



The Launch January

UPCOMING DBE WORKSHOPS

MATH V

ANALYZING THE PROGRAM AND CREATING RESOURCES

5000 René-Huguet, Lachine

9:00 – 3:00

A four-phase math project will begin on February 8, 2019 for the level V DBE Math program. Participants will be divided across the three course codes for SN/TS math to accomplish the following tasks:

- 1) Analyze the concepts that must be covered for each course code.
- 2) Determine the extent to which each knowledge concept must be covered.
- 3) Create one pretest/final exam and the corresponding Information Gathering Tool for each course code.

Upon the completion of this professional development project, teachers will have a thorough understanding of the knowledge concepts and evaluation criteria for all three course codes.

Level 5 math teachers who are well-versed with the DBE program and who can commit to the following PD dates, are encouraged to register by February 4, 2019.

Phase 1: Feb. 8th
Phase 2: March 22nd
Phase 3: April 18th
Phase 4: May 27th

[Register Here](#)

Computer Science Workshop

February 5, 2019

5000 René-Huguet, Lachine

9:00 – 3:00

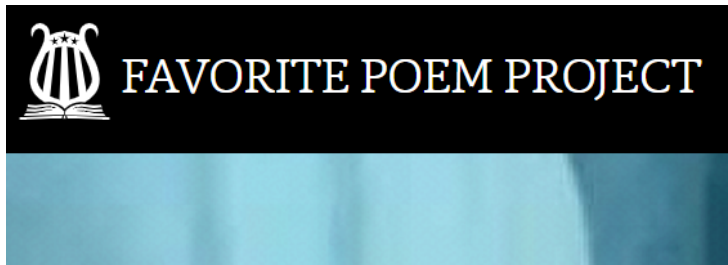
Facilitated By: Isabelle Bertolotti

Come discuss and review the new computer science course codes! This workshop is open to all educators, from those currently teaching the subject to those who might do so in the future. There is also a "call out" for anyone who would like to present a DBE computer course code being taught, through the registration form.

Points of Discussion:

- 1) review and discuss key elements and available exams of the Computer Science Courses
- 2) pair computer courses with other DBE end of course outcomes for optimum implementation
- 3) discuss current computer science courses offered by adult education educators.

[Register Here](#)



ENG 4111-1

POETRY WEB SITES

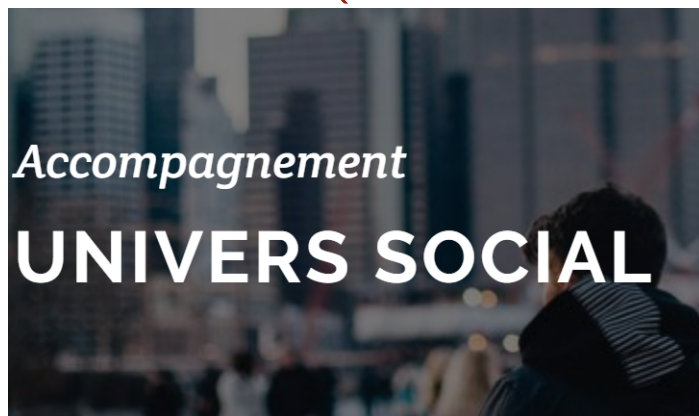
Some new poetry websites have been added to the the ENG 4111-1 Padlet.

[Favorite Poem Project](#), is a website that highlights the experience of poetry by matching testimonial video to a related poem. It accentuates how people may interpret, use and be inspired by this genre. It is a great resource because not only does it provide teaching material, but really can help provide real life situations.



[Poetry in Voice](#), is a Canadian website that not only offers poems to review, but also has a bank of recited poems. It organizes a poetry contest that is open to Québec students, that can add a touch of reality to a learning situation that might include a contest aspect. This website is a great resource to help learners prepare for the end of course exams..

HISTORY OF QUE. & CA. AND FINANCIAL LITERACY



The much anticipated DED and exam documents are set to be published by June 2019. In the meantime, however, the ministry representative for social sciences is providing French workshops to review the published courses. An invitation will follow shortly, but the dates are as follows and seating is limited:

History of Québec and Canada:

Québec City - March 20, 21 and April 1, 2

Montréal - April 9, 10 and April 17, 18

Financial Literacy :

Québec City - April 12 and May 2

Montréal - May 9 and 10

PROCEDE will attend the workshops and then offer an English translation for teachers and educational professionals as a DBE provincial workshop in the spring of 2019.

ENG 5102-2 NOVEL REVIEW

***The Miseducation of Cameron Post* by**

Emily M. Danforth

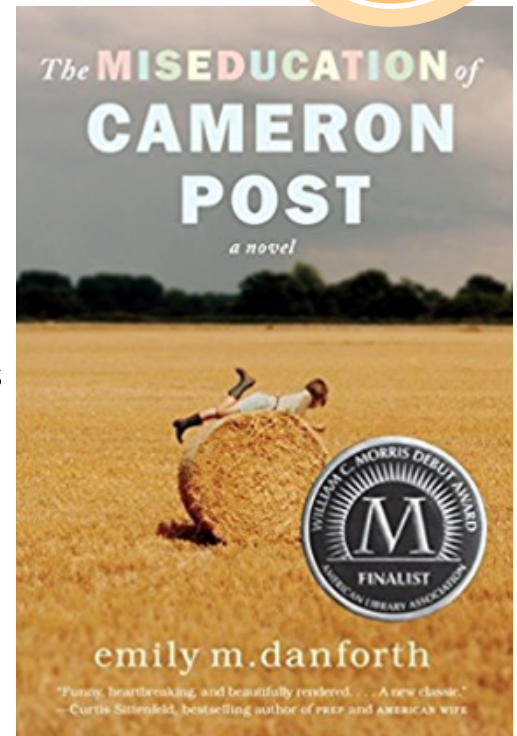
Although this book was well written, it was a little hard for me to get into. Initially set in 1989, it tells the story of a young girl who is discovering her sexuality. This wouldn't be such a big problem, except, she is not following the 'normal, expected path' and is attracted to girls.

This may not seem like such a big deal; however, set in rural Montana in a small town with strong, evangelical churches that talk of 'deviant behavior' and the 'path to hell or damnation', it's no wonder that the protagonist, Cameron, is reluctant to share her 'guilty' secrets with others. Even worse, her parents were killed in a car accident shortly after her first, hesitant kisses with a girl. This led to strong feelings of guilt and the childish belief that she was being punished for her actions. The consequences resulted in changes in her friendships and behaviors.

Fast-forward to a more mature version of Cameron who is slowly coming to terms with who she is and what she wants. Add an uber, conservative aunt who discovers her 'deviant behavior' and sends her off for 'retraining' so the devil doesn't get her. She is warned that she will have to have 'an open heart' but she doesn't want to go and doesn't want to change.

This is a coming of age novel with quite a different social reality than most of us know today. Guilt and secrecy become second nature to Cameron. The church and her aunt provide the conflict as well as the foreshadowing. The suspense... how long can she keep this secret?

The book is told in first person narrative voice so the reader develops a close relationship with Cameron and a good understanding of the evolution of her character from a grieving, 13-year-old to someone who knows who she is, what she wants and understands that her desires are her choices and not to over-analyzed and blamed on all and sundry – including her dead parents. 'Don't fix what isn't broken' is a viable theme for the novel – mind you – I'm looking at it from our enlightened age. I'm sure the conflicts, struggles and desire for acceptance are still very 'real' in many places here in North America and elsewhere in the world.



**By Joanne McCreary, Northern Lights Adult Education,
joanne.mccreary@essb.qc.ca**

MATH

Moodle FGA

Would you like to reconnect with teachers from other centres who have great ideas related to classroom management, teaching resources, instructional technology, lab space, and interesting lab experiments? Would you like to discuss DBE related issues and share ideas with multiple math and science teachers? Moodle FGA is now available for you to do so! This platform serves an asynchronous discussion forum that resembles e-mail and allows subscribed members to ask questions and share resources with numerous teachers at once. It's a great way to network with teachers from other school boards!

Follow the two steps below if you wish to be a part of a math and/or science discussion board. Your account will be activated with 48 hours of registering.

Step 1: Click here to [create](#) a Moodle account.

Step 2: Click here to [activate](#) your Moodle account.

Pretest Templates for TS Math on the DBE Website

Several math teachers from Riverside School Board have developed and shared some pretest templates that allow students to quickly produce their own test questions, administer them to their classmates, and develop a solution key. What a great way to engage students in high order thinking!

Here is a [sample template](#) for MTH- 4162.

Competency Explanation Table with Verbs

The following Competency Explanation Table was developed by PROCEDURE and a group of math teachers from WQSB to summarize the evaluation criteria for DBE math and to develop an Information Gathering Tool for teacher-made pretests and exams (levels III and V). Take a look for a short description of what each criterion measures and to obtain a list of verbs that will help phrase the evaluation criteria for competencies 1 and 2.

Competency	Underlying Criteria	Ministry Definition	In other words...	Key Words for Information Gathering Tool	Examples of Student Evidence
C1: Use Strategies to Solve Situational Problems	1.1 Indication (oral or written) that the situational problem has been understood.	This criterion measures the ability of the adult to identify what is being sought and to identify relevant information while taking into account the constraints necessary.	We are assessing the student's comprehension of the problem.	<ul style="list-style-type: none"> • Consider • Recognize • Take into account 	<p>The student shows understanding of the problem by:</p> <ul style="list-style-type: none"> • Highlighting key words/numbers • Underlining the question • Underlining each action words that tell the student what to do • Circling or underlining information • Scribbling on a given figure • Acknowledging the constraints in the problem • Writing the final answer in the context of the problem.
	1.2 Application of strategies and appropriate mathematical knowledge	This criterion measures the ability of the adult to use relevant strategies to select appropriate knowledge in order to solve the problem.	We are assessing the student's representation of the problem.	<ul style="list-style-type: none"> • Sketches • Diagrams • Diagrams • Illustrations • Concepts (table/graph/shapes) • Describes • Notes (a pattern) • Associates • Defines • Labels • Identifies 	<p>The student attempts to solve the problem by:</p> <p>a) Representing it in various ways:</p> <ul style="list-style-type: none"> • Table • Graph • Drawing • Decomposing irregular shapes • Concept Map • Outlines, Diagrams <p>b) Decoding implicit information:</p> <ul style="list-style-type: none"> • Reformulating the question in one's own words • Assigning variables to unknowns • Noting a pattern/trend • Defining measurements • Identifying key words with mathematical values and measurements

MATH

The Criteria Referenced Rubric:

Please remember to grade students according to the *Information Gathering Tool* and the *Criterion Referenced Rubric* provided by the Ministry. This will standardize the correction process across the province and provide reliable data with respect to student success rates and future PD needs.

Allowed							Not Allowed						
Rating scale	Excellent	Very good	Good	Weak	Very weak	Mark	Rating scale	Excellent	Very good	Good	Weak	Very weak	Mark
1.1 Indication (oral or written) that the situational problem has been understood	Accurately identifies the relevant information and what is required. (For all the tasks, the highlighted statements are in green.)	Identifies, with a fair amount of accuracy, the relevant information and what is required. (For all the tasks, most of the highlighted statements are in green.)	Identifies, with little accuracy, the relevant information and what is required. (For several of the tasks, most of the highlighted statements are in yellow and a few are in green.)	Identifies little of the relevant information and of what is required. (Only a few statements are highlighted, and most of them are in yellow or red.)	Identifies very little of the relevant information and of what is required.	10	1.1 Indication (oral or written) that the situational problem has been understood	Accurately identifies the relevant information and what is required. (For all the tasks, the highlighted statements are in green.)	Identifies, with a fair amount of accuracy, the relevant information and what is required. (For all the tasks, most of the highlighted statements are in green.)	Identifies, with little accuracy, the relevant information and what is required. (For several of the tasks, most of the highlighted statements are in yellow and a few are in green.)	Identifies little of the relevant information and of what is required. (Only a few statements are highlighted, and most of them are in yellow or red.)	Identifies very little of the relevant information and of what is required.	10
	10	8	6	4	2			10	8	6	4	2	

Exam Feedback:

The following form must be completed when sending your feedback to the Ministry regarding the prototype exams for levels 4 and 5 math. Once completed, the form must be printed and scanned to the following email address: deafc@education.gouv.gc.ca. A team of math teachers and consultants from across the province will assess this feedback and make the necessary corrections.

Education
du
Enseignement
supérieur
Québec

Examination Feedback Form

Please use this feedback form to explain any difficulty you experienced with an examination and to recommend solutions. For reasons of confidentiality, do not provide any detailed information on the actual content of a question or a task. We ask that you fill in this form after you have read or used the examination and to return the form to us by email. An asterisk (*) indicates a required field.

Identification

* Name:
* School board:
Centre:
Telephone: Extension: * Email address:
* Course code: Other, precise:
* Version of exam: ☐ A ☐ B ☐ C ☐ One version only * Date (year-month-day):

Evaluation

General presentation
Duration, procedure, use of documents, structure of documents, ease of use, readability
☐ Very satisfactory ☐ Satisfactory ☐ Unsatisfactory
Comments and solutions:

Click on image to obtain access

If you would like to send exam feedback to BIM for levels 1, 2, 3 and 5, please do so via BIM's exam feedback form.

Feedback Sheet for BIM-FGA Evaluation Situations

Please explain any difficulties encountered, along with proposed solutions, in the space provided below. Fields marked with an asterisk must be filled in.

Program of Study: Code:

Title of Situation:

Production Date (2000-01-01):

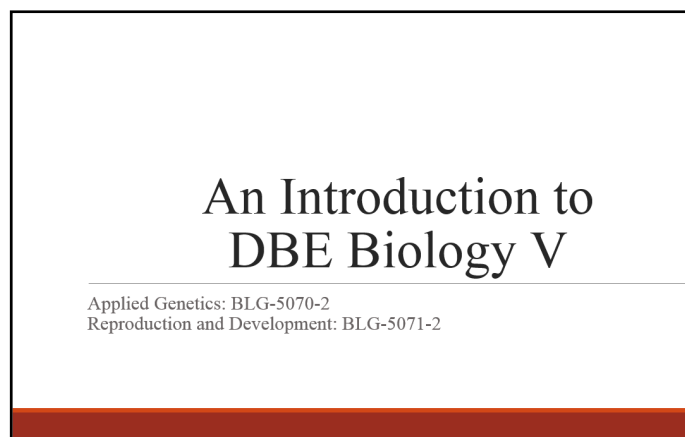
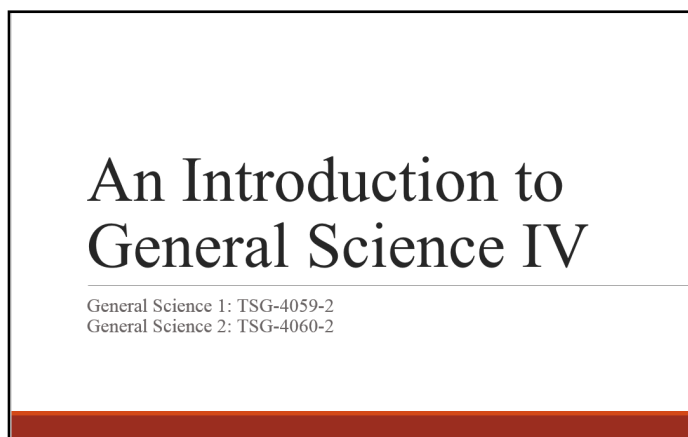
Administration Date (2000-01-01): Evaluation Situation Use Number of groups: Number of students:

Comments

Click on image to obtain access

GENERAL SCIENCE IV AND BIOLOGY V

The following video presentations provide information related to the General Science IV and Biology V DBE programs. Please note that although the four Biology V credits can be counted toward the SSD, the Ministry highly recommends that students complete level IV Science and Technology before attempting Biology V. Should students follow this recommendation, the Biology V credits will serve as level V option credits.



Click on image to obtain

UPDATE ON THE DBE PHYSICS PROJECT

In September of 2018, a group of Physics teachers from across the province agreed to share their expertise by participating in a five-phase project that will result in a lab manual for the DBE Physics V program. The teachers involved in this project have, so far, chosen a set of lab experiments for each course code, cross-checked the lab experiments with the knowledge concepts and techniques stipulated in the program, and created a lab report template that will help students apply the scientific method correctly. The goal for 2019 is to conduct the labs that were chosen and to make any necessary adjustments. Teachers will also consolidate the knowledge concepts and techniques by writing one scenario per course code. The lab manual will be ready in June of 2019.

The Science & Technology Classroom

The Director's Edition for 2019 will provide Centre Directors with ideas on how to set-up the DBE Science & Technology classroom. Please send an email to sfiocco02@lbpearson.ca if you would like to showcase your new Science & Technology room. and provide your colleagues with a list of do's and don'ts.



January 15, 2019

IMPLEMENTATION PARTNERS

CARREFOUR FGA

"Le **Carrefour FGA** est un regroupement de sites québécois conçus pour la formation générale des adultes (FGA). Ici, les idées, les visions et les créations de partout convergent en un seul lieu. (<http://www.carrefourfga.ca/>)

ALEXANDRIE FGA

"This is where you can share and find educational material and tools created for and by education personnel from Adult General Education" (<http://www2.carrefourfga.com/alexandrie/EN/>)

APRÈS COURS FGA

"La mission ... est d'accompagner et de soutenir les acteurs de la formation générale des adultes" (<http://aprescours.ticfga.ca/a-propos-des-apres-cours-fga/>)

- Webinaires
- Communautés de partage
- Vidéos

ACCOMPAGNEMENT NATIONAL

"Afin d'apporter le support nécessaire aux enseignantes et aux enseignants dans le cadre de la mise en œuvre des nouveaux programmes, la DE AFC offre cette année un accompagnement portant sur différents aspects du programme d'études et de l'évaluation". (<http://www.carrefourfga.ca/accompagnement-national/>)

TRÉAQFP

Favorise et promouvoit des services éducatifs de qualité accessibles aux adultes du Québec

Un réseau de personnes-ressources pour le développement des compétences des élèves par l'intégration des technologies

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Are you looking for DBE resources or have some that you want to share? This website is meant to help any educational professional find, locate, use and share class materials.