



# The Launch December

## UPCOMING DBE WORKSHOPS

### SEC. IV SCIENCE OPTION COURSES

(SCG-4059 & SCG-4060)

VIDEO PRESENTATION WILL BE RELEASED  
THIS MONTH

### SEC. V BIOLOGY

(BIO-5070 & BIO 5071)

VIDEO PRESENTATION WILL BE RELEASED  
THIS MONTH

### CÉGEP Admission Conditions

An updated version of the [CÉGEP Admission Conditions](#) is now available. This document identifies the DBE prerequisites for various CÉGEP programs across the province.

### Computer Science Workshop

February 5, 2019

5000 René-Huguet, Lachine

9:00 - 3:00

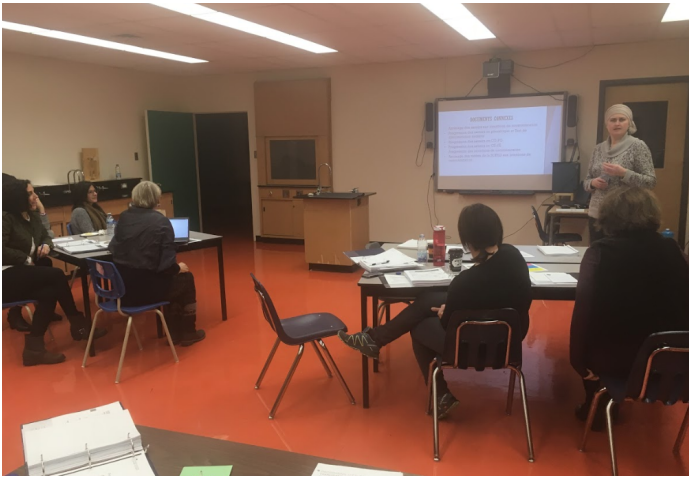
Facilitated By: Isabelle Bertolotti

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 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](#)



## ATELIER DE FRANCISATION, LE 22 NOVEMBRE

Un atelier provincial offert par PROCEDE sur le programme de francisation a eu lieu le 22 novembre dernier. Les objectifs de cette rencontre étaient : 1) d'approprier le programme de francisation et d'en connaître les différents cours; 2) de se familiariser avec les ressources disponibles. Cet atelier, animé par Rimma Osadceaia de L'Équipe Choc pédagogique, fut très éclairant. Les réponses données ont permis de clarifier des concepts du programme.

### **Q: Quel est le but du programme de francisation?**

Ce programme est conçu pour favoriser l'intégration des nouveaux arrivants à la société québécoise en leur permettant d'apprendre le français.

### **Q: Les adultes en français, langue seconde n'auraient-ils pas aussi besoin de revoir ou d'acquérir certaines notions présentes dans le programme de francisation?**

En effet, nous avons parfois des adultes en français, langue seconde qui pourraient bénéficier de notions vues en francisation, mais les thèmes couverts pourraient être un peu répétitifs pour ceux qui connaissent bien la culture.

### **Q: Y a-t-il des unités accordées aux cours de francisation?**

Oui, Les cours de francisation des niveaux 4 à 8 inclusivement donnent des unités optionnelles de 4e et de 5e secondaire en vue de l'obtention du diplôme d'études secondaires (DES). Voici comment décoder les codes de francisation :

- Le premier chiffre du code de cours indique de quel niveau de secondaire il s'agit (ex. : le code LAN-4059-8 nous indique qu'il s'agit d'un cours de la 4e secondaire);
- Le troisième chiffre du code de cours nous indique le cours du programme (ex. : Le code LAN-4049-8 indique qu'il s'agit du 4e cours, donc le niveau 4 de francisation);
- Le ou les chiffres après le deuxième tiret indiquent le nombre d'unités accordées (ex. : Le LAN-5089-10 donne 10 unités à option de la 5e secondaire).

### **Q: Où peut-on trouver les ressources pour la francisation?**

[Alexandrie FGA](#)

[Accompagnement National](#)

[Moodle FGA](#)

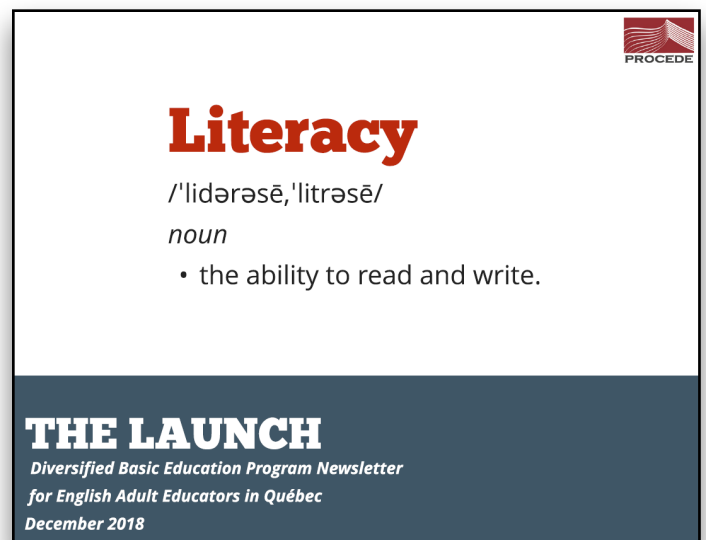


# History of Québec and Canada

You may have heard in the news that the "new" Québec and Canada history course is causing quite the brouhaha in the English sector. This new course has been implemented in the youth sector with the the final June exam being worth 30% of the term mark in the past two years, to 50% in this upcoming year. The course program has been published in the adult sector, but with no accompanying DED or exam yet. [Read about the controversy here.](#)

## LITERACY GUIDE

Teaching learners how to read and write is a complex task. PROCEDE will soon publish a literacy guide that helps explain the process of literacy attainment and offers some guidance to help language and content area educators teach reading and writing skills. It may come across as a long read, so do not hesitate to request an in-centre call or an accompanying professional development day with the author and PROCEDE pedagogical consultant, Isabelle Bertolotti.



# ENG FAQs

Here are some popular questions that are frequently asked regarding the DBE ENG courses:

## **Q: Can you recommend any movies for ENG 4112-2**

After speaking to several ENG teachers and asking for some suggested titles, the resounding answer is that there is not one particular title that stands out. However, here are some words of advice that have resulted from these conversations:

- Keep the movie choice under 2 hours. Learners tend to disconnect or lose interest after that.
- Try to keep the topic of the movie light. Though many acclaimed movies do have the substance that provide very profound connections, they may also contain much violence or refer to traumatic human experiences. Adult learners may be adults who have the age requirement for all movies that are released, but may not want to watch all possible topics. It has been noted that learners tend not to react well to subjects that revolve around murder, violence, crime, rape, suicide, politics, and action movies that depict one culture as evil over another. A great example of a light, feel good movie would be [\*Here Comes the Boom\*](#), or something more dramatic and substantial would be [\*Cast Away\*](#).

## **Q: Can you recommend any filmed live theatre for ENG 5101-1?**

Very few titles are legally available. Some teachers are using available material on YouTube and some are buying the few available titles that have been recommended on the [DBE website](#). Whatever you choose, remember that it has to be a filmed live play, and **not a movie adaptation**, and remember that the quality of the filming might affect a learner's viewing experience. And no, there are not enough legally available titles for teachers to show a "new filmed live play" for each exam, as the DED stipulates.

## **Q: What is a reading log for ENG 5102-2?**

Allowing learners to bring a reading log to an exam is new to ENG exams. Though the program, course guide, and DED do not go into much detail regarding the log, here are some guidelines about what learners can record in their log: 1) The connection between the novel and the literary terms (setting, conflict, characterization, symbolism etc.); 2) The plot line of the novel; 3) Personal or social connections to the novel; 4) An outline that has not be corrected or reviewed by the teacher.

It has been reported that learners are taking notes from the web and writing them in their log and later committing plagiarism. Allowing learners to bring in a log requires much more teacher guidance and supervision and does require more detective work when correcting exams. Clarifying and specifying the rules and regulations of the reading log prior to writing it, is a necessary task.



## ENG 5102-2 NOVEL REVIEW

*Miss Peregrine's Home for Peculiar Children* by  
Ransom Riggs (382 pages)

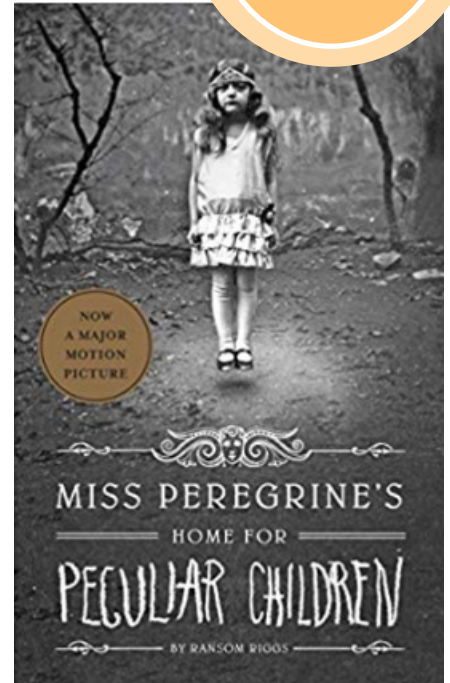
Social reality plays an important role in this book both in the past and in the present. Themes of racism, bullying, social isolation, friendship and first love are all explored as is the concept of 'hiding in plain sight.'

It's not easy to be different and as the book begins, we are introduced to Jacob, a high school teenager, and his grandfather who appears to be having issues with paranoia and dementia. Jacob is called upon to deal with an 'episode' and his life is inalterably changed. "What was the message his grandfather was trying to give him? Was it real or just part of dementia? How can he deal with the nightmares and return to 'normal'? Was his grandfather 'mad'? Is he.....?" So many questions with a difficult road to self-discovery.

Eventually, with the help of a therapist, Jacob and his father embark on a trip to the island where his grandfather, a Jewish teenager, hid during World War II. It was very isolated and even to this day has only one working phone. Jacob discovers a dilapidated fishing village and an abandoned, derelict home for children. The quest for answers begins.....

This book is in First Person Narrative Voice so we develop a close relationship with Jacob in all he sees and feels. The description and imagery are strong and establish a strong link between the characters and the setting. The conflicts and the characters are well developed and seem realistic. The contrast with today's technology and the island is marked. This juxtaposition with the present and past could be an interesting theme to develop. On the other hand, there are very few characters over the age of 16 and this might give the book less appeal for some students. Maybe this isn't so bad if you consider the degree of separation between our world and the monsters!

This is an excellent book and could be adapted for our Secondary V course. The movie makes a nice tie-in and augments the foreshadowing, mystery and suspense found in the book. Reader beware – there are variations between the movie and the book!



**By Joanne McCreary, Northern Lights Adult Education,  
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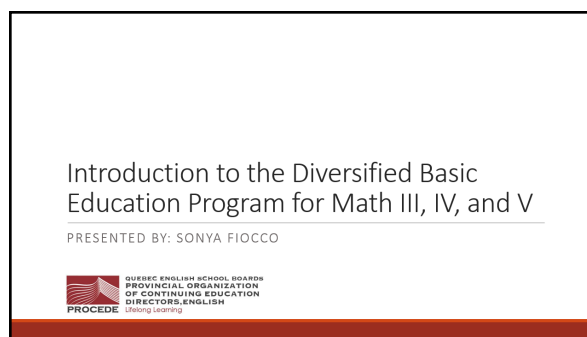
# MATH

Starting January 2019, PROCEDE's DBE Implementation Consultant, Sonya Fiocco, will collaborate with Math Consultant, Martin Francouer (Carrefour FGA), in the planning and delivery of professional development for the Diversified Basic Education (DBE) math program. Our goal is to plan provincial workshops that answer immediate classroom needs with respect to math instruction and evaluation. Feel free to submit your needs and ideas via the following [Google Form](#).

## Math Workshops conducted in 2018.:

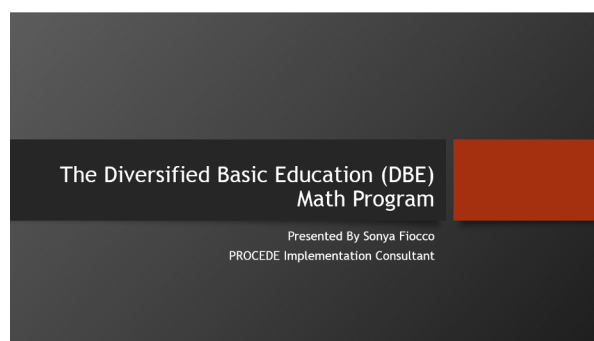
**1) Introduction to DBE Math:** This workshop provided teachers with an overview of the pedagogical context, the subject-specific evaluation criteria, and list of available resources for DBE math.

### *In case you missed it*



**2) Understanding Complex Tasks:** This advanced workshop had teachers thoroughly analyzing the characteristics of a Complex Task, transforming guided math problems into complex tasks, and writing formative evaluation checklists according to the subject-specific evaluation criteria. Teachers also participated in a group correction exercise for a level 4 math exam.

### *In case you missed it.*



# 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](mailto: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  
et 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 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

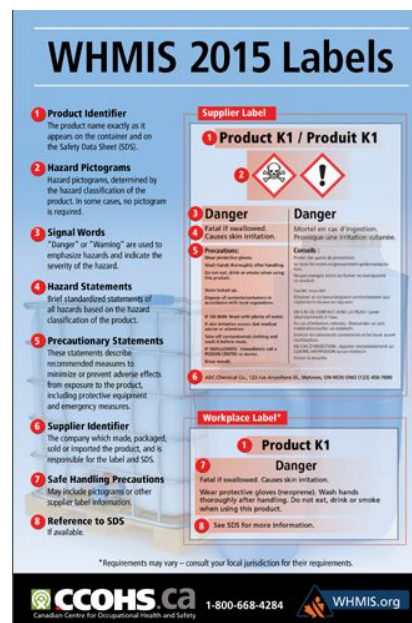
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# SCIENCE & TECHNOLOGY

## Workman's Hazardous Material Information System (WHMIS)

The WHMIS 2015 program has come into effect as of Dec. 1, 2018. This program has resulted in new hazard classes and new standardized requirements for chemical labels and safety data sheets. The WHMIS study guide and a great selection of classroom resources can be found at [WHMIS.org](http://WHMIS.org).

All science teachers and lab technicians can obtain or update their WHMIS certification via the following [link](#). Please consult with your Centre-Director and/or HR department for more information related to WHMIS training.



## 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](mailto: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.

## Chemistry

### Lab Experiments:

Chemistry labs for the DBE program can now be found on the [DBE website](#). Thank you to Helene Leung from Place Cartier for sharing these resources!

### Pretest:

A Chemistry pretest is now available on the DBE website. Please ask your local ped-consultant for the password to access the Padlet or write to [sfiocco02@lbpearson.ca](mailto:sfiocco02@lbpearson.ca). Thank you to Giovanna Vaccaro from Galileo Adult Education Centre for translating and sharing this resource.





December 6, 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.