



# The Launch June

## ENG NOVEL FOR 5102-2

Looking for a novel to offer your adult learners taking ENG 5102-2? Were you planning on using your summer holiday to read over some popular titles to suggest to your adult learners?

As teachers, we want to offer learners high interest books that they will use not only to accomplish end of course outcomes, but also to enjoy, and maybe even instill a joy of reading. However, teachers are often faced with learners who have low reading skills, little reading experience, and/or low reading motivation. Giving learners a novel to complete the ENG 5102-2 can become quite a project. Here are some points to consider when recommending or choosing the novel:

- 1) Increase novel choice, even if it is a constrained one. Studies show that, lower level readers respond well to having some say in what they read.
- 2) Advertise books through teacher recommendations, book talks, reviews etc. Learners can be motivated by hearing you summarize and/or recommend books.
- 3) Help build close reading skills and monitor them by using novel study guides (example: for \$10 you can purchase a complete editable study guide for the novel *The Things You Hate* at [Teachers Pay Teachers](#))
- 4) Model reading by using audio books, by reading aloud, by asking 'reader' questions

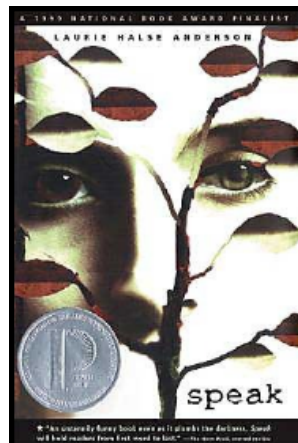
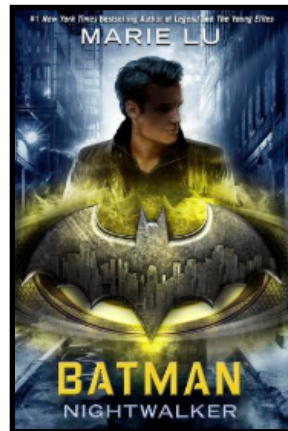
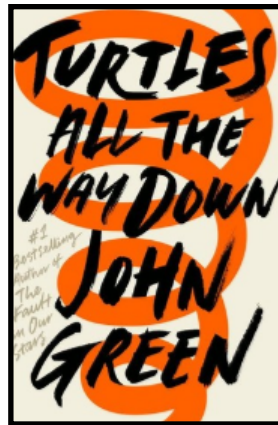
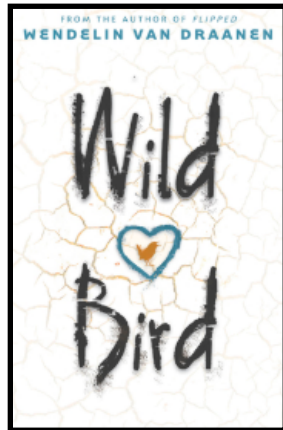
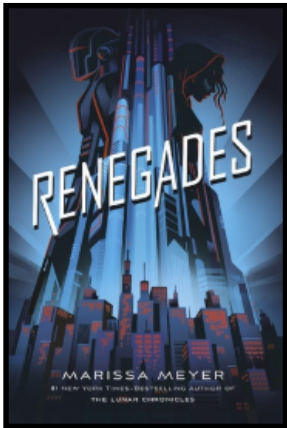
It is very important to remember that learners cannot learn from books they cannot read. Background and vocabulary knowledge are the foundation to a good reading strategy. Whatever novel they select to read for the course, it would be optimal for learners, rather than teachers, to have some kind of understanding of them and some vested interest in them. Nowhere does the ENG 5102-2 course guide specify the type, genre or level of novel that learners must read, but makes a list of the content that a novel needs to complete the end of course outcomes, such as themes, conflict, and characterization etc. A teacher's choice and preference may not reflect that of the learner's and hence lessen the positive experience that, English teachers know, reading can provide.



# ENG 5102-2 NOVEL REVIEWS FOR TEACHERS BY TEACHERS

These are some of the most talked about young adult literature titles of 2017/2018. Adult education English teachers have volunteered to read the following books and have provided a review with the ENG 5102-2 course and adult learner in mind. [Click here to read all the reviews.](#)

One very enthusiastic teacher, Joanne McCreary from Eastern Shores School Board, took the liberty of reading and reviewing other books as well that have been added to the folder. She literally reads in her sleep and is looking forward to reading many more novels and providing reviews for Adult English teachers. One novel review per newsletter will become a regular feature for the next academic year's issues.







Are you struggling to understand and then explain the MEES criterion referenced rubrics to your adult education learners? You are not alone! One of the biggest challenges of implementing the ENG DBE program has been regarding the understanding and adoption of the MEES exam evaluation tools.

This year, PROCEDE, with the help of ENG teachers, has worked hard at clarifying the meaning of the evaluation demands and translating the vocabulary into a learner friendly one. These adult learner rubrics have been created in a Word document specifically so that teachers can edit the boxes as they see fit, and/or print the parts they want as they teach the course. Many of them are also accompanied with anchor samples that can be used by teachers and learners as a teaching tool.

A reminder that these learner rubrics are equivalent to the MEES' rubrics, but cannot be used for end of term exams. They are meant to be used during the, very important, formative assessment process.

# ENG 5103-3 ARGUMENTATIVE ESSAY ADULT LEARNER RUBRIC & SAMPLE

ENG 5103-3  
C 3; Produces Text %40  
Adult Learner Evaluation Criteria Argumentative Essay

What you need to do to write a successful argumentative essay?	How will you demonstrate your ability to write argumentative essay?	Feedback/Mark
3.1 Clearly identify your position on the issue in the thesis statement and include your three main arguments	The government of Canada must require that all children born in Canadian hospitals be vaccinated for contagious diseases because it will stop the spread of infectious diseases, lessen the cost of treating related illnesses, and it will prevent related deaths.	<input type="checkbox"/> 5-Very clearly defined stance, effective arguments <input type="checkbox"/> 4-Clearly defined stance, effective arguments <input type="checkbox"/> 3-Defined stance, sufficient arguments <input type="checkbox"/> 2-Unclear, unfocused stance with weak arguments <input type="checkbox"/> 1-Stance is not evident and lacks arguments
3.1 Link your topic, and concluding sentences to your thesis statement	To begin, vaccinations must urgently be required for all children born in Canada because it will stop the spread of infectious diseases regardless of the degree of danger people think exists.	<input type="checkbox"/> 5-Very Strong coherence and cohesion <input type="checkbox"/> 4-Strong coherence and cohesion <input type="checkbox"/> 3-Adequate coherence and cohesion <input type="checkbox"/> 2-Coherece and cohesion is weak <input type="checkbox"/> 1-Lack of coherence and cohesion impedes argument.
3.1 Organize your paragraphs	Topic sentence (include counter argument) <ul style="list-style-type: none"> <li>Reason 1 for your argument, explain</li> <li>Reason 2 (optional) for your argument, explain</li> <li>Counter: Why people are against it</li> </ul> Concluding sentence	<input type="checkbox"/> 5-Very clear, logical and organized <input type="checkbox"/> 4-Clear, logical and organized <input type="checkbox"/> 3-Somewhat clear, logical and organized <input type="checkbox"/> 2-Poorly clear, logical and organized <input type="checkbox"/> 1-Organization impedes comprehension
3.2 Choose your tone and keep your essay in that tone throughout using associated vocabulary	Tone examples and vocabulary to use: Decisive-must, abide, rules and regulations Funny-entertaining, playful, amusing Sad-pity, disappointed, heartbroken, mournful <b>Urgent - desperate, critical, immediate, pressing</b>	<input type="checkbox"/> 5- Always appropriate tone <input type="checkbox"/> 4- Usually appropriate tone <input type="checkbox"/> 3- Sometimes appropriate tone <input type="checkbox"/> 2- Rarely uses appropriate tone <input type="checkbox"/> 1- Tone is inappropriate
3.2 Use formal language for your reader to convince them to adopt your point of view	Instead of "you must listen to me", I am telling you Use "Vaccinations are a pressing issue, regardless of beliefs"	<input type="checkbox"/> 5-Very effective <input type="checkbox"/> 4-Effective <input type="checkbox"/> 3-Adequate <input type="checkbox"/> 2-Inadequate <input type="checkbox"/> 1-Not adapted

ENG 5103-3  
C 3; Produces Text %40  
Adult Learner Evaluation Criteria Argumentative Essay

Articles used: [Vaccines.pro/con](http://Vaccines.pro/con)

The government of Canada must immediately require that all children born in Canadian hospitals be vaccinated for contagious diseases because it will stop the spread of infectious diseases, lessen the burden of treating related illnesses, and it will prevent related deaths.

To begin, vaccinations must urgently be required for all children born in Canada because it will stop the spread of infectious diseases regardless of the degree of danger people think exists. First, it is a proven fact that vaccinations lessen the chances of getting a disease. For example, "They are 23 more times more likely to develop whooping cough and 9 times more likely to catch chicken pox". Next, it is these vaccinations that also prevent the spreading of these germs. In fact, studies show that "unvaccinated kids are 6.5 more times more likely to be hospitalized with pneumonia according to Scientific American". Thirdly, some people do not believe that these diseases are dangerous for children, such as chicken pox. However, there are examples of children with lowered immune systems who are more vulnerable to germs and bacteria. For example, Eric aged 10 died from getting chicken pox because he was a cancer patient with a weak body. Vaccines help stop the critical spread of illnesses.

To continue, vaccinations must be required for all children born in Canada because it lessens the burden, for all, of treating related illnesses. Lessen the need for hospitalization. First, higher instances of children contracting diseases will lead to more efforts needed to treating these symptoms. For example, "In 2014, the CDC reported 667 cases of measles in 27 states, a record since 2000. Much of this is due to fewer children getting vaccinated". Clearly, the more the amount of kids get sick, the more resources are needed to treat them such as nurses, hospital doctors, pharmacists and most importantly parents. Second, lessening the impact of disease on our medical system overrides the parents' need for personal freedom of choice. "Agreeing to protect yourself and the greater community from dangerous diseases seems like a fair requirement to receive government services". The collective is more important than individual rights.

To end, vaccinations must be required for all children born in Canada because it prevents related deaths even if some parents believe that they have had some side effects. First, some of these disease that children are vaccinated against kill them. In fact, "The CDC estimates that nearly 750,000 American children were saved from 1994 to 2014 because of vaccines". Second, vaccinations have provided the modern world with a healthier environment. It is true that "nothing in medicine is 100 certain", however, "a world without vaccinations would be a much scarier place, though, especially for children". Finally, some parents believe that the side effects of vaccination outweigh the possibility of death. Evidence shows that, "they are ignoring the science and the stories of families". Vaccinations are a pressing issue, regardless of beliefs.

# ENG 4103-3 NEWS REPORT ADULT LEARNER RUBRIC & SAMPLE

English and the World of Story ENG 4113-3

English and the World of Story ENG 4113-3

## Teen Health Declines as Sports Drinks Rise

Original report: [Report show teens drinking less soda but more sports drinks Newsela.com](http://Report show teens drinking less soda but more sports drinks Newsela.com)

The study is in from Harvard University, and it is not looking good for teens. According to their survey on American teens collected between 2010 and 2015, this age group is drinking more sports drinks than ever before. But, don't let the word "sports" fool you into thinking that that is a good thing, because these drinks contain a lot of sugar. So much so, that it is a major contributor to teen obesity.

Harvard University did a study over a five year period to measure how much soda American teens are drinking. This study revealed the great news that they were drinking less soda than before. The survey highlights that, "there has been a 7.6 drop in the number of youths reporting they drank one soda in the prior week".

This same study revealed the unfortunate news that these teens did not lessen their sugary drink consumption so much as just wait 4 for sports drinks instead. "In 2015, more than 57 percent of the more than 22,000 high school students surveyed reported having at least one sports drink in the prior week, up from 56 percent in 2010".

Teens are led to believe, through marketing strategies, that drinking sports drinks is a healthier option than drinking soda. First, the ads show athletes consuming sports drinks, and second these drinks are often named after healthy fruits.

The numbers do not lie, however, and the nutrition label specifies that a "20 ounce bottle of orange Gatorade has a hefty 34 grams of sugar". Drinking this amount of sugar regularly will contribute to extra pounds, obesity, diabetes, tooth decay and "other ills".

The reality is that sports drinks are not necessary for most if not all teen athletes. According to a licensed dietician, "there is no purpose to consuming all the carbohydrates in sports drinks unless you are competing in a high-intensity game, not at a high school soccer or softball practice".

The truth is that water is the best beverage. This water that comes free from the school water fountain won't sell many paid advertisements or won't be endorsed by many well paid athletes, so it is not a truth that will break the news. It is unfortunate that advertisers have encouraged teens to be more concerned with the look of their beverage than the drink itself with the help of, ironically enough, fit athletes.

Competency 2: Produces texts for personal and social purposes (40%)

What you need to do to successfully write a news report?	How will you demonstrate your ability to successfully write a news report?	Feedback/Mark
3.1 Write a lead that includes a hook and the 5Ws	Hook: funny, clever or surprising statement 5Ws: where, who, what, when and why	<input type="checkbox"/> 5 - Thorough and clear lead <input type="checkbox"/> 4 - Clear lead <input type="checkbox"/> 3 - Adequate lead <input type="checkbox"/> 2 - Not clear lead <input type="checkbox"/> 1 - No lead
3.1 Explain the why and the how in the body by making connections to facts and factual events	See sample	<input type="checkbox"/> 5- Always a logical connection <input type="checkbox"/> 4- Usually a logical connection <input type="checkbox"/> 3- Sometimes logical connection <input type="checkbox"/> 2- Rarely logical connection <input type="checkbox"/> 1- No logical connection
3.1 Present your ideas and arguments by choosing one Cause/effect Chronological order Explanation		<input type="checkbox"/> 5 - Always maintains organization <input type="checkbox"/> 4 - Usually maintains organization <input type="checkbox"/> 3 - Sometimes maintains organization <input type="checkbox"/> 2 - Rarely maintains organization <input type="checkbox"/> 1 - No organization
3.1 Wrap up your report with a conclusion	Last paragraph use: A quote A catchy phrase	<input type="checkbox"/> 5 - Solid conclusion <input type="checkbox"/> 4 - Very good conclusion <input type="checkbox"/> 3 - Satisfactory conclusion <input type="checkbox"/> 2 - Conclusion lacks direction <input type="checkbox"/> 1 - Conclusion lacks direction and is unclear
3.2 Choose and adapt tone, language and style for the text and audience	Example: An informative (text) news report to shock (tone) teens and their parents (audience) into realizing that sports drinks are unhealthy.	<input type="checkbox"/> 5 - Always adapts <input type="checkbox"/> 4 - Usually adapts <input type="checkbox"/> 3 - Sometimes adapts <input type="checkbox"/> 2 - Rarely adapts <input type="checkbox"/> 1 - Does not adapt

# EVALUATIONS FBD FRE UNE VUE D'ENSEMBLE

## CLIQUEZ POUR MPRIMER

Cours	3101-1 Participer à une conversation	3102-1 Découvrir l'univers médiatique	3103-1 Présenter un passe-temps et en discuter	3104-1 Comprendre et transmettre des directives	3105-1 S'informer sur la santé et en discute	3106-1 Raconter un événement	
Préparation	Partie 1		Partie 1		Partie 1		
La tâche est à déterminer par la personne qui conçoit l'épreuve	Partie 1 Interaction entre l'adulte et l'enseignant(e) après avoir lu des textes totalisant 400 mots	Partie 1 L'adulte écoute la lecture de 3 textes médiatiques et répond à un questionnaire	Partie 1 L'adulte participe à un échange verbal spontané	Partie 2 L'adulte présente un exposé oral	Partie 1 L'adulte écoute des messages oraux et lis deux textes d'environ 100 mots pour répondre à un questionnaire	Partie 2 L'adulte rédige un texte informel ou incitatif de 75 mots	
Évaluation de la compétence et durée recommandée	Interagi en français 100% (environ 40 min. préparation, 3 min. discussion)	Comprendre des textes variés à l'écrit et à l'oral 100% (environ 90 min)	Interagi en français 60% (10 min. préparation, 2 min. échange verbal)	Produire des textes variés à l'oral 40% (15 min. préparation, 3 min. exposé oral)	Comprendre des textes variés à l'écrit et à l'oral 60% (environ 40 minutes)	Produire des textes variés à l'écrit 100% (environ 120 min.)	
Matériel autorisé: tous les documents sont en version papier	Durant la préparation à l'interaction: dictionnaire bilingue, dictionnaire unilingue français. Durant l'interaction: aucun matériel n'est autorisé.	Dictionnaire bilingue, dictionnaire unilingue français.	Dictionnaire bilingue, dictionnaire unilingue français. Durant l'échange avec l'enseignant(e): aucun matériel n'est autorisé. Durant l'exposé oral: seul l'aidemémoire est autorisé.	Dictionnaire bilingue, dictionnaire unilingue français, grammaire, ouvrage sur la conjugaison.	Dictionnaire bilingue, dictionnaire unilingue français.	Dictionnaire bilingue, dictionnaire unilingue français, grammaire, ouvrage sur la conjugaison.	
Notes	<ul style="list-style-type: none"> <li>Le seul de réussite est de 60%</li> <li>L'épreuve est reprise en entier</li> </ul>	<ul style="list-style-type: none"> <li>Le seul de réussite est de 60%</li> <li>L'épreuve est reprise en entier</li> </ul>	<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Partie 1 doit précéder partie 2</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>	<ul style="list-style-type: none"> <li>Partie 1 et 2 peuvent se dérouler à la même séance ou à différentes séances</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>	<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>	<ul style="list-style-type: none"> <li>Le seul de réussite est de 60%</li> <li>L'épreuve est reprise en entier</li> </ul>	
Cours	4101-1 Consommer des biens et des services		4102-2 Présenter un projet et en discuter		4103-1 Lire et produire des lettres		4104-1 Explorer l'histoire et la culture
Préparation	Partie 1		Partie 1		Partie 1		Partie 1
Composition de l'épreuve MEES	Partie 1 Interaction entre l'adulte et l'enseignant(e)	Partie 2 L'adulte lit un texte d'environ 400 mots et répond à un questionnaire	Partie 1 L'adulte participe à une conversation spontanée avec l'enseignant(e)	Partie 2 L'adulte présente son travail devant l'enseignant(e)	Partie 1 L'adulte lit un texte d'environ 200 mots et répond à un questionnaire	Partie 2 L'adulte produit une lettre d'environ 150 mots	Partie 1 L'adulte écoute un message oral d'environ 5 min. et répond à des questions
Évaluation de la compétence et durée	Interagi 70% (25 min. pour préparation, 4-5 min. pour interaction)	Comprendre des textes variés à l'écrit 30% (90 min.)	Interagi 70% (15 min. préparation, 4 min. interaction)	Produire des textes variés à l'oral 30% (15 min. préparation, 4 min. exposé oral)	Comprendre des textes variés à l'écrit 40% (90 min.)	Produire des textes variés à l'écrit 60% (90 min.)	Comprendre des textes variés à l'écrit 60% (60 min.)
Matériel autorisé: tous les documents sont en version papier	Durant la préparation à l'interaction: dictionnaire bilingue, dictionnaire unilingue français. Durant l'interaction: feuille de notes fournie dans le cahier de l'adulte.		Durant la préparation à l'interaction: dictionnaire bilingue, dictionnaire unilingue français. Durant la production orale seulement: fiches aidemémoire et support matériel complémentaires.		Dictionnaire bilingue, dictionnaire unilingue français, dictionnaire des synonymes, grammaire, ouvrage sur la conjugaison.		Durant l'écoute: dictionnaire unilingue français. Durant la production de texte: dictionnaire bilingue, dictionnaire unilingue français, dictionnaire des synonymes, grammaire, ouvrage sur la conjugaison.
Notes	<ul style="list-style-type: none"> <li>Partie 1 et 2 peuvent se dérouler à la même séance ou à différentes séances</li> <li>Partie 1 doit précéder partie 2</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>		<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Parties sans ordre préétabli</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>		<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Partie 1 doit précéder partie 2</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>		<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>
Cours	5101-1 Comprendre et émettre des opinions		5102-1 Produire des textes narratifs		5103-2 Communiquer pour trouver un emploi		5104-2 Communiquer en milieu de travail
Composition de l'épreuve MEES	Partie 1 L'adulte lit un texte d'opinion de 750 mots et répond à un questionnaire	Partie 2 L'adulte participe à un échange verbal avec l'enseignant(e) sur le dossier de lecture relatif	Partie 1 L'adulte produit un texte narratif d'au moins 250 mots	Partie 1 L'adulte rédige une lettre de présentation de 200 mots	Partie 1 L'adulte rédige une lettre de présentation de 200 mots	Partie 2 L'adulte participe à une simulation d'entrevue de 5 à 7 minutes avec l'enseignant(e)	Partie 1 L'adulte lit deux documentaires d'environ 350 mots et répond à un questionnaire
Évaluation de la compétence et durée	Comprendre des textes variés à l'écrit 70% (120 min.)	Interagi en français 30% (60 mots, 55 min. pour la préparation et de 4-5 min. pour l'interaction)	Produire des textes variés à l'écrit 100% (180 min.)	Produire des textes variés à l'écrit 30% (120 min.)	Produire des textes variés à l'écrit 30% (120 min.)	Interagi 70% (27 mots, 30 min. pour la préparation et de 5 à 7 minutes pour l'interaction)	Comprendre des textes variés à l'écrit 70% (120 min.)
Matériel autorisé: tous les documents sont en version papier	Durant la compréhension de texte: dictionnaire bilingue, dictionnaire unilingue français. Durant la préparation à l'interaction: dictionnaire bilingue, dictionnaire unilingue français. Durant l'interaction: la feuille de notes fournie dans le cahier de l'adulte.		Dictionnaire unilingue français, dictionnaire bilingue, dictionnaire des synonymes, grammaire, ouvrage sur la conjugaison.		Durant la production de texte: dictionnaire unilingue français, dictionnaire bilingue, dictionnaire des synonymes, grammaire, ouvrage sur la conjugaison. Durant la préparation à l'interaction: dictionnaire unilingue français, dictionnaire bilingue, annuaire de l'offre d'emploi, copie non comptable de la lettre de présentation. Durant l'interaction: seule la feuille de notes fournie dans le cahier de l'adulte.		Durant la compréhension de textes: dictionnaire bilingue, dictionnaire unilingue français. Durant la production de texte: dictionnaire bilingue, dictionnaire unilingue français, dictionnaire des synonymes, grammaire, ouvrage sur la conjugaison.
Notes	<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Partie 1 doit précéder partie 2</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>		<ul style="list-style-type: none"> <li>Le seul de réussite est de 60%</li> <li>L'épreuve est reprise en entier</li> </ul>	<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Partie 1 doit précéder partie 2</li> <li>Le seul de réussite est de 60%</li> <li>L'épreuve est reprise en entier</li> </ul>		<ul style="list-style-type: none"> <li>Partie 1 et 2 se déroulent en 2 séances</li> <li>Parties sans ordre préétabli</li> <li>Le seul de réussite est de 60%</li> <li>Chaque partie est reprise indépendamment de l'autre</li> </ul>	

# NEW Social Science Programs

Summer reading is not just for language teachers! Three new social science courses have been published and are posted online for teachers to read. No DEDs or exams are accompanied, so no need to search for them.

A reminder that implementation date of social science courses is 2020. Provincial DBE PROCEDE workshops will take place this year in order to properly prepare for this change. Once the DEDs and the exams are published, a specific date will be announced.

[History of Québec and Canada](#)

[Financial Education](#)

[Regional Geography of Québec](#)





# A Successful Physics Workshop!



On June 7th and 8th, 23 teachers and ped-consultants gathered at PEC for a PROCEDE workshop on level V Physics. This workshop was divided into three parts:

Part 1: Content Familiarization – shed light on the knowledge concepts and areas of competency development that are compulsory for PHS-5061 and PHS-5062.

Part 2: Exam Familiarization – allowed teachers to set up and execute the practical exam for both course codes. Teachers gained a thorough understanding of the materials that need to be purchased for the final exams and the areas of competency development that need to be emphasized throughout the learning process. Teachers suggested several modifications to each exam. Please note that teachers are allowed to modify the prototypes for level V Physics as long as the modified versions conform to the DEDs. When prototypes are modified, the Ministry logo must be replaced with the school board logo and a note indicating that the exam is a modified version on the prototype must also be included on the cover page.

Part 3: Teaching Physics Via Lab Stations – allowed teachers to experiment with lab stations that help students meet the End of Course Outcomes listed in the Physics program. These lab stations were prepared by Micheline Ammar from Place Cartier and Petros Petrou from Pearson Adult and Career Centre. Teacher feedback was great! Congratulations to these two teachers on a job well done!




## In Case you Missed It!

Click on the image below to access the power point presentation.

**PROCEDE Physics Workshop**  
**PHS-5061 & 5062**

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JUNE 7 & 8TH  
FACILITATED BY [MICHELINE AMMAR](#), [PETROS PETROU](#) AND  
[SONYA FIOCCO](#)

QUEBEC ENGLISH SCHOOL BOARDS  
PROVINCIAL ORGANIZATION  
OF CONTINUING EDUCATION  
DIRECTORS-ENGLISH  
LifeLong Learning

Visit the [DBE Website](#) for access to PHS-5061 and 5062 pretests.

# CHEMISTRY & PHYSICS 5061 AND 5062

<b>Implementation Date</b>	<b>August 31, 2019</b>			
<b>Program Guide</b>	Available for each course			
<b>DED</b>	Available for each course			
<b>SOFAD</b>	Available for each course.			
<b>Textbooks</b>	New and improved textbooks will be released in 2019.			
<b>Available Exams</b>	<b>CHE-5061</b>	<b>CHE-5062</b>	<b>PHS-5061</b>	<b>PHS-5062</b>
	Versions A	Versions A	Versions A	Version A
	Version B	Version B	Version B	Version B will be available in the Fall of 2018.
<b>*Exam Materials</b>	Email <a href="mailto:sfiocco02@lbpearson">sfiocco02@lbpearson</a> to obtain the purchase list for CHE-5061 & 5062 Version A		Email <a href="mailto:sfiocco02@lbpearson">sfiocco02@lbpearson</a> to obtain the purchase list for PHS-5061 & 5062 Version A	
<b>Exam Requirements</b>	<ul style="list-style-type: none"> <li>• Computers with access to Excel. These computers must not be connected to the internet.</li> <li>• Students must write the exam in the same room as they are performing the experiment.</li> </ul>			
<b>Special Considerations</b>	<ul style="list-style-type: none"> <li>• Course schedules must accommodate the 3 hour practical exams.</li> <li>• Centres with large class sizes must consider delivering the practical exam over the course of several days.</li> </ul>			
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Practical exams should be conducted in a lab room but they can also be conducted in a regular classroom.</li> <li>• Allow 2 - 3m of space (Chemistry) and 4-5m of space (Physics) for each student to conduct and write the practical exams.</li> </ul>			

\* See the administrative guide for each exam to know what the teacher/ lab technician must prepare **before** the student enters the exam room.

## Technology Training for Chemistry and Physics:

To meet the Ministry requirements for the Chemistry and Physics exams, professional development related to Excel (and other web applications) is scheduled for the 2018–2019 school year. This workshop will be open to both Math and Science teachers.

## Lab Manuals for Chemistry 5061 and 5062:

Two lab manuals have been added to the DBE website for CHE-5061 and CHE-5062. They can be found under the “Lab Resources” tab under each course code. Thank you Sarah Sisso (SWLSB) for making these available!

## Pretests for Chemistry and Physics:

Pretests have been added to the DBE website for both Chemistry and Physics.

# MATH

## An Overview of Available Resources

### a) Pretests:

Thanks to the collaborative efforts of our network we have accumulated 23 pretests for level III and IV Math throughout the 2017–2018 school year. These pretests can be accessed via the DBE website. The table below depicts where we have made some headway and which course codes we need to focus on for next year. A big thank you to all of the teachers and ped-consultants who added these resources to the DBE website! If you would like to share a pretest or complex task, please do so by clicking the “+” on the appropriate padlet or send to [sfiocco02@lbpearson.ca](mailto:sfiocco02@lbpearson.ca).

DBE		
Algebraic & Graphical Modelling	Data Collection	Geometric Representations
3051-2	3052-2	3053-2
✓	✓	✓
✓	✓	✓
✓		✓
✓		✓
CST- 4151-1	CST- 4152-1	CST- 4153-2
✓	✓	✓
✓		
✓		
✓		
TS - 4161-2	TS- 4162-2	TS-4163-2
✓	✓	✓
		✓
S - 4171	S - 4172	S - 4173
✓	✓	
✓		

### b) Learning and Evaluation Situations:

Our collaboration with Carrefour FGA and translator, Lynn Travers, has resulted in 22 English LESs with more on the way!

These LESs are gradually being uploaded to [Alexandrie](#) for teachers to access.

Translated LESs
<p><b>Level 4 CST :</b>            Math-4151- School Investment: <b>Done</b>            Math-4151- The Case of the Emerald Ash Borer: <b>Done</b>            Math-4152- The ABCs of Car Insurance: <b>Done</b>            Math-4153- AGE RALLYE: <b>Done</b>            Math-4153- Land for a House: <b>Done</b></p>
<p><b>Level 4 TS:</b>            Math-4161-Cancer <b>DONE</b>            Math-4161- Bulls-eye: <b>Done</b>            Math-4162- Weighing the Odds <b>DONE</b>            Math-4162: Quebec's warming up? <b>DONE</b>            Math-4163- A Letterhead for My Business: <b>DONE</b>            Math-4163- The Landscaping of Marguerite D'Youville Park in Nicolet: <b>Done</b></p>
<p><b>Level 4 SN :</b>            Math-4171: Newton and Gravity <b>DONE</b>            Math-4171: Invaders are amongst us! The case of the emerald ash borer in Quebec. <b>DONE</b>            Math-4172- THE CHALLENGE OF OUR TIME: <b>Done</b>            Math- 4173: Hare for Dinner: <b>Done</b>            Math-4173: A Cottage Renovation + ANNEXE: <b>Done (but based on teacher feedback, translation is under review).</b></p>
<p><b>Level 5:</b>            Math-5150- Library: <b>Done</b>            Math-5160: The Organic Garden: <b>Done</b>            Math-5163: Computer generated tessellation: <b>Done</b>            Math-5170: Come on! Let's get back in shape: <b>Done</b>            Math-5173: St. Lawrence Seaway: <b>Done</b>            Math-5173: Where are we exactly? <b>Done</b></p>



### c) Situational Problems:

Several teachers have also created 9 situational problems for Math 4 CST via a 2017–2018 PDIG. The teachers involved were, Nima Aliahmad (LBPSB), Christine O'Connor (NFSB), Sarah Padner (ETSB), Teddy Shulman (LBPSB), Fiona Spence (EMSB), Julie Vallee (ETSB), Tara Wong (LBPSB), Lea Zuravlyov (EMSB).

They are very proud of their work – and with good reason! These Situational Problems can be accessed via the DBE website. You will find them under the “Complex Task” tab for CST–4151, 4151, and 4153.



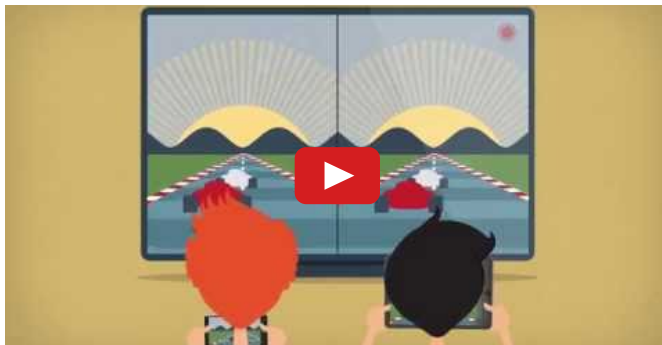
## Update from SOFAD:

Below is a list of dates when SOFAD math books are expected to be released. It should be noted that these forecasts may vary slightly if there is an unforeseen event that affects the publishing activities.

MTH-4151 – July 2018  
 MTH-4152 – August 2018  
 MTH-4153 – September 2018  
 MTH-4171 Volume 1 – June 2018  
 MTH-4171 Volume 2 – September 2018  
 MTH-4172 – August 2018  
 MTH-4173 – August 2018

## AirServer & Smart Board Wireless Video Streaming for the Science Classroom:

AirServer can screen mirror iPads, Windows laptops and Chromebooks onto the Smart Board and enhance our teaching techniques. See how AirServer can be used in the classroom to zoom-in on lab demonstrations and record lessons. Thank you to Pierre Ostiguy from Pearson Electrotechnology Centre for demonstrating this teaching tool at the Physics workshop!




### How to Install AirServer


**Air Server  
for  
SmartBoard Wireless Video Streaming**

- > Allows us to zoom in on lab and workshop equipment from anywhere in the room.
- > Works with Apple products (MacBook, iPad, and iPhone), Android tablets and mobile phones.
- > This set-up has 3 main features:
  - It allows use to wirelessly send a replica of the screen, of one of the aforementioned devices to the SmartBoard (similar to what Apple's and Apple TV can accomplish).
  - It has proven a valuable tool for demonstration purposes by, for example, using a device's camera to send a video image on the fly, wirelessly, to the SmartBoard.
  - It allows for the creation of a video file of whatever is streamed to the SmartBoard. Thereby allowing students to review a demonstration or a lecture at their own convenience.
- > The computer connected to the Smart Board must have the following additions in order for a device (Phone, iPad, Apple MacBook, Windows 10 laptop computer, or Android device such as a tablet) to be able to transmit wirelessly to the SmartBoard:
  - Windows 10
  - Air Server utility software (USD for a lifetime license)
  - A WIFI card

See Air Server




See Air Server for Education



## CNESST Training for Level IV Science & Technology:

The science workshops throughout the 2017 –2018 school year demonstrated a need for additional training on the hand-tools and heavy equipment required for TSC-4063. Some of us also saw a need to brush up on our lab techniques for Chemistry and Physics. The HR department of each school board is aware of this need and will organize the required training.

In the meantime, both teachers and centre directors can review the regulations and safety procedures related to heavy equipment, workshop/lab set-up, and the storage of hazardous chemicals by ordering the manual below.



**Guide en santé et sécurité en science et technologie**

L'AESTQ propose deux guides évolutifs en santé et sécurité en classe de science et technologie au secondaire, un pour les établissements d'enseignement secondaire et un pour les établissements d'enseignement primaire. Ce guide s'adresse aux conseillers pédagogiques, aux enseignants, aux techniciens en travaux pratiques, aux directions...



# Summertime PD Opportunity for Science Teachers

ASM Materials Camp for Teachers is a week-long, hands-on lab experience showing educators how to use applied engineering techniques in their classroom.

Some of the benefits of attending the camp

- † The McMaster University camp is FREE for attendees. Participants are eligible to receive four (4) Continuing Education Units (CEUs) and can opt for two (2) graduate level credits.
- † Educators work hands-on with metals, ceramics, polymers, and composites, and develop a greater appreciation for the importance of these materials in modern life.
- † Teachers Camp is a proven program that strengthens the curriculum in Science, Technology, Engineering and Mathematics (STEM).
- † Post camp evaluations reveal that 97% of participants will incorporate the experiments and concepts learned in their classrooms.

Who Should Attend?

- † High School Teachers: Science (especially Chemistry and Physical Science), Engineering, and Industrial/Career and Technical Education
- † Middle School Teachers: Physical Science
- † Pre-Service Science Teachers
- † Art, Math, and Community College Teachers as space allows

Why Attend?

- † Learn how to engage your students using simple, low-cost experiments that you can integrate into your existing lesson plans
- † Help your students discover career opportunities in science and engineering

Location:

Hamilton, Canada  
McMaster University  
July 9-13

These are five-day camps can also be residential (if the participant requires overnight stay).

If you have any questions, please contact us at:

<https://www.asmfoundation.org/who-we-impact/teachers/teacher-materials/>

DEADLINE: Applicants are admitted to the program on a “first-come-first-served basis”. Usually 30 per camp.

REGISTRATION: <https://www.asmfoundation.org/who-we-impact/teachers/camp-calendar-application/>



June 15, 2018

# 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

## RÉCIT

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

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# WWW.DBEIMPLEMENTATION.WEEBLY.COM

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.