



The Launch April

Sociovocational Integration Workshop

April 30 & May 10, 2019 9:00 - 3:30

Pearson Electrotechnology Centre 5000 René-Huguet, Lachine

Led by Isabelle Bertolotti, Matthew Kennedy and Dipesha Patel

This two day workshop will:

- cover and review the Ministry documents that accompany the program and discuss how the prescribed curriculum translates into an everyday adult education classroom
- provide adapted course outlines for planning course instruction
- review exam guidelines and engage in a sample collective correction
- introduce outside organizations that can help support the program in adult centres
- provide testimonial classrooms by educators who currently teach the program

Guidance counsellors, educators, pedagogical consultants and administrators are encouraged to attend to either learn about the program or to deepen their understanding of it. Participants are welcome to attend both or either days.

[Register Here](#)

History of Québec and Canada & Financial Education Workshop

May 14 & 15, 2019 9:00 - 3:30

Pearson Electrotechnology Centre 5000 René-Huguet

Led by Isabelle Bertolotti

This two day workshop will provide a summary overview of the latest information from the MEES regarding these new DBE courses and will be based on the Ministry workshops that are currently being offered in French only. Available English resources from the youth sector will be offered and presented as a basis for starting the implementation process. A reminder that the course exams and DEDs may or may not be published by the time this workshop occurs, and that the implementation date for all social science courses will be July 1, 2020. Participants may attend both or either days.

[Register Here](#)

COMPUTER SCIENCE RESOURCE



Technology

Intimidated by computers? New to email or the web? Want to stay safe online or understand how your operating system works? Learn all of this and more in our Technology section.

This site offers offers tutorial videos and downloadable PDFs for some computer software programs. Great for some of the DBE computer science courses that you might be teaching. [GFCGlobal](https://www.gcfglobal.org/)

MATCHING COMPUTER SCIENCE COURSES ...

Q: Can I match a computer course to another course that might compliment its content? And, if I do, do I still have to administer a computer exam? How should I proceed?

A: Matching a DBE computer science course to another course to compliment its content makes perfect pedagogical sense. Offering adult learners the opportunity to learn how to use computer assisted presentation software, such as Powerpoint, while you concurrently teach ENG 5103-3 is a wonderful way to strengthen computer and employability skills, as well as provide a digital depth to the ENG 5103-3 oral presentation that is required for the end of term exam. In fact Robert Moore, from ACCESS, is planning to use the CMP 5069 and 5070 course codes in tandem with his future Financial Education class.

You still must, however, administer a final computer science exam that follows the DED requirements. **Doing computer classwork does not replace the exam.** You can use the Ministry prototypes, however, **it is strongly recommended that you create a local one, that would better suit the needs and realities of your centre, adult learners, and the course content that you matched it to.**

Please do not hesitate to call Isabelle Bertolotti if you need assistance matching computer science course codes to other DBE courses, and/or to help create local exams.

Literacy Accommodations

An accommodation is the act of giving a struggling learner, demonstrated through ongoing classroom assessment, or a learner who has been diagnosed with a learning disability an adjustment to the instructional demands that the curriculum imposes. For example, giving a learner who is diagnosed with dysgraphia (a writing disability) a computer so that they can use the text to speech feature to "write" a mandated 600 word argumentative essay. Accommodations are given during whole classroom instruction so that teachers can move forward with high quality instruction of the planned lesson, and to also give the learner the opportunity to achieve their full potential regardless of disability.

An accommodation is a serious matter, however, and must be accompanied by evidence that the learner requires it. Also, an accommodation must be followed very carefully during classroom instruction so that these adjustments are continued through to end of course outcomes. We would not want the learner who is used to "speaking" their essay to be confronted with a pencil and paper only exam at the end of the course.

Another important point to make about accommodation is that it is not to be confounded with an intervention or a time where special education occurs. It is an adjustment to curriculum demands that a learner has proven to require to succeed better.

AUTHORIZED ACCOMMODATIONS ON MINISTRY ADULT EDUCATION EXAMS

- ❑ extending up to one third more time
- ❑ isolated location with proper supervision
- ❑ providing an attendant such as an interpreter or an invigilator, except for reading exams
- ❑ computerized reading or writing aid with certain conditions
- ❑ writing and reading tools (pencil grip, graph paper, magnifying glass, inclined stand etc.)
- ❑ recording answers on a recorder
- ❑ any other accommodations require special permissions

[Click here for more information on struggling readers and writers...](#)

USING GOOGLE READ AND WRITE

Google read&write is a free app that you can download to help provide these accommodations and much more. A great tool that can be used in either the French or English language and that can help both teachers and learners in the classroom. Click on the image for a quick tutorial.



ENG 5102-2

Q: I don't want to teach *Lord of the Flies* anymore because I have taught it for a very long time and I am not sure that my learners can relate to it either, for ENG 5012-2 novel requirement. But, I feel overwhelmed with the amount of material that I would need to prepare for my learners if I chose a new novel.

A: Teachers Pay Teachers has many available novel study guides that you might be interested in. In fact, Debra Madill purchased the study guide for *Turtles All The Way Down* by John Green and provided these comments about the product she purchased:

*"Recently on Teachers Pay Teachers, I made the discovery of a study guide for Turtles All the Way Down, one of the novels recommended for ENG-5102. This is an online marketplace for educational resources created **by teachers for teachers**.*

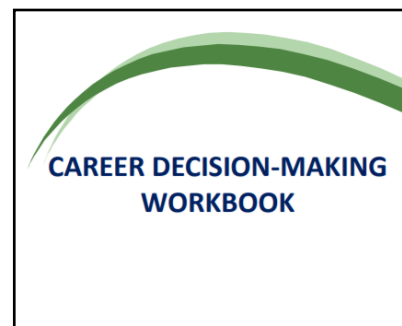
With so many courses to implement and books to read, I was excited to find a study guide already created for this novel. It did not disappoint. It identifies key passages and themes, includes a comprehensive vocabulary guide and a couple of interviews with the author, John Green, a book review with a plot summary, as well as a particularly useful document explaining all of the allusions, references and non-fiction connections in the novel, thus saving me hours of research.

I feel that this study guide helps to prepare the student for the critical essay on the exam because it provides a structure for the analysis of certain literary elements (characterization, symbolism and conflict) and key thematic passages. The charts provided guide the student through the analytical process and could be included in the reading log.

In conclusion, I would recommend this study guide and consider purchasing other novel study guides from TpT. Sometimes, there are many choices of available material, so it is important to know what it is you are looking for specifically and read the reviews written by teachers who have already purchased the material". Debra Madill Enseignante et responsable local Récit FGA CRÉA Kitci Amik

Career Orientation, SVI, & ENG 3103–3

Here are some good resources for any course that covers the topic of career orientation, employment opportunities and interview practices. Click on the images below.



MATH

The information below provides the latest update on available resources for the DBE Math program.

a) Resources from Educational Stakeholders

Course	Course Guide	DEDs	Ministerial Exams	BIM	SOFAD
Secondary 3	✓	✓	N/A	✓	All three books are available
Secondary 4 CST	✓	✓	✓ *	N/A	All three books are available
Secondary 5 CST	✓	✓	✓	MTH-5150, Version B is currently available. Version B for 5151 & 5152 is in translation.	MTH- 5150 is currently available MTH-5151: Scheduled for May 24th MTH-5152: Scheduled for July 19th
Secondary 4 ST	✓	✓	✓	N/A	Creation of these books will take place in 2019-2020
Secondary 5 ST	✓	✓	✓	Version B is in translation for each course code.	Creation of these books will take place in 2019-2020
Secondary 4 S	✓	✓	✓ *	N/A	All three books are available
Secondary 5 S	✓	✓	✓	✓	MTH-5170 is available MTH-5171 is available MTH- 5173: delayed**
MTH-5154	✓	✓	✓	Version B is in development	Not yet available
MTH-5164	✓	✓	✓	Looking for development team	Not yet available

*The following exams contained errors and must not be used. Replacement exams are gradually being sent to your school board sanctions representative: MTH-4151-1, version B; MTH-4152-1, version A; MTH-4153-2, version B ; MTH-4173-2, version C

**Adjustments had to be made to the program for MTH-5173 which caused a delay with the corresponding textbook. The French version of the SOFAD book is scheduled to be released in June 2019. Should the translation and validation process go smoothly, our sector will receive the textbook in August-September 2019.

b) Resources on the DBE Website:

The table below provides an overview of the number of complex tasks and pretests that are currently available on the [DBE website](#). Thank you to all of the teachers who have so far shared their resources. All teachers are encouraged to do so!!! Let's continue to support each other with level V math!

Course Code	No. of Available Complex Tasks	No. of Available Pretests
Level III		
MTH-3051	18	4
MTH-3052	5	2
MTH-3053	8	4
Level IV		
MTH-4151	15	4
MTH-4152	6	1
MTH-4153	5	1
MTH-4261	0	1
MTH-4262	0	3 pretest templates
MTH-4263	0	2
MTH-4271	11	3
MTH-4272	8	1
MTH-4273	2	1
Level V		
MTH-5150	0	0
MTH-5151		
MTH-5152		
MTH-5160		
MTH-5161		
MTH-5163		
MTH-5170	0	1 by June 30th
MTH-5171	5	1 by June 30th
MTh-5173	0	1 by June 30th
Total	83	24

If you are a teacher who wishes to learn more about the characteristics of a complex task, you can contact PROCEDE for a personal training session. Please see your local ped-consultant or administrator for more information.

c) Resources on Alexandrie:

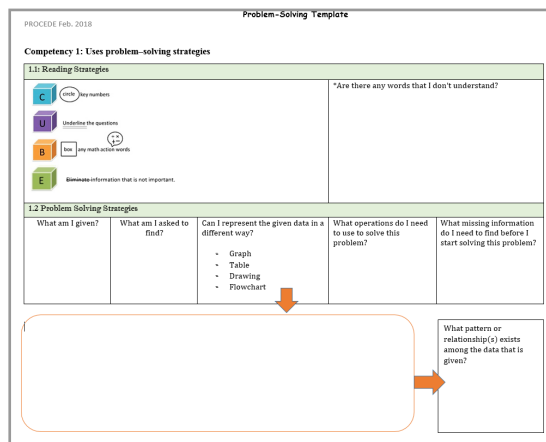
Teachers can also find Learning and Evaluation Situations for all course codes on [Alexandrie](#).

MATH

A Student Guide to Solving Complex Tasks

Last year, PROCEDE developed a student-friendly problem solving template that was aligned to the evaluation criteria for DBE math. This template aimed to help students with the problem-solving process and make them aware of the new evaluation scheme. To further respond to the needs of teachers and students in the individualized setting, PROCEDE recently created a student guide to solving complex tasks. This guide is still divided according to the DBE evaluation criteria but has the added feature of helping students with the problem-solving process through a series of “questions to ask myself”. Both resources can be accessed by clicking on the images below.

Click image to
access



PROCEDE Feb. 2018

Problem-Solving Template

Competency 1: Uses problem-solving strategies

1.1: Reading Strategies

C Circle key numbers

U Underline the questions

B Box key math-related words

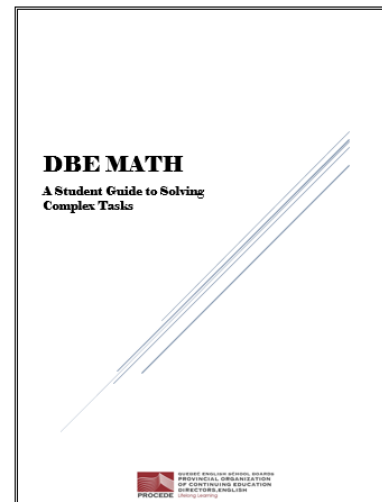
E Eliminate information that is not important.

*Are there any words that I don't understand?

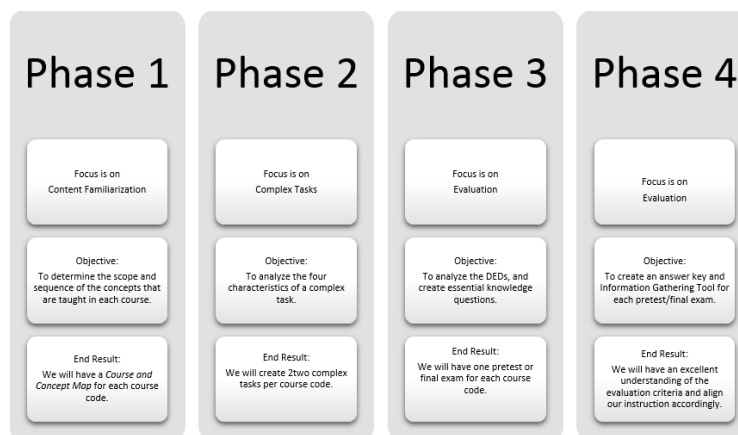
1.2: Problem Solving Strategies

What am I given?	What am I asked to find?	Can I represent the given data in a different way? • Graph • Table • Drawing • Flowchart	What operations do I need to use to solve this problem?	What missing information do I need to find before I start solving this problem?
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What pattern or relationship(s) exists among the data that is given?



UPDATE ON MATH V PROJECT



Level V math teachers from various school boards met for the second time on March 18th. The day was devoted to the creation of complex tasks. We first analyzed the characteristics of a complex task and spent the rest of the day transforming regular math problems into complex tasks. Each group developed 3-4 complex tasks which will go toward the creation of a pretest for each course code. These pretests will be added to the DBE website in June 2019.

SCIENCE & TECHNOLOGY

The information below provides the latest update on available resources for the Science & Technology program.

a) Resources from Educational Stakeholders:

Course	Course Guide	DEDs	Ministerial Exams	BIM	SOFAD
TSC-4059	✓	In translation	N/A	Version A is in development	Not yet available
TSC-4060	✓	In translation	N/A	Version A is in development	
TSC-4061	✓	✓	✓	N/A	Available
TSC-4062	✓	✓	✓	N/A	Available
TSC-4063	✓	✓	✓	N/A	Scheduled for June 2019
TSC-4064	✓	✓	✓	✓	Available
Chemistry V	✓	✓	✓	✓	CHE-5061: April 15, 2019 CHE-5062: Scheduled for Sept. 2019
Physics V	✓	✓	✓	✓	PHS-5061: Scheduled for January 2020 PHS-6062: Scheduled for March 2020
Biology V	✓	✓	✓	✓	In development

b) Resources on the DBE website:

Course Codes	No. of Available Complex Tasks	No. of Available Pretests	No. of Available Labs
TSC-4061	Translated guide with 7 tasks	2	3
TSC-4062	0	2	6
TSC-4063	0	0	10
TSC-4064	0	0	0
CHE-5061	Translated guide with 6 tasks	3	4 + one translated manual
CHE-5062	Translated guide with 6 tasks	3	6 + one translated manual
PHY-5061	0	1	Manual will be complete in June 2019
PHY-5062	0	1	Manual will be complete in June 2019

Update on the DBE Physics Project

Level V Physics teachers will meet for the fourth time this month to continue working on a lab manual. They have so far accomplished the following tasks:

- cross-checked the chosen set of labs with the content and techniques that are stipulated in the DBE program
- designed a universal lab experiment template that follows the scientific method and prepares students for the practical exam
- tested their labs to make any necessary adjustments with respect to materials and set-up


This month, teachers will continue to test their labs and create one situational problem for Dynamics, Kinematics, Optics, and Transformation of Energy.

New Resources for Math, Science and Technology

Thank you to Michelle Leduc from NOVA Adult and Career Centre for sharing these two great resources. The first one is a memory aid for TSC-4062 that Michelle created with her students. The second one is a math task for MTH-4151. Great work Michelle!

Chapter 1
Activity 1.1 Terrestrial Biomes

Biodiversity: Biodiversity encompasses all living species on Earth and their relationships to each other. This includes the differences in genes, species and ecosystems. Having many different living things allows Nature to recover from change. If too much biodiversity is lost, there is a problem because we depend on it to survive.



9 terrestrial biomes: A biome is a complex and vast community of plants & animals living together under similar environmental conditions.

- Desert:** rare and irregular rainfall, poor soil
- Extreme desert (rock, sand or ice):** dry air, extreme temperatures, nonexistent flora
- Tropical forest:** lots of rain, high temperature and humidity, lots of food and water
- Mediterranean forest:** Variety of animal life and plants
- Temperate deciduous forest:** warm summers and old winter, hibernation, migration, loss of leaves
- Savanna:** poor soil and vegetation
- Taiga/Conifer Forest/Boreal Forest:** Coniferous trees, poor soil quality, limited sunlight
- Arctic tundra:** soil is permanently frozen – permafrost
- Grassland/Steppe:** fertile – crops, raise livestock, dry climate, humus on soil surface

Disturbances:

- Climate factors: Climate change, Global warming
- Human factors: Deforestation, Urban sprawl, Acid rain

Activity 1.2 Aquatic Biomes (Biomes that are located in water)

Freshwater biomes:

- Lentic ecosystems (Still Water – Lakes and Ponds)
- Lotic ecosystems (Flowing water – Streams and Rivers)
- Warmer Water (less oxygen) – Colder water (more oxygen)
- Current Velocity (how fast the current is) – Will influence the nature of the bottom and affect the shape
- Nature of the bottom (Rocky, sand, seaweed, clay)
- Rocky bottom (Usually Upstream, Steeper slope, higher speed)
- Sandy bottom (usually Downstream, slower current, favourable to plant life)

Marshes:

- Found along the edge of lakes and streams
- Shallow and stagnant water
- Flora (Different type of rushes and dead plants)
- Fauna (frogs, mosquitoes)
- Swampy area, deposit of dead plants

Disturbance factors

Climatic factors: (Increase of ocean temperature, rising sea levels)

Human Factors: (water pollution, disappearance of wet lands, overfishing)

Marine Biomes (the ocean):

- Average depth = 4000m, 1% of the ocean is deeper than 3000m subjected to powerful sea currents

Horizontal parts of the ocean:

- Oceanic zone – can't touch the floor (goes all the way down)
- Neritic zone – Continental shelf where there is a slope
- Intertidal zone – where waves crash between high and low tide

Vertical parts of the ocean:


- Pelagic zone – anything between the top and benthic zone
- Abyssal zone – Dead zone
- Benthic zone – all along the bottom of the ground

Estuaries:


- Partially enclosed
- Where freshwater mixes with the ocean
- Salinity levels vary with the tides

Coral reefs:

- Small sedentary animals
- Warm shallow and clear sea water
- Convert CO₂ to calcium carbonate to build exoskeleton of coral



Châteauguay



Rabbit population boom in Chateauguay

The city of Chateauguay is experiencing a bunny booming crisis. Residents have complained that the rabbits are destroying vegetables and flowers in gardens as well as vegetation in local parks. The city has even created bunny bylaws to try and contain the situation: people caught sneaking snacks to bunnies could be ticketed. Regardless of efforts made, the bunny population continues to grow. Experts hypothesize that the longer fall season and milder winters have allowed the population to grow.

In June of 2015, the city of Chateauguay recorded a population of 524 rabbits. Every month, the bunny population increases by 18.4%. Authorities are concerned by the rise of the population and the damage caused by these adorable creatures. If the population of rabbits gets six times bigger by September of 2016, the city will have to put a program in place to control the rabbit population growth. The program would cost 12 000\$. You are working with the urban wildlife department of Chateauguay to determine if this program must begin next fall or if the city's budget can be otherwise spent. Produce the calculations so that the department can adequately plan their budget for the following year.

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 DEAFRC offre cette année un accompagnement portant sur différents aspects du programme d'études et de l'évaluation". (<http://www.carrefourfga.ca/https://dbemathandscience.weebly.com/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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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.