
  - **Core curriculum 134-404; (ANG-4436-6)**
  - **Enriched curriculum 136-406**
- Secondary 5:
  - **Core curriculum 134-514; 135-542; 135-022; 135-042; 135-082; 135-092; 135-522; 135-554; 135-582; 135-592; 136-584; 136-524; 156-544; 134-504 (ANG-5049-6; ANG-5054-6; ANG-5055-6; ANG-5057-6; ANG-5554-6; ANG-5555-6)**
  - **Enriched curriculum 136-506**

The study programs are designed to introduce students to the various techniques used to understand or convey messages. More emphasis is placed on the message conveyed than on the correct form. Listening, reading, speaking, and writing skills are always placed in context and suit the age and interests of the students.

Students who pass the courses in the youth path earn 4 Secondary 4 English as a Second Language units and another 4 Secondary 5 units for the core program. Students who pass the courses in the enriched programs will earn 6 Secondary 4 English as a Second Language graduation units and another 6 Secondary 5 units. Students enrolled in the adult education path will earn up to 6 units per year of study. Units are granted after students have shown sufficient mastery in understanding spoken and written discourse and have produced an oral and a written presentation in accordance with the program requirements. Students' oral presentations must be easy to follow and must be either grammatically correct or well developed. Written texts must be at least 150 words, must be generally understandable upon the first reading without interpretation, and must meet the guidelines provided.

## **16. French as a Second Language**

- Secondary 1:
  - **Core curriculum 634-100 (FRE-1091-6; FRE-1092-6)**
  - **Enriched curriculum 635-100**

- Secondary 2:
  - **Core curriculum 634-212 (FRE-2091-6)**
  - **Enriched curriculum 635-212**
- Secondary 3:
  - **Core curriculum 634-306 (FRE-3091-6)**
  - **Enriched curriculum 635-306**
- Secondary 4:
  - **Core curriculum 634-404 (FRE-4091-6)**
  - **Enriched curriculum 635-406**
- Secondary 5:
  - **Core curriculum 633-022; 635-042; 635-572; 633-522; 635-052; 635-542; 634-514; 635-062; 635-552; 635-072; 635-562; 634-594; 636-544; 634-504; 635-514 (FRE-5070-6; FRE-5071-6; FRE-5068-6; FRE-5069-6; FRE-5091-6)**
  - **Enriched curriculum 635-506**

To obtain a secondary school diploma, students in the youth or adult paths must earn at least 4 units in the Secondary 5 (Grade 11) French as a Second Language course. Students with a hearing disability or students who produce a medical assessment recognized by the school authority may be exempted by the Minister from the requirement to pass or take the English as a Second Language course. Students who are not Canadian citizens and who are in Québec temporarily may likewise be exempted from having to pass the French as a Second Language course. Once exempted students have met all other graduation requirements, “XMT” is recorded on their transcript for the French language course, and the diploma units for the course are granted.

By the end of the Secondary 5 French as a Second Language course, students must be able to provide personal information, encourage someone to act, respond to facts and events, express and defend their point of view, and report what others have said.

## 17. Immersion French

### Codes for Local Courses

Orientation and immersion classes have been set up so that non-Francophone students who enroll in the French-language education sector for the first time and do not have an adequate knowledge of French will find it easier to enter the French-language school system and take regular courses. These students spend an average of ten months in a French orientation or immersion (francization) class where priority is given to intensive instruction in French. Orientation classes are designed for students who have lived in Québec for fewer than five years, while immersion (francization) classes are open to students who have been Québec residents for more than five years.

This program, intended for linguistic, educational, and social integration, differs from the French as a Second Language program in that its objective is to enable students to function in a regular classroom. Consequently, the program is designed to achieve a higher oral and written acquisition level of French than is required of students in the French as a Second Language program.

Moreover, English-language schools may adopt a local program to provide intensive French-language instruction; however, in order to obtain their secondary school diploma, these students must demonstrate that they have attained the objectives of the French as a Second Language program.

## **18. Mathematics**

In Secondary 4 and 5, students must take one of the three mathematics programs depending on their level of knowledge. Students may pass several of these courses, but a maximum of 6 units per year count towards their secondary school diploma.

Secondary 4 Mathematics units are required to obtain the secondary school diploma. They are also required for admission to post-secondary educational institutions and to many vocational training programs.

The core programs are as follows:

- Secondary 1: **063-100; 563-100; (MAT-1005-2 and MAT-1006-2 and MAT-1007-2) or (MTH-1005-2 and MTH-1006-2 and MTH-1007-2)**
- Secondary 2: **063-212; 563-212; (MAT-2006-2 and MAT-2007-2 and MAT-2008-2) or (MTH-2006-2 and MTH-2007-2 and MTH-2008-2)**
- Secondary 3: **063-306; 563-306; (MAT-3001-2 and MAT-3002-2 and MAT-3003-2) or (MTH-3001-2 and MTH-3002-2 and MTH-3003-2)**
- Secondary 4: **063-404; 563-404; 064-416; 564-416; 068-416 or 568-416 or (MAT-4057-3) or (MTH-4057-3) (MAT-4065-2 and MAT-4066-1 and MAT-4067-2 and MAT-4068-1) or (MTH-4065-2 and MTH-4066-1 and MTH-4067-2 and MTH-4068-1); (MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2) or (MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2)**
- Secondary 5: **063-504; 563-504; 064-574; 564-574; 068-514 or 568-514 (MAT-5051-3 or MAT-5083-1 and MAT-5084-2 and MAT-5085-1) or (MTH-5051-3 or MTH-5083-1 and MTH-5084-2 and MTH-5085-1); (MAT-5101-1 and MAT-5102-1 and MAT-5103-1 and MAT-5104-1) or (MTH-5101-1 and MTH-5102-1 and MTH-5103-1 and MTH-5104-1)**

The intermediate programs, which are offered to students who wish to pursue postsecondary studies in administration or in a technical program, are as follows:

- Secondary 4: **068-426 or 568-426 (MAT-4065-2 and MAT-4066-1 and MAT-4067-2 and MAT-4068-1 and MAT-4058-1 and MAT-4060-1 and MAT-4061-2) or (MTH-4065-2 and MTH-4066-1 and MTH-4067-2 and MTH-4068-1 and MTH-4058-1 and MTH-4060-1 and MTH-4061-2) or (MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2 and MAT-4105-1 and MAT-4106-1 and MAT-4107-1 and MAT-4108-1 and MAT-4109-1) or (MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2 and MTH-4105-1 and MTH-4106-1 and MTH-4107-1 and MTH-4108-1 and MTH-4109-1)**
- Secondary 5: **068-526 or 568-526 (MAT-5101-1 and MAT-5102-1 and MAT-5105-1 and MAT-5106-1 and MAT-5107-2 and MAT-5108-2 and MAT-5109-1) or (MTH-5101-1 and MTH-5102-1 and MTH-5105-1 and MTH-5106-1 and MTH-5107-2 and MTH-5108-2 and MTH-5109-1)**

The Advanced Mathematics programs, which students must take if they wish to pursue further studies in science in particular, include the following courses:

- Secondary 4: **064-406; 564-406; 065-406; 565-406; 064-436; 564-436; 068-436 or 568-436 (MAT-4065-2 and MAT-4066-1 and MAT-4067-2 and MAT-4068-1 and MAT-4058-1 and MAT-4059-1 and MAT-4060-1 and MAT-4061-2) or (MTH-4065-2 and MTH-4066-1 and MTH-4067-2 and MTH-4068-1 and MTH-4058-1 and MTH-4059-1 and MTH-4060-1 and MTH-4061-2); (MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2 and MAT-4105-1 and MAT-4106-1 and MAT-4107-1 and MAT-4108-1 and MAT-4109-1 and MAT-4110-1 and MAT-4111-2) or (MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2 and MTH-4105-1 and MTH-4106-1 and MTH-4107-1 and MTH-4108-1 and MTH-4109-1 and MTH-4110-1 and MTH-4111-2)**
- Secondary 5: **064-506; 564-506; 065-506; 565-506; 064-536; 564-536; 068-536; 568-536 (MAT-5076-1 and MAT-5077-1 and MAT-5078-1 and MAT-5079-1 and MAT-5080-1 and MAT-5081-2 and MAT-5082-2) or (MTH-5076-1 and MTH-5077-1 and MTH-5078-1 and MTH-5079-1 and MTH-5080-1 and MTH-5081-2 and MTH-5082-2 or (MAT-5101-1 and MAT-5102-1 and MAT-5105-1 and MAT-5106-1 and MAT-5107-2 and MAT-5108-2 and MAT-5109-1 and MAT-5110-1 and MAT-5111-2) or (MTH-5101-1 and MTH-5102-1 and MTH-5105-1 and MTH-5106-1 and MTH-5107-2 and MTH-5108-2 and MTH-5109-1 and MTH-5110-1 and MTH-5111-2); MAT-5051-3; MAT-5052-3; MAT-5053-3; MAT-5054-3; MAT-5055-3; MTH-5051-3; MTH-5052-3; MTH-5053-3; MTH-5054-3; MTH-5055-3**

By the end of secondary school, students are required to have mastered the concepts and processes of the five mathematical fields: algebra, arithmetic, geometry, probabilities, and statistics. They must be able to apply a combination of concepts they have previously learned and must demonstrate their skills in solving problems, displaying mathematical reasoning, and communicating with recourse to mathematical language.

## 19. Science and Technology

— Secondary 1: **055-100; 555-100**

— Secondary 2: **055-208; 555-208**

— Secondary 3:

- **General education path 055-306; 555-306**
- **Applied general education path 057-306; 557-306**

— Secondary 4:

- **General education path 055-404; 555-404; 058-404; 568-404**
- **Applied general education path 057-406; 567-406; 058-402; 568-402**

In Secondary 4 and 5, students may take various science and technology programs based on their educational plan. The units associated with the Secondary 4 Science and Technology or Technological Applications courses are required to obtain the secondary school diploma.

Science courses offered in Secondary 4 are as follows:

A — Science and Technology or Applied Science and Technology (core curriculum)

**055-404; 555-404; 057-406; 567-406; 056-416; 556-416; 056-486 or 556-486 or (SCP-4010-2 and SCP-4011-2 and SCP-4012-2; PSC-4010-2 and PSC-4011-2 and PSC-4012-2)**

Students who have earned their diploma units in these courses have mastered concepts associated with the fields of science, namely astronomy, biology, physics, geology, and technology. They are able to apply a combination of concepts related to scientific and technological realities and can also apply scientific methods and concepts when carrying out practical tasks in a laboratory or workshop environment.

B — Environmental Science and Technology or Science and the Environment (enriched curriculum)

**058-404; 558-404; 058-402; 558-402; 056-430; 556-430; 056-436; 556-436**

As a complement to the core program, students may take an additional course to study a subject in greater depth.

The following science courses are offered in Secondary 5:

Chemistry: **051-504; 551-504; 051-584 or 551-584 or (CHI-5041-2 and CHI-5042-2 and CHI-5043-2; CHE-5041-2 and CHE-5042-2 and CHE-5043-2)**

Students who have earned the units associated with these courses have acquired a deeper understanding of the concepts of matter and energy by investigating the behaviour of gases and of the energies generated by various chemical reactions and that influence various chemical reactions. They have gained an increased awareness of the capabilities and limitations of science.

Physics: **051-504; 553-504; 051-584 or 554-584 or (PHY-5041-2 and PHY-5042-2 and PHY-5043-2; PHS-5041-2 and PHS-5042-2 and PHS-5043-2)**

Students who have earned the units associated with these courses have acquired a deeper understanding of the concepts of matter and energy by investigating light phenomena. Their investigation has enabled them to discover certain behaviour patterns of light, to learn how optical devices work, and to understand the behaviour of moving objects in order to discover the causes and appreciate the resulting transfers of energy. They have gained an increased awareness of the capabilities and limitations of science.

## 20. Social Sciences

— Secondary 1:

- **Geography 095-100; 595-100**
- **History and Citizenship Education 087-100; 587-100**

— Secondary 2:

- **Geography 095-206; 595-206**
- **History and Citizenship Education 087-206; 587-206**

— Secondary 3:

- **History and Citizenship Education 087-304; 587-304**

— Secondary 4:

- **History and Citizenship Education 087-404; 587-404; 085-414 or 585-414 (HIS-4016-2 and HIS-4017-2; HST-4016-2 and HST-4017-2; HIS-4019-5; HST-4019-5; HIS-5034-6; HST-5034-6; HIS-5036-2 and HIS-5038-2; HST-5036-2 and HST-5038-2)**

Students enrolled in the Youth General Education path must pass the History and Citizenship course in Secondary 4 to obtain their secondary school diploma.

Students who have earned the units associated with these courses have acquired an overall perspective of Québec's and Canada's past, from their origins to present day. They have examined, in particular, the interaction of social realities such as population and demographics, economy and development, culture and the movement of ideas, the exercise of power at various levels, as well as issues at stake in our society. They have mastered skills related to the questioning of social realities in a historical perspective, the interpretation of social realities using historical methods, and the exercise of citizenship. These courses focus on the following topics: the French empire in America, Canadian society under the French regime, the Conquest and the early days of British rule, the beginnings of responsible government, Québec and Confederation, industrial development, and contemporary Québec.

— Secondary 5:

- **Contemporary World 092-504 or 592-504**

Ministry program to come

## **21. Other**

Not applicable.

## **22. Contact Information**

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