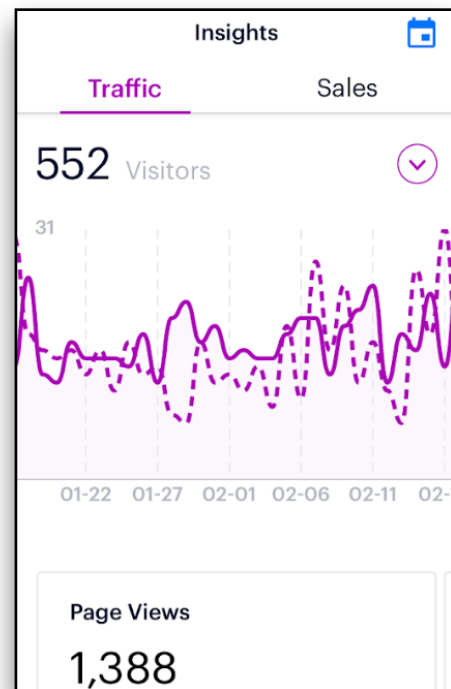




# The Launch February

## What the Statistics Are Showing...

In **one month**, the DBE Implementation website typically gets 550 visitors and about 1400 page views. Teachers and educational stakeholders are referring to the resources available on this site and have become regular visitors. A big thank you to all teachers for their support and for adding their resources to the website. This process allows for true collaboration among the adult sector regardless of location.



Save  
The Dates

### Upcoming Provincial Workshops

5000 René-Huguet, Lachine

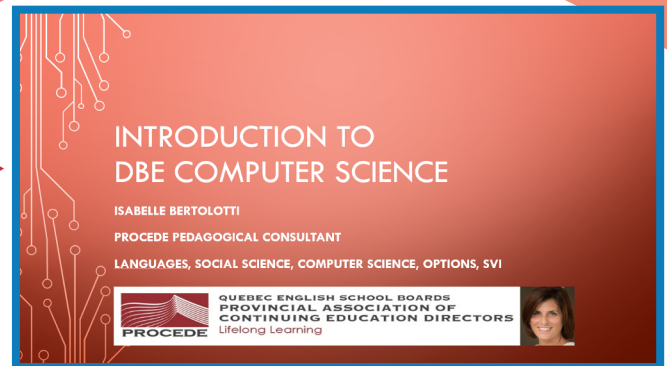
#### Socio Vocational Integration Workshop

April 30 & May 10, 2019

#### History of Québec and Canada, Financial Literacy Workshop

May 14 & 15, 2019

# COMPUTER SCIENCE PRESENTATION



The *Introduction to Computer Science* workshop took place on February 5, 2019 at the Pearson Electrotechnology centre. Six teachers, 2 pedagogical consultant and 2 *RÉCIT* representatives reviewed the course guides, DEDs, end of course exams and available resources. Each participant received a resource binder that contained all the official documents that pertain to the program as well as template documents.

There was consensus in the room that offering computer science courses to adult learners does provide them with the ability to use 21st century learning tools, and helps them

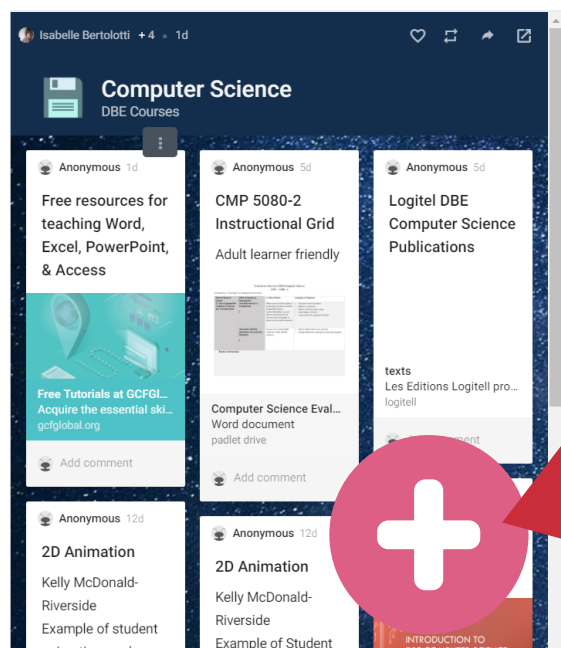
acquire employability skills. But, there was also consensus on the fact that the end of course exams seem to add a level of complexity to the course that may otherwise have not been expected both by the teacher and the adult learner. It is strongly advised that an educator view the prototype exams at the start of the course so as not to be surprised by their content, and to decide whether or not a local exam would be better suited. **The available prototypes in English for now are CMP 5067- 1, 5068- 1, 5069- 1, 5070- 1.** Only 1 prototype for each course code will be provided by the MEES. [Click here to view the workshop slide show.](#)

## POINTS TO REMEMBER

- Educators **can share** the MEES criterion referenced rubrics with learners
- Educators **cannot share** the MEES observation list with learners
- Educators can, and should, translate the rubrics into adult friendly language
- The same rules of confidentiality apply to computer exams such as any other (ENG, FRE etc.), and both with the paper copy and the USB key documents
- The software that is suggested in the programs are not prescriptive and can be substituted by other ones
- Adult centres can create their own local exams since these are prototype exams, as long as they respect the program and DEDs,
- Local exams can use organizational images to clarify instructions, instead of using long winded sentences that might lead to confusion, however, they cannot provide a final paper schema of what the exam should look like
- Using software that is online such as Google Docs or Google Slides can be used during exams, but will require heightened supervision considering the "openness" of those products

# CMP RESOURCES

## Teaching Resources



## DBE IMPLEMENTATION PADLET

Teachers have begun to upload material, as well as complete course outlines for the new DBE computer science courses. This padlet is available at [dbeimplementation.weebly.com](http://dbeimplementation.weebly.com) and is free for the taking. For the beginning stages of the implementation there is only 1 **Padlet**, however, as time progresses more organization for the 18 computer science courses will be required. Your patience is greatly appreciated. Teachers who are teaching the courses are strongly encouraged to share their material to help support the network. All that is required is a click on the pink circular button. Thank you.

## AVAILABLE PUBLICATIONS

Logitell has published accompanying course manuals for the CMP courses. They are not structured with Learning Situations, but with simple and forward directions on how to use the software. Not sure if you want to order? Call Isabelle Bertolotti to consult.

[Logitell DBE website](http://logitell.com)



## HERE TO HELP!

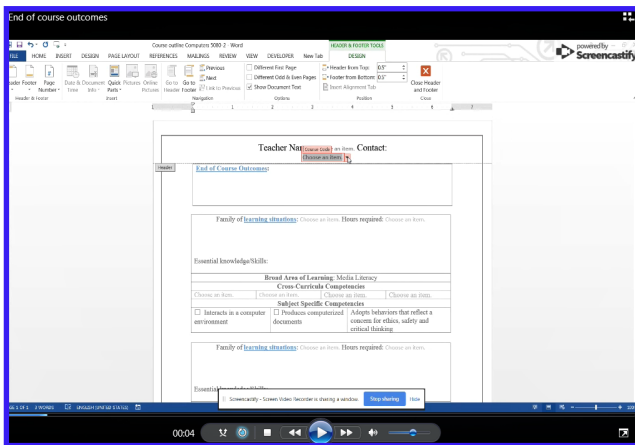
Name	Course	Contact
Andrey Kutash	Intro to Programming: Java Script Computer Assisted Presentation Spreadsheets / Word	<a href="mailto:akutash@nfsb.qc.ca">akutash@nfsb.qc.ca</a>
Kelly McDonald	2D Animation /Multimedia web documents	<a href="mailto:kelly.mcdonald@rsb.qc.ca">kelly.mcdonald@rsb.qc.ca</a>
Emilie Bowles (RECIT)	Multimedia	<a href="mailto:ebowles@nfsb.qc.ca">ebowles@nfsb.qc.ca</a>
Jean-Rene Wouters (RECIT)	Excel/Word/Access/Intro to programming	<a href="mailto:jean-rene.wouters@kativic.qc.ca">jean-rene.wouters@kativic.qc.ca</a>
Joanne Salvagio (RECIT)	Emerging technologies	<a href="mailto:gsalvagio@emsb.qc.ca">gsalvagio@emsb.qc.ca</a>
Kristin Jacques	Word/Excel	<a href="mailto:kristin@fnraec.com">kristin@fnraec.com</a>
Woody Paulette	Computers	<a href="mailto:wpaulette@fnraec.com">wpaulette@fnraec.com</a>

Would you like to start teaching a CMP course and want to network with an experienced computer teacher? Or, maybe you are an experienced computer teacher and want to network with another? The following teachers have offered to be of assistance to help with the implementation of the DBE CMP courses. Don't be shy to call on them for help!



# DBE CMP Course Outlines

Teachers who access the CMP Padlet will notice that there are already a couple of completed course outlines available. The DBE pedagogical consultant for Computers has created an outline template that is in line with the demands of the DBE. For now, this template is on a Microsoft Word document that has drop down menus that seem to only function in Word. You can download a copy of the template and you can view a series of instructional videos on how to fill out the template by clicking on the image below.



Teacher Name: [Click here to enter text.](#) Contact: [Click here to enter text.](#)  
Choose an item.

**End of Course Outcomes:**

Family of [learning situations](#): Choose an item. Hours required: Choose an item.

Essential knowledge Skills:

**Broad Area of Learning: Media Literacy**

**Cross-Curricular Competencies**

Choose an item. Choose an item. Choose an item.

**Subject Specific Competencies**

☐ Interacts in a computer environment ☐ Produces computerized documents ☐ Adopts behaviors that reflect a concern for ethics, safety and critical thinking

Family of [learning situations](#): Choose an item. Hours required: Choose an item.

Essential knowledge Skills:

**Broad Area of Learning: Media Literacy**

**Cross-Curricular Competencies**

Choose an item. Choose an item. Choose an item.

**Subject Specific Competencies**

☐ Interacts in a computer environment ☐ Produces computerized documents ☐ Adopts behaviors that reflect a concern for ethics, safety and critical thinking

**Assessment for/as learning**  
[Introduction, Evidence](#)

**Assessment of Learning Competencies**  
Format: Choose an item.

☐ Interacts in a computer environment and produces computerized documents [Click here to enter a date.](#)

Course Syllabus Template  
Computer Science Diversified Basic Education Program

**Comes with  
integrated  
drop down menus**

 **READTHEORY** *Reading and Writing, Improved.*



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7.4 million students have completed 130 million quizzes on ReadTheory to date.

[www.readtheory.org](http://www.readtheory.org)

Are you looking for an online reading resource? This website offers a free reading program that provides reading passages with accompanying comprehension questions intended for both CCBE and DBE students of all levels. The results are monitored and tabulated by the software and sent to the teacher. Yes, it does exist!



## ENG 5102-2 NOVEL REVIEW

### ***Son of a Trickster* by Eden Robinson**

Several dictionaries define 'trickster' as someone who deceives or cheats people. Some include a supernatural element. For First Nations peoples, the trickster often appears or appeared as a fox, crow or raven.

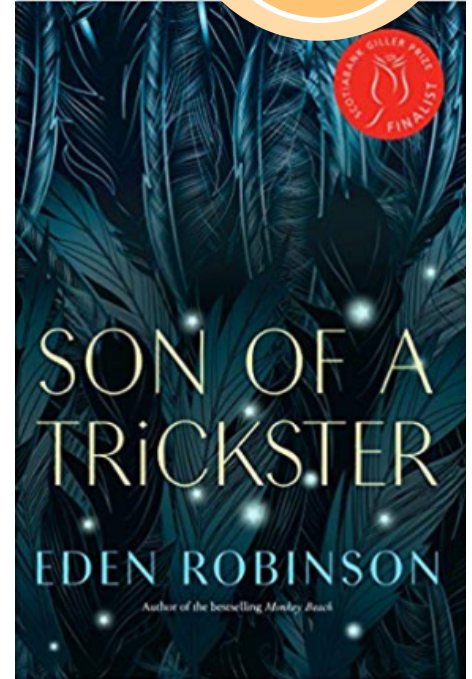
In *Son of a Trickster*, we are introduced to Jared and his family. We have an initial glimpse of him as a young child; but the focus is really about 16-year-old Jared struggling to come grips with who he is, who he wants to be and staying focused enough to pass Grade 10.

The setting is in Northern British Columbia and the traditional beliefs of the First Nations are introduced via mention of shamen and supernatural powers - foreshadowing at its best! Jared is definitely interested in parties, 'pot', alcohol and sex but not interested in 'shrooms', so he has trouble figuring out why he's having hallucinations.

What I dislike about the book are all the negative stereotypes about 1) First Nations as Jared's homelife was less than ideal where alcohol and drugs seemed rampant and his mother and her boyfriend appeared to be dealers, and 2) With all the alcohol, pot and parties, you wondered how anyone could possibly finish high school.

On the plus side, the characters and their conflicts were mostly realistic. You had the jock, the nerd and the stoner. But what happens if you decide that you don't want to be the stoner or the jock? Will your friends reject you? Will your parents support you? How do you reinvent yourself? In addition, there are several references in this book to 'Idle No More' and plenty of chances to check out your texting and acronym savvy.

While this book doesn't have the depth of *In Search of April Raintree* or *Indian Horse*, it is nonetheless a novel that would interest many students. The themes of making choices and not just floating with the current are introduced. The book also looks at human nature and how some people don't hesitate to exploit others. Jared's mother teaches him, 'The world is hard. You have to be harder.' Given his social reality, his mother could do worse than teach him this.



By Joanne McCreary, Northern Lights Adult Education, [joanne.mccreary@essb.qc.ca](mailto:joanne.mccreary@essb.qc.ca)



"Le ministère de l'Éducation et de l'Enseignement supérieur (MEES) a confié aux Instances régionales de concertation sur la persévérance scolaire et la réussite éducative du Québec (IRC) un mandat de mise en valeur de la lecture au sein des communautés. Ce mandat poursuit trois objectifs :

- 1. Favoriser l'éveil à la lecture et susciter l'intérêt chez les enfants de 0 à 9 ans;**
- 2. Accroître et maintenir l'intérêt pour la lecture chez les jeunes de 10 à 20 ans;**
- 3. Renforcer les habiletés des parents en lecture et en écriture (notamment de ceux qui sont peu scolarisés) et rehausser leurs compétences en la matière.**

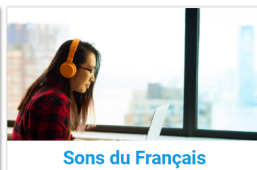
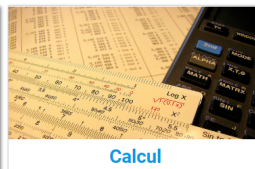
Afin d'appuyer les IRC dans leur travail, en particulier pour réaliser le deuxième objectif de ce mandat de mise en valeur de la lecture, le Réseau des IRC du Québec a demandé au Centre de transfert pour la réussite éducative du Québec (CTREQ) de dresser un inventaire des pratiques probantes, des pratiques prometteuses et des outils visant à développer l'intérêt pour la lecture chez les jeunes de 10 à 20 ans. " - **Lire Pour Le Plaisir**



ACCUEIL ATELIERS INTERNET PARTICIPANTES RÉALISATIONS

## Répertoire d'exercices interactifs

Nous sommes fiers de vous présenter ces exercices créés par les membres de notre équipe et révisés par nos participantEs. Les différentes activités proposées sont conçues pour des adultes en processus d'alphabétisation au Québec. En plus de refléter leurs besoins concrets et leurs préoccupations quotidiennes, elles font une large part à l'histoire et à la langue de chez nous.



Voici un site qui pourrait peut-être intéresser certains enseignants du FRE et de la francisation

<http://www.clemontreal.org/fr/ateliers-internet/>

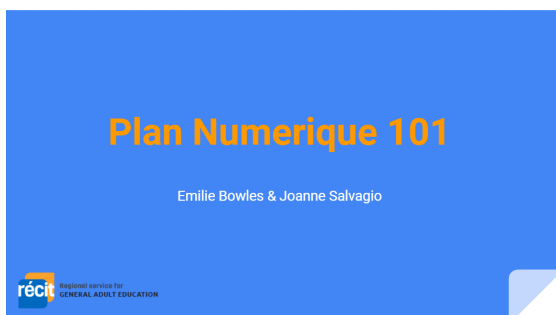
## MATH V

In December 2018, a group of math teachers and ped-consultants came together to discuss specific needs and concerns related to the level V math program. As a result of this meeting, a four-phase math project was designed to clarify the scope and sequence of the level V SN concepts (5170, 5171, 5173) and to create a final exam for each course code. Below, is a summary of the tasks that teachers will work on at each phase of the project. Thank you to all of the participants for recently completing Phase 1. A course map that identifies the content, skills, and objectives for each course code now exists. Participants are in the process of linking tutorial videos to each course map as well.



## RÉCIT SUPPORT FOR MATH AND SCIENCE

Emilie Bowles and Joanne Salvagio are now a part of the *RÉCIT* team! In relation to the *Plan d'action numérique*, their role is to support teachers with the implementation of instructional technology. The following presentation describes ways in which they can do so for math and science teachers. Feel free to reach out to them to learn more about the attached list of the digital resources.

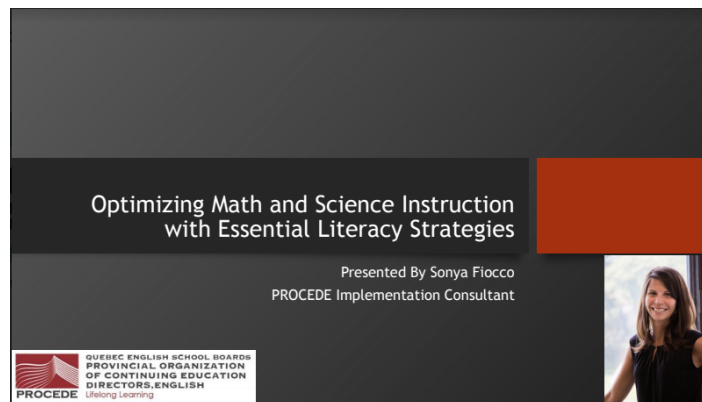


### [Digital Math/Science Resources](#)

# OPTIMIZING MATH AND SCIENCE INSTRUCTION WITH ESSENTIAL LITERACY STRATEGIES

Now that we are implementing the level III and IV DBE program for Math, Science and Technology, it has become apparent that our students require strong literacy and executive function skills to meet the subject-specific evaluation criteria. The evaluation criteria now target a student's ability to read, interpret and represent a complex task, decode implicit information, organize a multi-step solution, and communicate the results within the context of the problem. The following presentation was delivered at *Rencontre nationale* and presents some instructional strategies that will help students meet the literacy and executive function requirements of the DBE program. Each strategy is research-based and tied to a specific evaluation criterion for Math, Science and Technology. Thank you to Helen Rodriguez from RSB for sharing her problem solving checklist for DBE math.

Click on image to access presentation. Files must be downloaded to see all images.



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## More Research on the Math–Literacy Divide

[\*Collaborating to Cross the Mathematics–Literacy Divide: An Annotated Bibliography of Literacy Strategies for Mathematics Classrooms\*](#)



## Announcing New RECIT Consultants!



Emilie Bowles and Joanne Salvagio will be replacing Avi Spector as Anglophone Regional Consultants with the RECIT (REsource network for the development of Competencies through the Integration of Technologies). Avi will now be joining Tracy Rosen as a National Consultant.

Emilie has been a teacher at Nova Career Centre in New Frontiers since 2014. She is currently doing a Masters in Educational Technology at Concordia.

Joanne has been a teacher at numerous adult ed centres in the EMSB since 2010. Most recently, she has held the role of TLT (Technology Lead Teacher).

They are here to complement the work of Ped Consultants and TLTs by working with teachers all across the province to integrate technology in their teaching.

Please feel free to check out our website at [bit.ly/recitage](http://bit.ly/recitage) or contact us at:

Email: [ebowles@nfsb.qc.ca](mailto:ebowles@nfsb.qc.ca)  
Twitter: [@ebowles\\_RECIT](https://twitter.com/ebowles_RECIT)

Email: [gsalvagio@emsb.qc.ca](mailto:gsalvagio@emsb.qc.ca)  
Twitter: [@SalvagioJoanne](https://twitter.com/SalvagioJoanne)



## 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 DEAFAC 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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## 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.