

GENERAL INTRODUCTION TO THE PROGRAMS OF STUDY

DIVERSIFIED BASIC EDUCATION PROGRAM FOR SECONDARY III, IV AND V

Adult General Education



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The Diversified Basic Education (DBE) Program for Secondary III, IV and V is an adaptation for adult learners of the Québec Education Program, Secondary Cycle Two, for the youth sector. Thus, the subject areas, broad areas of learning and cross-curricular competencies in both programs are the same. However, in order to meet the specific needs of adult learners, the division into courses is different and some programs of study are found only in adult education.

Like the Québec Education Program, the DBE Program presents the broad educational orientations to be followed and the general education programs offered, grouped into subject areas. This grouping of the programs of study brings out the connections among the various subjects and their respective contributions to the development of adult education students.

There are many reasons why adults of all ages and backgrounds enroll in DBE. Those who have passed the age of compulsory school attendance without obtaining a first diploma may want to continue their education and obtain that diploma. Those who have some work experience may want to finish secondary school or acquire the prerequisites for vocational training or college-level studies. Those who have lost a job may come seeking training that will enable them to return to the job market. Immigrants may enroll to learn French, integrate into Québec society or continue studies begun in their country of origin. Retired people may come to acquire new competencies.

These adults take day or evening courses, full time or part time, in adult education centres or other places, such as their workplace, their home or a correctional facility, some attending for a few months, others a few years. Depending on the demands of their personal and working lives, they pursue their studies continuously or in alternation with long or short periods of work.

The DBE Program consists of a diversified set of courses that school personnel draw on in accordance with the personal learning plan of each adult learner.

Chapter 1



INTRODUCTION

1.1 A Diversified Curriculum in Support of Adult Learners' Learning Plans

Since the *Parent Report* in the early 1960s, various reports, briefs and consultations have reflected on basic general education for adults. Through the years, the *Government Policy on Adult Education and Continuing Education and Training* was published, the structures changed and the services and resources available increased. Adult education has laid its foundations on the experience of people who have given it meaning and specificity, defining and providing services adapted to adult learners' needs and the job market.

The DBE Program is part of this continuity. Through its various programs of study, adult learners can develop a better understanding of the world and take their place in it.

1.2 An Integrated Structure

The development of competencies is at the heart of the DBE Program, which defines competency as “the ability to act effectively by mobilizing a range of resources.” The concept of competency presupposes the ability to reflect on the process used to carry out tasks and solve problems. The competency-based approach involves establishing a different relationship to knowledge and a refocusing of educational activities on the immediate use of learning acquired.

A competency is demonstrated in various contexts of increasing complexity, and a person’s mastery of it may increase throughout his or her lifetime. Knowledge plays an important role in the development of competencies; it is an essential resource for acting effectively in a situation.

The programs of study in DBE are defined in terms of broad areas of learning, cross-curricular competencies and subject areas.

Broad Areas of Learning

The broad areas of learning group together major issues that concern adult learners and society. The programs of study are connected to these areas through learning situations that are anchored in these areas.

The DBE Program contains five broad areas of learning:

- Health and Well-Being
- Career Planning and Entrepreneurship
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

Cross-Curricular Competencies

Cross-curricular competencies are competencies that are broader in scope than subject-specific competencies and that extend beyond the classroom. They are important tools for living in a society in which situations and interactions are complex, often unpredictable and constantly changing. The development of cross-curricular competencies takes place through that of subject-specific competencies.

The DBE Program targets the development of nine cross-curricular competencies grouped into four categories:

Intellectual competencies

- Uses information
- Solves problems
- Exercises critical judgment
- Uses creativity

Methodological competencies

- Adopts effective work methods
- Uses information and communications technologies

Personal and social competencies

- Achieves his/her potential
- Cooperates with others

Communication-related competency

- Communicates appropriately

Subject Areas

The programs of study are grouped into subject areas that correspond to major divisions of knowledge. There are important connections among the programs of study in the same subject area.

In the DBE Program, the programs of study are grouped into six subject areas:

- Languages
- Mathematics, Science and Technology
- Social Sciences
- Arts Education
- Personal Development
- Career Development

1.3 Educational Aims

Three aims provide a common direction for all the programs of study and reflect the purpose of the DBE Program to provide adult learners with the tools they will need in the long term to lead successful lives and contribute to society. These aims are:

- the construction of a world-view
- the construction of identity
- empowerment

They are expressed in the educational aims of the broad areas of learning and are achieved through the development of the cross-curricular and subject-specific competencies.

Construction of World-View

Constructing a world-view means learning to look clearly at the material world in order to grasp its organization, and at the human world in order to understand ideas, history, culture and values. Adult learners are already constructing their world-view and they are encouraged to increase their understanding of natural and social phenomena in order to be aware of their implications.

Construction of Identity

Constructing an identity means finding a balanced, personal way of adjusting to the world, developing self-awareness through one's roots and history, and defining one's place in a social network. The DBE Program enables adult learners to know themselves better, to improve their language skills, to learn about their history and to develop a sense of belonging to the community they live in. The courses offered give adult learners opportunities to define their life choices, develop self-esteem and assert themselves as individuals, workers and citizens.

Empowerment

Being able to act in response to current complex social issues gives adult learners power over their lives. Being able to act involves the ability to integrate knowledge and know-how. Through learning situations, adults are encouraged to develop and use subject-specific competencies. In doing so, they develop and use cross-curricular competencies, which empowers them even more.

1.4 Giving Adult Learners Responsibility

Giving adult learners responsibility for their learning plays an essential role in strengthening their motivation and autonomy. The programs of study thus provide learning situations in which the adults play an active role and take charge of their learning. Adults learn to reflect on the knowledge they acquire and how they use it. They develop reflective skills that will be useful throughout their lives.

The programs of study give teachers the latitude they need to choose the pedagogical practices that best suit them and that meet the needs of adult learners. To guide teachers in their choice, the programs of study provide a list of the competencies to be developed and the resources to be mobilized, as well as examples of learning situations.

1.5 Prescribed Elements

The subject-specific competencies and the subject-specific content or other learning content in a program of study, as well as the families of learning situations, are all prescribed. Each program of study clearly states the requirements for each course.

The programs of study also take into account the broad areas of learning as anchor points for the learning situations.

Because the cross-curricular competencies are not taught or developed separately, but rather are developed through the subject-specific competencies, they are mentioned in every program of study and course.

The use of cultural references is compulsory. Some examples are provided for illustrative purposes; however, the list is not exhaustive.



Chapter 2



BROAD AREAS OF LEARNING

The broad areas of learning group together major issues that adult learners confront in different areas of their lives. The DBE Program contains five broad areas of learning:

- Health and Well-Being
- Career Planning and Entrepreneurship
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

These themes were chosen for both their importance to society and their relevance to adult education. The broad areas of learning enable adults to see that learning is related to other activities in life.

Even though some subjects may be more closely related to certain broad areas of learning because of the knowledge they share, subjects can also draw on other areas to give greater meaning to learning. Every program of study states the broad areas of learning that are the most relevant to develop.

Because they are based on the broad areas of learning, the learning situations encourage adults to produce meaningful results. They also allow adults to broaden and strengthen their culture, their understanding of the world, their self-confidence and their self-esteem.

Sections 2.1 to 2.5 provide additional information on the broad areas of learning. Each section consists of a brief introduction, a statement of the area's educational aim and details regarding the focuses of development.

2.1 Health and Well-Being

Introduction

The state of one's health has a positive or negative influence on one's ability to develop in terms of education, personal life and career. For this reason, the DBE Program promotes the development of habits conducive to good health.

Educational Aim

Through learning situations related to the broad area of learning Health and Well-Being, the DBE Program encourages adult learners to take responsibility for adopting good living habits.

Focuses of Development

Self-awareness and awareness of his/her basic needs

- need for self-affirmation
- need for respect for his/her physical and psychological well-being
- need for acceptance and growth
- need for recognition and fulfillment
- need to express his/her feelings

Knowledge of the impact of his/her choices on health and well-being

- knowledge of the principles of good nutrition
- knowledge of the basic principles of health and hygiene
- knowledge of the principles of balanced sexuality
- knowledge of the effects of stress
- awareness of the influence of behaviour and attitudes on psychological well-being

Active lifestyle and safe behaviour

- regular physical activity
- adoption of safe behaviour in all circumstances
- adoption of a healthy lifestyle

Awareness of the consequences of collective choices on individual well-being

- making connections between the lifestyle of a population and its health and well-being
- knowledge of the political issues related to health and well-being
- concern for collective well-being

2.2 Career Planning and Entrepreneurship

Introduction

Choosing a career plan and the path to take to achieve it can sometimes be difficult and complex. The DBE Program provides guidance and support for adult learners in achieving their learning plans. It gives adult learners an opportunity to discover their strengths, to become aware of the many options available to them and to find a path that corresponds to their aspirations, interests and aptitudes.

Educational Aim

Through learning situations related to the broad area of learning Career Planning and Entrepreneurship, the DBE Program encourages adult learners to undertake and carry out plans designed to develop their potential and help them integrate into society.

Focuses of Development

Self-knowledge and awareness of his/her potential and how to fulfill it

- recognition of his/her talents, strengths, interests and personal and career aspirations
- awareness of personal responsibility for his/her successes and failures
- awareness of the connection between his/her self-knowledge and plans for the future
- familiarity with the resources of the school system, the options offered and their requirements
- awareness of factors related to success in school subjects

Adoption of strategies related to planning

- awareness of the connections between his/her self-knowledge and plans for the future
- self-visualization in various roles
- exploration of plans for the future based on his/her interests and aptitudes
- exploration of the various aspects of a plan/business
- learning of strategies for collaboration

Familiarity with the world of work, social roles and occupations and trades

- understanding of the nature and demands of roles in society and family and community responsibilities
- knowledge of occupations and trades related to different school subjects or to the immediate community
- knowledge of goods and services associated with these occupations and trades
- knowledge of work methods in certain contexts (factory, business, company, home)
- knowledge of the demands of the working world

- knowledge of the main work functions and entry requirements related to a job
- knowledge of the main elements of the legal framework regarding employment
- knowledge of how to balance work, family and social responsibilities

2.3 Environmental Awareness and Consumer Rights and Responsibilities

Introduction

Consumption is essential to life in society. The DBE Program encourages adult learners to look critically at their consumer habits and those of our society and to examine the economic and social impact of consumption. It provides adult learners with the knowledge, values and attitudes needed to become informed consumers and adopt responsible consumer habits.

Educational Aim

Through learning situations related to the broad area of learning Environmental Awareness and Consumer Rights and Responsibilities, the DBE Program encourages adult learners to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment.

Focuses of Development

Knowledge of the environment

- understanding of certain characteristics of the human environment
- making connections among the various elements of an environment
- awareness of the interdependence between the environment and human activity
- understanding of issues related to biodiversity
- knowledge of renewable and nonrenewable resources
- respect for our natural and built heritage

Responsible use of goods and services

- knowledge of the relationship between production and consumption
- recognition of the difference between individual and collective needs
- recognition of the difference between wants and needs
- knowledge of the influences on consumption
- critical stance toward advertising and other forms of propaganda or manipulation
- desire to make informed consumer choices
- concern for the integrated management of resources and waste
- concern about the impact of science and technology
- desire to balance his/her budget

Awareness of social, economic and ethical aspects of consumption

- understanding of the importance of the production and consumption of goods and services in social and economic organization
- knowledge of the origin of various consumer goods
- knowledge of the working conditions of those who produce goods and provide services
- concern for the impact of globalization on cultures, ways of life and the distribution of wealth
- concern for healthy consumption and the equitable distribution of resources

Construction of a healthy environment based on sustainable development

- knowledge of the impact of a population on the territory it occupies
- concern for the rational use of resources
- concern for environmental values in the production of goods and services

2.4 Media Literacy

Introduction

The media play a large part in everyday life and are an important element of our cultural universe. They influence our world-views, values, tastes and personalities. The DBE Program encourages adult learners to look at media productions as representations of reality that express specific points of view on facts, ideas, values or beliefs.

Educational Aim

Through learning situations related to the broad area of learning Media Literacy, the DBE Program encourages adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.

Focuses of Development

Awareness of the place and influence of the different media in his/her daily life and in society

- reflection on the roles of the media
- search for media consumption guidelines
- awareness of the influence of media messages on his/her world-view and everyday environment

Understanding of media representations of reality

- understanding of the elements of media language (sound, image, movement, message)
- comparison between facts and opinions
- recognition of the positive and negative impact of media messages
- distinction between reality, imagination and virtual reality
- critical comparison of different representations of reality or events
- assessment of the aesthetic qualities of media productions
- comparison of media productions based on different techniques and forms of artistic expression

Becoming familiar with methods for producing media documents

- knowledge of procedures for producing and distributing media products
- use of various techniques, technologies and modes of communication

Knowledge of and respect for individual and collective rights and responsibilities regarding the different media

- respect for intellectual property
- defence of freedom of expression
- respect for people's privacy and reputation

2.5 Citizenship and Community Life

Introduction

Life in society requires openness to diversity, respect for other people and their differences, egalitarian relationships and the rejection of all forms of exclusion. The DBE Program enables adult learners to acquire knowledge regarding the principles and values of a democratic society, its laws, social and political institutions, the rights and duties of citizens, and the role of debate in the democratic process. It also allows adult learners to experience the principles that are the basis of equal rights in our society.

Educational Aim

Through learning situations related to the broad area of learning Citizenship and Community Life, the DBE Program encourages adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity.

Focuses of Development

Promotion of the rules of social conduct and democratic institutions

- respect for the democratic process in establishing rules of conduct in the school and in the municipal, national and international contexts
- knowledge of the principles of democracy and the charters and basic laws that ensure their application
- knowledge of the main actors in political and social life and respect for their roles
- knowledge of the rights and responsibilities associated with democratic institutions
- critical thinking regarding various ideologies and forms of political organization
- knowledge of the mechanisms for protection of citizens' rights

Participation, cooperation and solidarity

- respect for the principles, rules and strategies of teamwork and for complementary roles in the classroom and in workplace practicums
- respect for a decision-making process based on compromise, consensus, etc.
- establishment of egalitarian relationships
- use of debate and argumentation
- exercise of leadership in various ways
- mutual help
- involvement in community action projects

Adoption of a culture of peace

- knowledge of international conflicts
- reflection on the concept of power: situations of cooperation and of aggression, taxing and violence in the school, peaceful management of power relations
- awareness of the interdependence of individuals, generations and peoples
- application of the principle of equal rights
- understanding of the negative consequences of stereotypes and other forms of discrimination or exclusion
- understanding of mechanisms that contribute to poverty and illiteracy
- respect for confidentiality, promises, agreements and contracts



Chapter 3



CROSS-CURRICULAR COMPETENCIES

Like a subject-specific competency, a cross-curricular competency is defined as “the ability to act effectively by mobilizing a range of resources.” However, cross-curricular competencies are more generic in nature: they have a broader frame of reference and greater scope of action than subject-specific competencies. They cut across subject boundaries and contain elements that can be demonstrated and mobilized outside the classroom.

Cross-curricular competencies are developed through subject-specific competencies. They are drawn on and developed as adult learners integrate and apply what they have learned.

Cross-curricular competencies are of various types and highlight different facets of the ability to act: they may be intellectual, methodological, personal and social, and communication-related. The DBE Program targets the development of nine cross-curricular competencies, grouped as follows:

Intellectual competencies

- Uses information
- Solves problems
- Exercises critical judgment
- Uses creativity

Methodological competencies

- Adopts effective work methods
- Uses information and communications technologies

Personal and social competencies

- Achieves his/her potential
- Cooperates with others

Communication-related competency

- Communicates appropriately

Every program of study states the cross-curricular competencies that are developed through the application of the subject-specific competencies of the program.

Sections 3.1 to 3.9 provide more information on each cross-curricular competency, its focus, key features and manifestations.

3.1 Uses information

Focus of the Competency

Adults have access to an ever-growing amount of information of all kinds. However, some sources are less readily accessible, and certain databases involve complicated organization and coding that require some training in order to be used effectively. Making proper use of these resources requires increasingly complex operations demanding sharp senses and good intellectual judgment. In addition to finding and comparing information and assessing its value or pertinence, adult learners must be able to organize and synthesize information in order to make use of it. They must also be on the lookout for new information and learn to use devices to record it.

The DBE Program gives adult learners the opportunity to discover the range and abundance of documentation available in different forms, helps them access it and encourages them to consult and use it intelligently.

Key Features and Manifestations

Systematizes the information-gathering process

- Establishes research strategies
- Determines the pertinence of information of research strategies
- Is on the lookout for information and attentive to what is available
- Gathers new information independently
- Uses many sources of information and cross-checks the information obtained
- Seeks further documentation

Gathers information

- Selects appropriate information sources
- Identifies the value of each piece of information
- Evaluates the validity of information according to criteria
- Makes connections between what he/she already knows and new information
- Distinguishes between essential and secondary information

Puts information to use

- Answers his/her questions, using information gathered
- Compares his/her new learning with previous learning
- Uses information in new contexts
- Respects copyright

3.2 Solves problems

Focus of the Competency

Every day we face a multitude of situations that require the use of problem-solving strategies. The ability to deal rationally with situations that involve weighing issues, choosing from a range of possible responses that are not all equally valid or making informed decisions is always an asset.

Through the variety of learning situations presented in the DBE Program, adult learners become aware of the resources they have available for solving problems, acquire new ones and observe that not all resources are equally effective. They are encouraged to reflect on their own process and to persevere in their efforts, recognizing that error is normal.

Key Features and Manifestations

Analyzes the components of a situational problem

- Identifies the context and perceives the main elements and the connections among them
- Recognizes similarities to situational problems solved previously
- Grasps the structure of the problem to be solved

Tests possible solutions

- Lists and classifies possible solutions
- Considers the appropriateness of each solution and its requirements and consequences
- Chooses a possible solution, applies it and assesses its effectiveness
- Chooses and tests another possible solution if necessary

Adopts a flexible approach

- Reviews the steps taken
- Redoes some of them if necessary
- Identifies successful strategies and analyzes the difficulties encountered

3.3 Exercises critical judgment

Focus of the Competency

Making judgments serves to guide our actions, to influence other people's actions or simply to clarify issues. Exercising critical judgment is demanding: it implies the ability to go beyond stereotypes, prejudices, preconceptions and intuitions. One has to assess the issues and consider the facts, evaluate their accuracy and put them in perspective in order to qualify one's position. This requires a solid analysis, such as exploring and comparing different points of view, finding arguments and applying strict criteria. This competency forms the very basis of a critical relationship to knowledge.

Key Features and Manifestations

Forms an opinion

- Defines the question under consideration
- Weighs the logical, ethical or aesthetic issues involved
- Goes back to the facts, verifies their accuracy and puts them in perspective
- Looks at various options and considers existing or possible points of view
- Bases his/her opinion on logical, ethical or aesthetic criteria
- Adopts a position

Expresses his/her opinion

- Articulates and communicates his/her viewpoint
- Pays attention to how to best formulate his/her thoughts
- Justifies his/her position

Qualifies his/her opinion

- Compares his/her opinion with those of others
- Reconsiders his/her position
- Evaluates the respective influence of reason and emotion on his/her position
- Recognizes his/her biases

3.4 Uses creativity

Focus of the Competency

Being creative consists essentially in using the resources and materials at one's disposal in an imaginative way. These resources and materials may include ideas and concepts as well as objects, tools, strategies, methods or techniques. Creativity is less a matter of using new resources or knowledge than using resources and knowledge in a new way. It involves the ability to use what one has, devising new ways or new contexts for using available materials. It may also entail balancing intuition and logic and managing emotions that may sometimes be contradictory.

Although closely associated with the arts, creativity plays a role in all areas of human activity. Learning situations foster the development of creativity when they encourage adults to draw on their personal resources, involve problems with more than one possible solution, stimulate the imagination or promote diverse, original approaches rather than one standard approach.

Key Features and Manifestations

Becomes familiar with the elements of a situation

- Defines the objectives and issues involved in the situation
- Is open to different ways of perceiving the situation
- Listens to his/her intuition
- Envisages different scenarios and procedures

Explores

- Accepts risks and unknowns
- Plays with ideas
- Turns obstacles into resources
- Recognizes possible or partial solutions

Adopts a flexible approach

- Tries out new approaches
- Is receptive to new ideas
- Explores new strategies and techniques
- Expresses his/her ideas in new ways

3.5 Adopts effective work methods

Focus of the Competency

Adopting effective work methods means using procedures or approaches that fit the nature of the tasks to be carried out and the resources available. It implies being able to recognize the most appropriate procedure or approach for a given situation.

The learning situations in the programs of study provide adult learners with many opportunities to manage tasks effectively. The methods developed or used in one learning situation can also be applied in other situations; this provides opportunities to adapt methods to different contexts and thus broaden their impact.

Key Features and Manifestations

Considers all aspects of a task

- Adopts the objective and evaluates its complexity
- Identifies the available resources
- Imagines various ways to carry out the task
- Plans how to carry it out
- Reflects on the best way to proceed

Regulates his/her approach

- Employs the necessary resources: people, materials, time, concepts, strategies, etc.
- Adapts his/her work method to the task, the context and his/her individual characteristics
- Readjusts his/her actions as required
- Completes the task

Analyzes his/her procedure

- Examines his/her procedure in retrospect
- Recognizes what was effective and what worked less well
- Assesses the requirements of the task
- Imagines contexts in which the approach could be reapplied

3.6 Uses information and communications technologies

Focus of the Competency

Almost all jobs involve the use of information and communications technologies (ICT) as both a language and a tool. The competency *Uses information and communications technologies* implies the ability to use these technologies in a thoughtful, effective, intelligent way for a variety of tasks, while demonstrating critical judgment.

Information and communications technologies provide a stimulating environment and enable adult learners to process information, to create and communicate, and to respect established ethical standards. Used in learning situations, ICT contribute to the acquisition and mastery of a broad range of cross-curricular and subject-specific competencies.

Key Features and Manifestations

Masters the technologies

- Becomes familiar with various technological tools
- Diversifies his/her use of the tools
- Chooses the most suitable tools for the situation
- Becomes aware of values and codes regarding respect for intellectual property and privacy

Uses the technologies in his/her learning

- Carries out various tasks using technological resources and functions
- Recognizes and uses previously learned concepts and processes in new contexts
- Applies interaction, communication and troubleshooting strategies required for a given task
- Envisages new ways to use the technologies

Evaluates his/her use of the technologies

- Defines the possibilities and limits of ICT
- Compares his/her ways of using them with those of others
- Considers the relevance of using ICT for specific tasks
- Adapts his/her practices in order to improve performance

3.7 Achieves his/her potential

Focus of the Competency

In order to achieve one's potential, one has to know oneself well and be willing to make full use of one's capacities. It is by discovering their strengths and weaknesses and by defining their needs and aspirations and identifying ways to fulfill them that people develop self-confidence, take their place in society and assume responsibility for their own development.

Through learning situations, adult learners have the opportunity to utilize their personal resources and possibilities and to make choices and justify them. They become aware of who they are and of the values that influence and shape them. Through their successes and failures, they construct their self-image, decide what they can or cannot aspire to and choose the means to attain it. In doing so, they learn to be realistic, to persevere and to develop the habit of self-evaluation.

Key Features and Manifestations

Recognizes his/her personal characteristics

- Identifies his/her capacities, values and the extent of his/her knowledge
- Identifies his/her strengths and weaknesses
- Assesses the quality and appropriateness of his/her choices of action
- Recognizes the impact of his/her actions on his/her successes and difficulties
- Evaluates his/her achievements and progress

Takes his/her place among others

- Recognizes that he/she is part of a community
- Compares his/her values and perceptions with those of others
- Perceives the influence of others on his/her values and choices
- Expresses his/her opinions and choices
- Respects others

Makes good use of his/her personal resources

- Establishes short- and long-term goals
- Establishes criteria for personal, educational and career success
- Makes the efforts required to achieve his/her goals
- Perseveres in the effort to achieve his/her goals
- Displays increasing autonomy

3.8 Cooperates with others

Focus of the Competency

Cooperation involves positive interdependence among members of a team. This includes sharing of responsibility in attaining a common goal, mutual support and concerted action. Cooperation provides opportunities for comparing ideas and negotiating points of view and ways of doing things. All the programs of study lend themselves to learning situations involving cooperation, either with people who are close by, as when adults work together at the same table, or far apart, as when they use ICT.

The DBE Program targets the development of adults' social competency based on values such as self-affirmation, respect for differences, consideration for other people's feelings, openness to diversity and nonviolence.

Key Features and Manifestations

Contributes to team efforts

- Participates actively in classroom and school activities
- Uses differences constructively to attain a common objective
- Plans and carries out work with others
- Carries out his/her task according to the rules agreed on by the team
- Recognizes which tasks can be done more effectively by means of teamwork

Interacts, showing an open mind

- Accepts others as they are and recognizes their interests and needs
- Exchanges points of view, listens to others and respects different views
- Adapts his/her behaviour to the team members and the task
- Manages conflict

Evaluates his/her participation in collaborative work

- Measures the challenges and issues involved in collaborative work
- Recognizes its benefits for himself/herself and others
- Assesses his/her participation and that of peers
- Identifies desirable improvements

3.9 Communicates appropriately

Focus of the Competency

In every subject, communicating appropriately involves expressing ideas, feelings and intuitions, as well as questioning, reasoning and presenting arguments, using the vocabulary, rules, conventions and codes specific to that subject. Mastering the competency *Communicates appropriately* entails knowing and respecting the rules and conventions of each mode of communication and taking into account the many factors involved in their use. Communication plays a major role in shaping our relations with others; it has the power to bring individuals and societies together or to divide them and set them against one another.

Key Features and Manifestations

Manages his/her communication process

- Takes into account factors that may facilitate or hinder communication
- Adjusts communication to the real or potential target audience
- Recognizes the strategies used throughout the process and evaluates their effectiveness

Becomes familiar with various modes of communication

- Knows various modes of communication
- Observes their usage, rules, codes and conventions
- Uses their resources

Uses the appropriate mode of communication

- Analyzes the communication situation
- Chooses one or more modes of communication suited to the context and purpose of communication
- Identifies ways of communicating suited to the target audience
- Uses one or more modes of communication suited to the situation



Chapter 4



SUBJECT AREAS

The subject areas are groups of subjects that promote the development of similar competencies and use similar methods and strategies. While each subject has its own specific knowledge and competencies, its potential is enhanced when it is connected with other similar subjects, particularly subjects in the same subject area.

Sections 4.1 to 4.6 provide additional information on the subject areas. Each section includes a brief introduction, a description of the connections among the various subjects and a list of the programs of study associated with the subject area.

4.1 Languages

The subjects in Languages are the foundation of all learning by adults. Adult learners use the language of instruction in developing all subject-specific and cross-curricular competencies.

All of the programs of study in the Languages subject area share the same goal of helping adult learners communicate with ease and clarity by promoting the development of competencies in oral communication, comprehension, reading and writing. Adults learn to use communication strategies and knowledge effectively and to broaden and consolidate their repertoire of knowledge and strategies.

While languages are focuses of learning in their own right, they are also approached in terms of their relationship to culture. The texts studied reflect the culture, identity, values and beliefs of their authors, who belong to different communities. They provide opportunities to better understand communities here and elsewhere. The ability to understand texts and to express themselves in different languages enables adult learners to recognize and appreciate their own culture and become open to cultural diversity.

Better knowledge of their mother tongue and of a second or third language helps adult learners become effective, versatile communicators. Through the programs of study in the Languages subject area, adult learners have the opportunity to construct and affirm their personal, social and cultural identity and take their place in Québec society.

In the DBE Program, the Languages subject area comprises the following programs of study:

- English Language Arts
- Français, langue seconde

4.2 Mathematics, Science and Technology

Mathematics, science and technology are among the major manifestations of human thought and are an integral part of our culture. The subject-specific knowledge and technical objects associated with Mathematics, Science and Technology reflect their historical, social, environmental, economic and cultural context. Mathematics, science and technology have long been intrinsically linked, and their evolution and internal dynamics reflect their synergy.

The subjects in this area enable adult learners to mobilize knowledge and strategies to interpret and act on their environment. These subjects share the use of such tools as generalization, discrimination and modelling to deal with issues resulting from human activity on the environment. In being open to these questions, adult learners address the ethical dimension of these problems. This questioning fosters the exercise of critical judgment and participation in major current debates.

The programs of study in Mathematics, Science and Technology provide unique opportunities to develop rigour, reasoning ability, intuition, creativity and critical thinking skills through systematic observation, questioning, experimentation and the use of the languages of mathematics, science, technology and computers. Mastery of these languages enables adult learners to process information and find relationships among data, while interpreting, analyzing and managing situational problems fosters critical judgment.

In the DBE Program, the Mathematics, Science and Technology subject area comprises the following programs of study:

- Mathematics
- Science and Technology
- Biology¹
- Chemistry
- Physics
- Computer Science

¹ The Ministère is currently working on developing this program.

4.3 Social Sciences

The Social Sciences are concerned with all phenomena associated with human societies and human representations of them. The subjects in this area provide complementary viewpoints on social phenomena and foster openness to the world. They allow adult learners to observe events here and elsewhere, past and present, and attune them to the change and diversity that characterize the present-day world.

The programs of study in this subject area consider social phenomena from the perspective of relationships between geography, history, economics and political science, with a view to fostering citizenship education.

These programs help adult learners construct their world-views by giving them opportunities to grasp the complexity of phenomena associated with human communities. They help adult learners construct their identities by giving them access to cultural references that allow them to become conscious of their citizenship. They help adult learners learn to look at their own opinions and values, question them and adopt a critical distance in order to assess them.

The very nature of their subjects makes the programs of study in the Social Sciences particularly rich vehicles for cultural learning. They introduce adult learners to the cultural heritage of their own community and those of others. They enable adult learners to develop their own values and attitudes in relation to the values and principles on which Québec society is based, especially those associated with democracy.

Programs in the Social Sciences promote the development of closely connected competencies. Adult learners learn to examine and interpret past and present-day social phenomena, interpret contemporary world problems from different perspectives, take positions on social issues and exercise their role as citizens.

In the DBE Program, the Social Sciences subject area comprises the following programs of study:

- History of Québec and Canada²
- Contemporary World
- Regional Geography of Québec²
- Financial Education²

² The Ministère is currently working on developing these programs.

4.4 Arts Education

Arts Education consists of four subjects: Drama, Visual Arts, Dance and Music. By their very nature, the arts call on different forms of intelligence and enable us to perceive, understand and interpret reality and transpose it into symbolic language. They provide access to the world of the imagination and draw on creativity. They offer a new way of seeing people, things and events and of communicating this new vision through works of art.

Works of art are part of the history of societies and reflect their aesthetic and cultural values. They also contribute to the development of societies and, by extension, of humanity, because they play an essential role in the expression and preservation of a society's values and a people's identity. When adults have artistic experiences, they develop their critical thinking skills and their aesthetic sense. Exposure to works from different periods or different places also broadens their cultural horizons.

The programs of study in Arts Education make adult learners aware of the importance of being receptive to their sensations, impressions, feelings and emotions. They teach them to be open to activities involving creation, interpretation and appreciation. They encourage them to adopt a constructive attitude to their own experiences, to cooperative work and to criticism. They give them opportunities to demonstrate autonomy by expressing their personal, social and cultural values. They allow them to gain awareness of the richness of symbolic languages, refine their sensitivity, adopt a more open attitude to the values of others and understand the importance of their cultural environment.

In the DBE Program, the Arts Education subject area comprises the following programs of study:³

- Drama
- Visual Arts
- Dance
- Music

³ The Ministère currently has no plans to develop these programs.

4.5 Personal Development

The subjects in Personal Development address the physical, intellectual, emotional, social and moral dimensions of individuals. They encourage adult learners to reflect on themselves, to recognize their value, to take responsibility for themselves and to form constructive relationships with others. They thus make an important contribution to the construction of their identities and their world-views. They also empower adult learners and increase their awareness of the unique role each person plays in building a healthy, just and democratic society.

Although each subject is different, the programs of study in Personal Development all share a common goal, which is to develop in adult learners a concern for their physical and mental health and community life. They encourage adult learners to be active, to ask questions about themselves and their relationships with others and with their environment, to value actions that promote the common good and to become aware of their responsibilities. They aim to broaden adult learners' understanding of realities that affect them directly, such as health, interpersonal relationships, consumption and the environment, and help them acquire tools for making informed choices now and in the future.

The programs of study in Personal Development enable adult learners to develop values such as commitment, self-affirmation, solidarity, equality and respect, and qualities such as self-confidence, trust, willingness to make an effort, autonomy and a sense of responsibility. They enable adult learners to become aware of human dignity; to recognize the need to respect themselves, others and the common good; to be open-minded and to act responsibly as citizens.

In the DBE Program, the Personal Development subject area comprises the following programs of study:

- Physical Education and Health
- Preventing Dependency
- Human Sexuality

4.6 Career Development

Career Development is based on career counselling theories. The aim of Career Development programs is to help adult learners look at the job options available to them, anticipate changes in their lives, and take action by continuing or returning to school, entering or returning to the job market or becoming more socially involved.

The programs of study in Career Development give adult learners opportunities to develop their personal and occupational identity. Through exploration, reflection and experimentation activities, adult learners define their interests, discover their talents and arrive at a better understanding of the role they may play as active members of society. They learn to see how they can contribute to enriching their community and find ways of increasing their participation.

The programs of study also provide periods of reflection and action in an active pedagogical context that allows adult learners to take a close look at their occupational future. By recognizing their strengths and evaluating and confirming their career choices during learning activities, adult learners can determine where they stand in the educational process and consider ways of integrating into the job market. By becoming aware of what motivates them, adult learners are better able to see plans through to completion and successfully integrate into society and the job market.

The programs of study in Career Development play an important role in empowering adults. By providing support for personal and career planning and its implementation, they help adult learners take responsibility for their future.

In the DBE Program, the Career Development subject area comprises the following program of study:

- Personalized Career Orientation



Chapter 5



COMPONENTS OF THE PROGRAMS OF STUDY

Whatever the subject area, every program of study is organized and presented in the same way.

Each program of study contains the sections listed below in the following order:

- Introduction
- Pedagogical Context
- Subject-Specific Competencies
- Subject-Specific Content
- Organization of the Courses in the Program
- Courses

Where necessary, a bibliography may be provided.

Introduction

This first section explains the contribution of the subject to the general education of adult learners. It describes the approach to the subject and its connections to the other elements of the DBE Program, i.e. the cross-curricular competencies, broad areas of learning and subject areas.

Pedagogical Context

This section provides information on the context in which learning takes place. It includes learning situations, families of learning situations and educational resources.

Subject-Specific Competencies

This section covers the subject-specific competencies as well as the processes and strategies that support their development. It describes the focus of each competency, its key features and manifestations, and provides information on its development and the connections that exist among the subject-specific competencies and among their different components.

Subject-Specific Content

This section presents the knowledge associated with the development and exercise of the subject-specific competencies of the program of study. Depending on the program, this knowledge may consist of concepts, methods, skills or techniques. This section also lists the prescribed knowledge for all of the courses in the program and provides details on cultural references.

Organization of the Courses in the Program

This section provides a list of the program's courses by level (Secondary III, IV or V), along with their titles, alphanumeric codes and duration. Where necessary, a table may be provided to illustrate the connections among the courses: for example, in some programs, certain courses may be prerequisites for others or may have to be taken in a specific sequence.

Courses

This section, which is by far the longest, provides detailed information on each of the courses that make up a program of study. Each course contains the following ten components:

1. Introduction

This section provides a brief description of the general goal of the program as well as the knowledge and components of the subject-specific competencies. It also provides a broad overview of the end-of-course outcomes.

2. Subject-Specific Competencies

This section lists the subject-specific competencies targeted by the course.

3. Processes or Strategies

This section outlines the processes or strategies that may be mobilized during learning situations.

4. Cross-Curricular Competencies

This section suggests cross-curricular competencies that may be relevant to the course and are often related to the example(s) of learning situations provided.

5. Subject-Specific Content

This section describes the knowledge prescribed in a course, i.e. the knowledge that is to be used and mobilized as resources by adult learners during learning situations.

Cultural references, which are focuses of learning that are culturally significant, are also suggested in most courses.

6. Families of Learning Situations

This section outlines the prescribed family or families of learning situations, from which learning situations are derived.

7. Broad Areas of Learning

This section provides suggestions as to which broad areas of learning may be most relevant to the course. Broad areas of learning are often connected to the example(s) of learning situations.

8. Example(s) of Learning Situation(s)

This section contains one or more examples of learning situations. Each example serves as a lead-in into a context that is appropriate to the course.

9. End-of-Course Outcomes

The end-of-course outcomes describe the results expected of adult learners at the end of the course with regard to the accomplishment of certain tasks. These results refer to the knowledge to be mobilized and used as well as the degree of development of the subject-specific competencies.

10. Evaluation Criteria

Evaluation criteria are directly related to the subject-specific competencies. They reflect the essential components and manifestations of the subject-specific competency or competencies targeted by the course.



GLOSSARY

This glossary provides definitions of terms used in the DBE Program.

A	Adult learner	Person who is older than the age of compulsory school attendance
	Aspect	Point of view or perspective from which the development of a competency is considered
B	Broad area of learning	Grouping of issues confronting adult learners in different areas of life
C	Competency	Ability to act effectively by mobilizing a range of resources
	Connections	Perspective that considers competencies in terms of their development and interactions
	Course	Subdivision of a program of study that has an alphanumeric code
	Cross-curricular competency	Generic competency with a broader frame of reference and greater scope of action than a subject-specific competency
	Cultural reference	Element of subject-specific content of historical, social or aesthetic or other significance that enriches a learning situation
F	Family of learning situations	Grouping of learning situations with shared characteristics
	Focus of development	Subdivision of a broad area of learning
K	Key feature	Subdivision of a competency
	Knowledge	What can be acquired and mobilized by an individual; element of program content
L	Learning situation	Context designed and used to support learning
M	Manifestation	Subdivision of a key feature of a competency

P	Parameter	Important element to be taken into account in a learning situation
	Process	Method used or steps taken to accomplish a task; series of operations constituting a way of doing something
	Program	Document presenting all the programs of study
	Program of study	Structured whole covering the learning specific to a subject or learning content
R	Resource	Tool or means used to accomplish a task
S	Strategy	Planned or coordinated set of actions used to carry out a task
	Subject	Element of a subject area containing programs of study and courses
	Subject area	Grouping of subjects that share similarities
	Subject-specific competency	Competency associated with a subject or program of study
T	Theme	Prescribed element of the Contemporary World program; idea or subject developed in popular or literary texts in the Languages programs



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