Prework Training Competencies

English Language Arts (150-100-50 h)

First and foremost a literacy program. This program is centered in the connection between the students' needs as future workers and their needs as people living in a complex world. Language is both a means of communicating feelings, ideas, values, beliefs and knowledge, and a medium that makes active participation in all aspects of democratic life possible.

- **Uses language/talk to communicate and to learn**
- **Reads and listens to written, spoken and media texts**
- **Produces written, spoken and media texts**

Français Langue Seconde (50-50 h)

... fournir aux élèves qui vivent dans une société pluraliste d'expression française les outils linguistiques et culturels d'ont-ils ont besoin pour y participer activement.

- **Interagir en français (constitue l'élément central du programme)**
- **Lire des textes variés en français**
- **Produire des textes variés en français**

Mathematics (150-100-50 h)

... focus on selected elements in accordance with each student's level of learning and, in some case, job requirements… By the end of the program, students will have exercised their mathematical competencies at home, in the workplace or in their leisure activities.

- **Solves a situational problem**
- **Uses mathematical reasoning**
- **Communicates using mathematical language**

Technological and Scientific Experimentation (100 h)

... proposes a range of situations that enable students to find answers to questions about their everyday environment; to create, understand and handle technological tools …

- **Seeks answers or solutions to scientific or technological problems**
- **Makes the most of his/her knowledge of science and technology**
- **Communicates in the languages used in science and technology**

Geography, History and Citizenship Education (50-50-50 h)

Students should become more familiar with their community and become more involved in it, while remaining aware of the complexity and constantly changing nature of the social context.

- **Builds a sense of belonging to his/her home territory**
- **Builds a sense of belonging to Québec society**

Autonomy and Social Participation (100-100-50)

... designed to help students acquire tools that they will need to meet their needs on their own, to live in harmony with themselves and with others, and to make their contribution to society

- **Demonstrates autonomy in everyday situations**
- **Takes an informed position on everyday issues**
- **Participates in community life (experiments with community service)**

Preparation for the Job Market (50-100-50h)

…is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan

- **Establishes his/her personal and occupational profile**
- **Gains an understanding of the job market**
- **Carries out a sociovocational integration plan**

Introduction to the World of Work (150 h)
Work Skills (300-600 h)

Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers. In Year I, students practice work tasks within the school setting. In Years II & III, students work in the community and develop specific competencies associated with one or more semi-skilled trades.

- **Understands the requirements of different work situations (Introduction to the World of Work)**
- **Performs tasks associated with different work situations (Introduction to the World of Work)**
- **Develops specific competencies associated with one or more semiskilled trades (Works Skills)**
- **Adopts attitudes and behaviours appropriate to different work situations (Both courses)**

Physical Education: 50 h Year I and Year 2; Unapportioned time: 50 h each year