



The Launch April

This Month's Edition

This month's edition of the DBE newsletter offers several important documents, videos, and professional development opportunities. You will find a table that summarizes a list of available documents and resources for DBE Math and Science; gain access to a student – friendly rubric and writing sample for level V English; and obtain a reference guide that can assist French teachers with the Écriture exam. We are also lucky this month to watch one ACCESS math teacher and his students implement a Learning Situation for MTH-4151.

Take a look inside and don't forget to register for the upcoming workshops offered by PROCEDE, Carrefour FGA, RECIT, and AQIFGA!

Chemistry Workshop

The implementation date for the DBE Chemistry program is July 1st, 2018. In preparation for this date, PROCEDE is offering a two-day workshop that will analyze the content and evaluation scheme for both CHE-5061 and 5062. On day 1, we will analyze the prescribed knowledge concepts for each course code and practice some lab activities that serve to reinforce the course concepts and prepare students for the final exam. On day 2, we will review the Definition of Evaluation Domains (DEDs) and strengthen our understanding of the evaluation criteria via a collective correction exercise.

Dates:

May 14, 2018: Content Familiarization (10 am – 4 pm)

May 15, 2018: Exam Familiarization & Collective Correction (9 am – 3 pm)

[Register Here](#)

Physics Workshop

The implementation date for the DBE Physics program is July 1st, 2018. In preparation for this date, PROCEDE is offering a two-day workshop that will analyze the content and evaluation scheme for both PHY-5061 and 5062. On day 1, we will analyze the prescribed knowledge concepts for each course code and practice some lab activities that serve to reinforce the course concepts and prepare students for the final exam. On day 2, we will review the Definition of Evaluation Domains (DEDs) and strengthen our understanding of the evaluation criteria via a collective correction exercise.

Dates:

June 7, 2018: Content Familiarization (10am – 4 pm)

June 8, 2018: Exam Familiarization & Collective Correction (9 am – 3 pm)


[Register Here](#)

Math, Science & Technology, Chemistry & Physics

Summary of the DBE Courses and Available Resources

The following "working" document summarizes the available resources for each DBE course code.

Overview of the DBE Math Program	
	Level III Math 3051, 3052, 3053
Definition of Evaluation Domains (DEDs)	Accessible via the DBE Website for all level IV and V course codes (*New DEDs for CST IV will be released by July 1 st , 2018. Students will have 3 hrs. to write the final exams).
Exams	Available: BIM
Pretests	Available: DBE website
Textbooks	Available: SOFAD
Other resources	Preparatory courses for the CST IV program: http://matfga.weebly.com/ . (translation required but well done)



After Secondary III, students must choose one of the following secondary IV options.
[DevPro video explaining the three options.](#)
[College Admission Requirements](#)
[Les Passerelles](#)

Click image to download the Word document.

Course Amalgamations Between the Old and New Programs of Study

Science & Technology

Chemistry

Physics

Course	Course(s) obtained in the old program	Course(s) left to complete in the new program
Science & Technology (ST)	SCP-4010-2	SCT-4061-2 SCT-4062-2
	SCP-4011-2	SCT-4062-2
	SCP-4012-2	SCT-4061-2 SCT-4062-2
	SCP-4010-2 SCP-4011-2	SCT-4062-2
	SCP-4010-2 SCP-4012-2	SCT-4061-2 SCT-4062-2
	SCP-4011-2 SCP-4012-2	SCT-4062-2
	SCP-4010-2 SCP-4011-2 SCP-4012-2	1
Applied Science and Technology (AST)	SCP-4010-2	SCT-4061-2 SCT-4062-2 SCT-4063-2
	SCP-4011-2	SCT-4062-2 SCT-4063-2
	SCP-4012-2	SCT-4061-2 SCT-4062-2 SCT-4063-2
	SCP-4010-2 SCP-4011-2	SCT-4062-2 SCT-4063-2
	SCP-4010-2 SCP-4012-2	SCT-4061-2 SCT-4062-2 SCT-4063-2
	SCP-4011-2 SCP-4012-2	SCT-4062-2 SCT-4063-2
	SCP-4010-2 SCP-4011-2 SCP-4012-2	2

Course(s) completed in the old program	Course(s) left to complete in the new program
CHI-5041-2	CHI-5062-2
CHI-5042-2	CHI-5062-2
CHI-5043-2	CHI-5061-2
CHI-5041-2 CHI-5042-2	CHI-5062-2
CHI-5041-2 CHI-5042-2 CHI-5043-2	1

Course(s) Completed in Old Program	Course(s) left to complete in new program
PHY-5041-2	PHY-5062-2
PHY-5042-2	PHY-5062-2
PHY-5043-2	PHY-5061-2
PHY-5041-2 PHY-5042-2	PHY-5062-2
PHY-5041-2 PHY-5042-2 PHY-5043-2	1

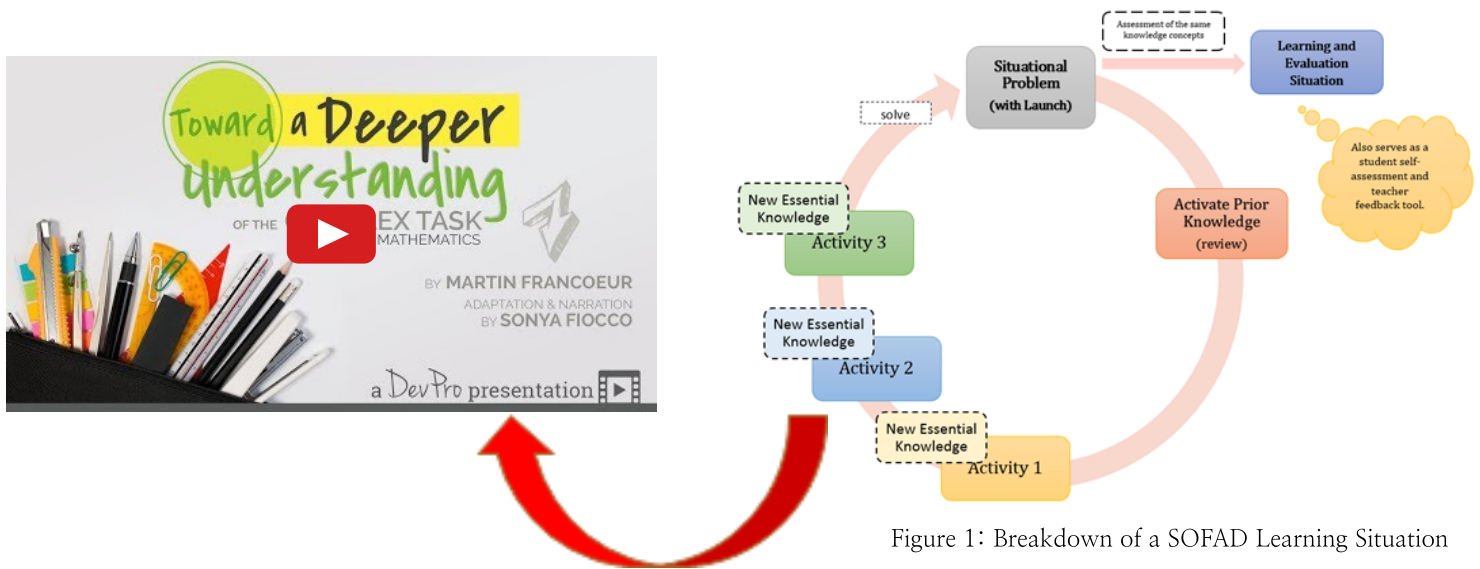
Click on image to enlarge

Although the following course amalgamations have not yet been sanctioned, the MEES representative for Science and Technology approves these amalgamations.

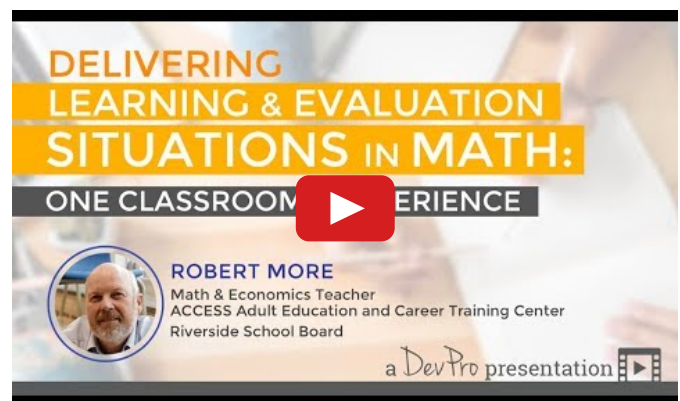
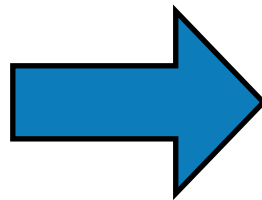
MATH: A LEARNING SITUATION VS. A COMPLEX TASK

It is now well understood that the pedagogical context of the DBE program is based on learning situations that are relevant to the adult learner. The SOFAD books are aligned with the DBE curriculum in that they present a series of learning situations according to the model below (Figure 1). The model below shows us that a learning situation consists of several of activities that are otherwise known as complex tasks.

The following DevPro video highlights some important elements that make a complex task – complex. Teachers who wish to create a learning & evaluation situation for Alexandria, or a complex task for the DBE website, can contact Sonya at sfiocco02@lbpearson.ca.

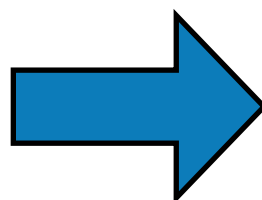


Watch Rob More and his students test a learning situation in class!



Thank you to Rob and his students at ACCESS for inviting us into their classroom!

Last May, Rob's TS students also won the *Samsung Solve For Tomorrow Challenge* whereby his students solved a learning situation on the declining population of bees.





TEACHERS SEEKING ENG NOVELS

Have you used *Lord of the Flies* one too many times? Do you know *Animal Farm* better than George Orwell? As teachers, we do tend to enjoy sticking to classic titles. They do indeed contain a depth and richness in literary study that is difficult to find elsewhere. And yes, their theme can sometimes transcend time in an uncanny, "told you so" kind of manner. However, for the sake of our adult learners and the generational trends that they are living it is important that educators brush up on recent titles and novels that could be used in the classroom.

This look for change does not have to be associated with Mao Zedung's Cultural Revolution where it's out with the old and in with the new, but more of a change in perspective. Many adult learners have low reading skills and/or have a low interest in reading period. Since reading and writing skills will be front and centre in the DBE program requirements, perhaps it is time to work on helping learners find the reader within themselves regardless of the titles, and their classification.

Project

1. Interested **English teachers** will be sent a contemporary fictional novel that they must read and review particularly for adult learners and compatibility with the CCBE and DBE courses.
2. Teachers will be asked to use a template provided to write a 1 paragraph review.
3. The deadline date to submit the review will be May 25, 2018 since all the reviews will appear in the June 2018 Newsletter issue.

Q: Can I choose the novel that PROCEDE will send me?

No, novels of different genres and reading levels will be sent randomly.

Q: Who will pay for the novel?

A: PROCEDE will pay for this copy only and shipping fees.

Q: What if this genre and level are not appropriate for the classes I teach.

A: The goal of this project is to amass as many book reviews and recommendations for adult education in general, not necessarily for your classes. Your work is meant to help and service teachers across the province.

Q: What if I don't like the novel?

A: Please record and remember the experience of not enjoying an assigned novel. That is the experience of many of our adult learners. Also, keep your biases in check. Perhaps you don't like it, but maybe your students will. The other goal of this project is to provide enough summaries for teachers so that they in turn can offer alternative titles for learners regardless of the reason.

[I am interested in this project! Sign me up!](#)



ENG 5103-3 Comparative Analysis

Asking students to compare and contrast is a skill that is requested in many CCBE and DBE courses. Though the essence of this skill is general and modeled by many teachers in several subjects, it is very important to refer back to the criterion referenced rubric for exam success.

The demands of the comparative analysis for ENG 5103-3 are very specific and if students compare and contrast without referencing an evaluation grid throughout the process, they may come out having the ability to compare and contrast, but lacking the points to succeed their end of course evaluation.

PROCEDE, in collaboration with teachers, is working on translating MEES rubrics into adult learner language as well as providing writing samples when possible to help teachers and adult learners. A new 5103-3 rubric and sample has been added to the www.dbeimplementation.weebly.com website.

The writing sample uses the [Step Up to Writing program](#), and refers to the www.newsela.com pro/con feature.

Student Friendly Rubric and Sample

ENG 5103-3
C 2: Reads and listens to written, spoken and media texts worth %20
Adult Learner Evaluation Criteria

What you need to do to write a successful comparative analysis	How will you demonstrate your ability to write a successful comparative analysis?	Feedback/Mark
2.1 Decide which text is more convincing and explain why	Support using examples of facts and opinions found in the text: Support using examples of emotional, general and stereotypical versus neutral language found in the text:	<ul style="list-style-type: none">5 – Clearly justifies preference4 – Justifies preference3 – Adequate explanation of preference2 – Expresses a tentative preference1 – Expresses a vague preference
2.2 Discuss and analyze the similarities and differences between the two texts	See sample analysis	<ul style="list-style-type: none">5 – Very perceptive connection4 – Perceptive connection3 – General connection2 – Few related connections1 – Unrelated connections
2.3 Interpret the meaning of the text	Refer to textual features: Points of view Language	<ul style="list-style-type: none">5 – Draws extensive meaning4 – Draws thorough meaning3 – Adequate meaning2 – Limited meaning1 – Little meaning
2.3 Judge why the text is effective or has value	How is it valuable: How is it convincing: How is it important: How is the argument complete:	<ul style="list-style-type: none">5 – Offers insightful judgement4 – Offers thoughtful judgement3 – Offers sensible judgement2 – Offers a partial judgement1 – Judgement lacks value/Restate the text
Comparative Analysis Commentary: <ul style="list-style-type: none">Yes, you seem ready for the final exam.You are on the right track, but your comparative analysis skills still need some work.Please see me.		



ENG 5103-3
C 2: Reads and listens to written, spoken and media texts worth %20
Adult Learner Evaluation Criteria

Comparative Analysis Sample based on text: [PRO/CON Is it time to pass tough gun control laws?](#)

The text written by Don Kusler, titled [Outrage over Las Vegas must outlive news and election cycles](#), is more convincing and effective.

Firstly, the article does not contain many statistical facts, but refers to historical ones instead. For example, he mentions that "The Second Amendment grants U.S. citizens the right to bear arms", but does remind readers that this was written a long time ago, and that times have changed since and that "there were no police protection, and there were no automatic weapons available". His information might not be proven in numbers specifically, but he mentions information such as how in the U.S. "deadly weapons are easily accessible", and how "the gun industry profits from death". To continue, when you add this with the emotional language that he uses to describe the news and election cycles of mass shootings as, "irresponsible, unthinkable and gutless" you cannot help but fully agree with his argument that it is time to pass tough gun control laws.

Secondly, even though Kusler does not refer to numbers in his article and Stephen Halbrook does, to prove his theory that strict gun laws don't work, Halbrook's numbers are insignificant. For example, Stephen writes that "France has stricter gun laws, yet 130 were slain, mostly with illegal guns in the 2015 Paris attacks. But why is he only referring to this attack and only this country? Canada has tougher gun laws, and much less gun violence too. Halbrook's chosen reference is a poor one.

Thirdly, Kusler points out that freedom from gun violence is a not only a necessity, but a demand from the electors. In fact he is a director of Americans for Democratic Action. This means that he is suggesting we need tougher gun laws because the people of the United States are asking for it, and that is enough of an argument to give in to those demands. The U.S.A. is a country based on democracy and a voting system. If the American citizens want tougher gun laws, than that is what politicians should respect.

Lastly, this text has much value because it takes the numbers out of the argument of guns and adds the human aspect to it. We can debate about the numbers because that information can often be interpreted in many ways, but we cannot really debate principles. In fact who would go against Nelson Mandela's quote that "to be free is to live in a way that respects and enhances the freedom of others". Can anyone really argue against the freedom to live?

Don Kusler's text is the better choice.

2

Newsela

Pro/Con
feature
two articles
debate the
same issue

LA GRAMMAIRE RECTIFIÉE

Les enseignants se plaignent souvent que les élèves ont du mal à écrire et font parfois des cauchemars quand vient le temps de corriger!

Dans les grilles d'évaluation de FRE produites par le MEES, des points sont accordés pour l'orthographe d'usage et en orthographe grammaticale. En orthographe d'usage ou grammaticale, il est prescrit d'accepter les graphies traditionnelles ainsi que les graphies rectifiées. Il est aussi prescrit de ne pas exiger la constance d'une graphie en particulier. Par exemple, on peut très bien écrire *août* et *aout* ou *oignon* et *ognon* ou encore *renaît* et *renait*.

RENOUVO
Réseau pour la nouvelle orthographe
2002

VADÉMÉCUM DE L'ORTHOGRAPHE RECOMMANDÉE
LE MILLEPATTE SUR UN NÉNUFAR

version téléchargeable sur l'internet

Guide pratique de l'orthographe rectifiée

Danielle Béchenec
et
Liliane Sprenger-Charolles

CNRS et Université Paris Descartes (PRES Sorbonne-Paris-Cité)

Danielle Béchenec a été professeur de lettres en collège et en lycée
Liliane Sprenger-Charolles, qui a aussi été professeur de lettres en collège et en lycée, est
Directeur de recherche au CNRS

Le fait de ne pas accepter les deux graphies peut faire la différence entre la réussite et l'échec d'un élève. Il est donc important de suivre ce qui est prescrit.

Pour vous donner un coup de pouce avec l'orthographe rectifiée et vous permettre d'évaluer plus adéquatement les productions écrites de vos élèves, voici deux ressources à consulter.

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UN LIEN INTÉRESSANT POUR LES COURS DE FRE

Vous cherchez des textes pour vos étudiants? Vous cherchez des dialogues afin qu'ils puissent écouter des conversations en français? Ceci pourrait s'avérer un lien intéressant pour vous, surtout pour des situations qui exigent de l'autonomie de la part des étudiants. Un ordi équipé avec des écouteurs et le tour est joué! Le seul bémol, c'est que ces podcasts ont un accent français prononcé. Par contre, ils sont quand même clairs et bien articulés avec une emphase sur un français facile.

[C'est à essayer!](#)

Special Invitation by Carrefour FGA & Recit

SPECIAL INVITATION

May 7 from 12:00 pm to 12:45 pm



A brand new community of practice for multi subject / multi level (aka individualized) teachers will hold its first meeting on May 7 from 12:00 pm to 12:45 pm on Après Cours, the RECIT, Adult Education online meeting platform at this address: via.sviesolutions.com/apc

We invite you to join us ten minutes before it starts to carry out the usual technical checks.

We will be talking about various themes and issues related to individualized teaching and learning. Some of the themes for our first meeting will be identified with teachers during the AQIFGA workshop, Multi-subject, multi-level groups and the renewal / Le nouveau et les groupes multi.

We welcome any other suggestions for topics that interest you in this area, you can put them in the collaborative document for our first meeting, here: bit.ly/multimultinotes

For more information
We hope to see you



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Association québécoise des intervenantes et des intervenants en formation générale des adultes

Click image for
workshop
descriptions.



The 2018 AQIFGA conference for teachers, ped-consultants and centre directors will be held at the Sheraton Laval on April 19th and 20th. PROCÉDE will cover the costs for teacher registration.

[Register Here!](#)



Avi Spector's
BeyondTheTools:
<http://beyondthetools.com>
Twitter: @a_spector



Tracy Rosen's PD Practice:
<http://pdpractice.com>
Twitter: @tracyrosen

RECIT

THROUGH TIMES OF CHANGE, OUR BEST RESOURCES ARE EACH OTHER



PD MOSAIC

An online platform for PD with resources specific to Adult Education in Quebec. It highlights our teachers and consultants as well as initiatives that use technology in innovative and implicit ways. <http://pdmosaic.com>

New PD Mosaic Collection

A change in practice requires a re-examination of how and why we do the things we do - whether they be in the classroom or in professional learning.

Sometimes this kind of change is welcome and other times it is unsettling. This collection of resources takes a look at how practices are shifting in our classrooms and conference rooms.

<http://bit.ly/ChangeProgram>



April 10, 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.