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# May 2020 Québec Adult Education NEWSLETTER

## No Big Surprise...

The MEES has pushed back the course closures from August 2020 to August 2021 due to the current health crises: Geography, History, Secondary 5 Math, Social Sciences, Economy. You can still implement the new course codes if you wish, but no MEES publications are available to accompany them. It might be a worthwhile investment of your time, especially if building online courses, to simply start with the new codes when possible.

Veuillez prendre note que la date de fermeture des codes de cours de l'ancien curriculum de la formation de base diversifiée a été modifiée en raison de la situation exceptionnelle que nous vivons en lien avec la COVID-19. Tous les codes de cours dont la fermeture était prévue pour le 31 août 2020 seront plutôt fermés le 31 août 2021.

| NOUVELLE DATE DE FERMETURE: 31 AOÛT 2021     |
|--|
| Géographie                                   |
| Histoire                                     |
| Mathématique de la 5 <sup>e</sup> secondaire |
| Sciences humaines                            |
| Vie économique                               |

## HOW DO I?



A site has been created by the RECIT AGE, RECIT VT, and PROCEDE Curriculum Consultant teams in order to support the Quebec Adult General Education and Vocational Training centres' shift to online learning. On this site you will find:

- **Calendar of PD Events with Links**
- **Curated Tutorial Videos**
- **PD Request Form (Directors & Consultants Only)**

[Click Here](#)

## PROCEDE DBE Adult Education Newsletter



The DBE Adult Education Newsletter will cease publication after June 2020. The mandate to help implement the DBE adult education program is nearing completion and the goals set out in 2016 have been accomplished. The last issues to be published will be May and June 2020.

# Upcoming Workshops and Virtual PLCs for Science & Technology

## **Content and Exam Familiarization for General Science IV**

TSG 4059-2 and 4060-2 are now mandatory courses for students who have not passed or obtained credit for the level III Science & Technology program in the youth sector. In light of these changes, this workshop will review the concepts and techniques that must be developed for each course code and explain how they serve as prerequisites for the level IV and V science courses. Under the guidance of BIM consultant, Barbara Choquette, teachers will also take a closer look at the evaluation criteria for both the theory and practical exams.

Date: May 21st, 2020

Location: A Zoom Link will be sent to all participants on May 20th

**From : 9:00 am - 11:30 am**

Facilitated by

BIM Evaluation Consultant, Barbara Choquette and PROCEDE Curriculum Consultant, Sonya Fiocco

**[REGISTER HERE](#)**



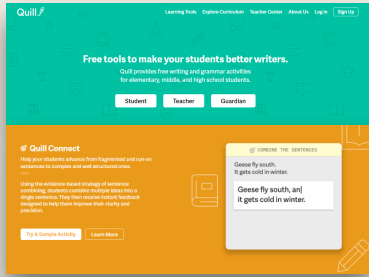
## **Curriculum Mapping for TSC IV**

### **A Virtual PLC**

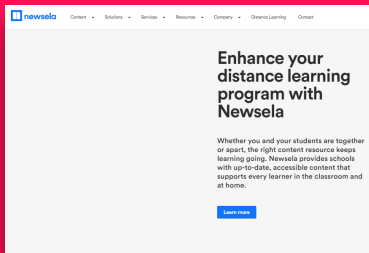
Teachers will be given access to a curriculum map of their choice so that they can share and align assessments, instructional activities, and labs to course objectives. This ongoing collaboration will be done virtually according to each teacher's personal schedule. All curriculum maps will eventually be transformed onto an online classroom of their choice.

**[Register Here](#)**

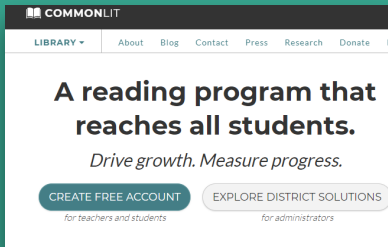
# SECONDARY 1 - 5 ENG ONLINE RESOURCES



Teaching grammar via online learning might be somewhat tricky considering that educators may not have the necessary didactic material to offer learners. Teaching it in class with an exercise book and providing individual lessons will have to be transformed to adapt to online instruction. [Quill.org](https://quill.org) can be a very useful website that might provide that grammar material you might be looking for. For now, it's free.



[Newsela](https://newsela.com) is great for informative reading resources. The articles come with adjustable levels, and comprehension questions. You can set up your class and send reading assignments to learners via the website. A reminder that independent reading requires educators to assign a lower lexile level text, whereas supported reading that is used as a teaching tool should be at, and even slightly above the grade lexile level. All of Newsela is free for now.



You need not go anywhere else for your needs in finding fictional text. [Commonlit.org](https://commonlit.org) has a plethora of resources for all English Language Arts grade levels. It also provides links to related materials of the text you assign, so that educators do not have to scour YouTube videos for that audiovisual clip that helps drive the message home.

## TIPS & TRICKS TEACHING ENG 5101-1 ONLINE

Viewing a live filmed play for the ENG 5101-1 course is an end of course outcome as well as a fundamental part of the exam. Help your learners continue the course online by following some of these tips and tricks.

### [Free Online](#) [Live Filmed Theater](#)



- Choose quality live filmed theater videos. Find some curated choices in the left margin.
- Provide the exact link of the live filmed play that you want your learners to watch (letting them choose their own is not recommended)
- Provide markers of where you want them to stop and answer questions as they view it.
- Cut up your 25 hour course using one long play or a couple of short ones rather than several. Few, but in depth is better than several but superficially. As well, it will make the organization of your course, in a LMS or not, a lot easier for learners to follow
- Don't forget that some learners might never have been to the theater. First, **[provide prior knowledge concepts of theater here before or as you teach the class](#)**



# BEGIN WITH THE END IN MIND

Some courses come with evaluative observational lists, such as in FRE and CMP and some do not, such as in ENG.

This makes it more difficult for educators to evaluate learners solely using the accompanying rubrics, which *Backward Design*

would then conclude makes it more difficult to teach the course in a uniform, standardized, and purposeful manner.

Not having a list, however, does not mean that it should not exist nor that educators cannot create them.

Here is a sample curriculum map for ENG 5102-2 that you can use as is, or that you can use as a template to create your own.

This can be used a basis for some great PLC projects for ENG and many other courses.

**"To begin with the end in mind means to start with a clear understanding of your destination."**



***It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."***

**Steven Covey**

***7 Habits of Highly Effective People 1989 p.89***

## Benchmarks for *ENG 5102-2 Alternate Ending* [Click Here](#)

ENG 5102-2  
C 3- Produces texts worth 30%  
Adult Learner Evaluation Criteria

| MEES  | In other words  | How will they demonstrate the ability to write an alternate ending? | Resources   | Feedback/Mark   |
|---|---|---|---|---|
| 3.1 Develops a very creative and credible alternate ending consistent with the plot, character, conflict, point of view and setting of the short story  | 3.1 Develop an alternate ending that is consistent with the short story | Refer to plot, character, conflict, setting, point of view          | SOFAD: p. 40 – 60, 107, 108<br><br>Step Up: Grade 9 – 12: Tool T6-1a, Tool T6-3a, Tool T6-3b, Tool T6-5b, Tool T6-6a, Tool T6-7b, Tool T6-12a, Tool T6-13a, Tool T6-16a, Tool T6-17a, Tool T6-3a<br>Grades 3-5: Tool E6-16a, Tool E6-16b, Tool E6-23b, Tool E6-16c. | <ul style="list-style-type: none"> <li>5 – Very creative and credible</li> <li>4- Creative and credible</li> <li>3- Somewhat creative and credible</li> <li>2- Somewhat creative not consistent</li> <li>1 – Not creative unrelated</li> </ul> <p><b>select your evidence based resources</b></p> |
| <b>Scales of Competency Levels</b>  |   |   |   |   |
| <b>Excellent: (Competency development is advanced according to the course curriculum and end of course outcomes)</b>  |   |   |   |   |
| <ul style="list-style-type: none"> <li>The newly developed ending is very consistent with the <b>plot, character development, setting and point of view</b> so that it results in a very credible end to the story</li> <li>The newly developed ending is very creative since it is <b>different than the original story</b> and is not a common, traditional, or cliché end that a reader finds in many storylines</li> </ul> <p>Literacy benchmarks: What reading, writing or oral communication skills need to be demonstrated at this level of competency?</p> <ul style="list-style-type: none"> <li>The construction and organization of the dialogue is grammatically and organizationally consistent with the story to keep it very credible</li> </ul> <p><b>benchmarks based on MEES curriculum requirements 5/5</b></p>                                    |   |   |   |   |
| <b>Adequate: Competency development meets the requirements to an acceptable level according to the course curriculum and end of course outcomes)</b>  |   |   |   |   |
| <ul style="list-style-type: none"> <li>The newly developed ending is somewhat consistent with at least three of the following elements: <b>plot, character development, setting and point of view</b> to make it somewhat credible</li> <li>The newly developed ending is somewhat creative since it is <b>a bit different than the original story</b> but might have a traditional, or cliché end that a reader finds in many storylines</li> </ul> <p>Literacy benchmarks: What reading, writing or oral communication skills need to be demonstrated at this level of competency?</p> <ul style="list-style-type: none"> <li>The construction and organization of the dialogue is somewhat grammatically and organizationally consistent with the story to keep it somewhat credible</li> </ul> <p><b>benchmarks based on MEES curriculum requirements 3/5</b></p> |   |   |   |   |

May 2020 PROCEDE Curriculum Consultant Isabelle Bertolotti





# A RELEVANT CMP 5069-1 EXAM



Adult centers are geographically spread across the province of Québec and welcome a variety of learners.

This reality will consequently mean that some, perhaps many, of the prototype exams that are created by the MEES and provided for certain courses, may not be relevant or even suitable for use by all centers.

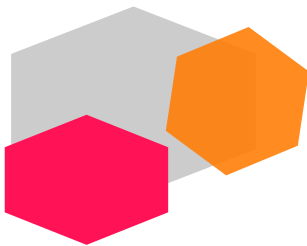
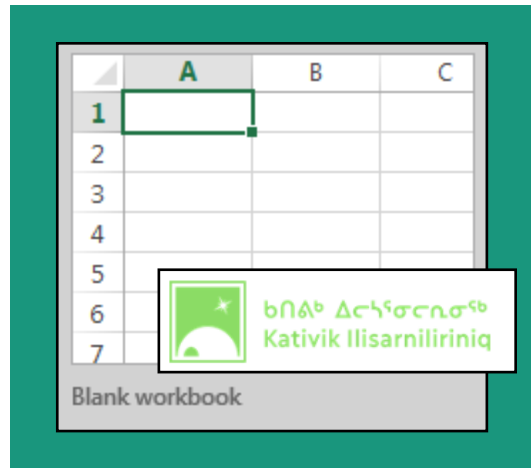
Pedagogical consultant Jessica Hopley from Kativik School Board, highlighted the fact that many of the CMP exams would not be understood by their learners because of the

vastly different contexts of city life versus a Great Northern one.

She contacted PROCEDE's curriculum consultant in computers to help build a new CMP 5069-1 exam that would be much more relevant and meaningful to adult learners in the Kativik School Board. The plus here is that, it could also be more relevant to other adult learners as well who share similar geographical realities as well as interests.

Please contact Jessica Hopley for further details regarding this exam.

Jessica.Hopley@kativik.qc.ca



## ENG 5103-3 + CMP 5078-2

### COURSE OUTLINE WITH INTEGRATED LEARNING LINKS

Debra Madill, teacher at the First Nations Adult Education School Council, decided to bundle the ENG 5103-3 and CMP 5078-2 course so that learners could consolidate the two end of course outcomes. Her purpose was also to make the CMP 5078-2 exam much more meaningful in context, and to provide added high school leaving credits for work that was going to be requested and completed, but not remunerated otherwise.

With the help of PROCEDE's Curriculum Consultant, Isabelle Bertolotti, she created a course outline with integrated links for learners to follow an independent learning path in an online format. It can easily be delivered in class, teacher led, online, or exam only. She created an accompanying local exam.

Here is her contact information for further details: [Debra.madill@creaamik.ca](mailto:Debra.madill@creaamik.ca)

### LOCAL EXAM

**COMPUTER SCIENCE**  
CMP 5078-2 Computer-Assisted Presentation

**Examination for Certification**  
**Adult's Booklet**  
Local Version  
*Research Paper*

Québec Adult General Education  
Diversified Basic Education Program (DBE)

Adult Learner's Name: \_\_\_\_\_

Date of the Examination: \_\_\_\_\_

Permanent Code:

Centre Code:

April 2020

**End of Course Outcomes:**  
Adult learners will:  
1. Discuss and analyze the use and purpose of slideshow software  
2. Study and practice effective slideshow methods  
3. Plan and create a slideshow presentation for a specific purpose and audience

**Family of learning situations:** Critical thinking Hours required: 5  
What is the purpose of using slideshow software? How is it useful?  
Essential knowledge/Skills: [Reviewing, discussing, and analyzing slideshows, Effective slideshow principles, Death by PowerPoint](#)

**Broad Area of Learning: Media Literacy**

|                                      |  |  |
|--------------------------------------|--|--|
| <b>Cross-Curricular Competencies</b> | <b>Effective Work methods</b>                            | Choose an item.  |
| <b>Subject Specific Competencies</b> | <input type="checkbox"/> Produces computerized documents | <input checked="" type="checkbox"/> Adopts behaviours that reflect a concern for ethics, safety, and critical thinking |

**Learning situations:** Information Hours required: 10  
Slideshow presentations while adopting behaviours that reflect a concern for ethics, safety, and critical thinking?  
[PowerPoint Tutorial, Crash course on intellectual property](#)

**Broad Area of Learning: Media Literacy**

|                                      |  |  |
|--------------------------------------|--|--|
| <b>Cross-Curricular Competencies</b> | <b>Effective Work methods</b>                            | Choose an item.  |
| <b>Subject Specific Competencies</b> | <input type="checkbox"/> Produces computerized documents | <input checked="" type="checkbox"/> Adopts behaviours that reflect a concern for ethics, safety, and critical thinking |

**Learning situations:** Creation Hours required: 35  
The adult learner will plan and create a multimedia document. He or she makes adjustments, as needed. [Assignment sheet](#)

**Broad Area of Learning: Media Literacy**

|                                      |  |  |
|--------------------------------------|--|--|
| <b>Cross-Curricular Competencies</b> | <b>Effective Work methods</b>                            | Choose an item.  |
| <b>Subject Specific Competencies</b> | <input type="checkbox"/> Produces computerized documents | <input checked="" type="checkbox"/> Adopts behaviours that reflect a concern for ethics, safety, and critical thinking |

**Assessment for/as learning**

- Oral critique of a slideshow
- Create a slideshow

**Assessment of Learning Competencies**  
Format: LOCAL

- ☒ Interacts in a computer environment
- ☒ Produces computerized documents
- ☒ Adopts behaviours that reflect a concern for ethics, safety, and critical thinking



# From PROCEDE Workshop to Local Production

## MUSIC

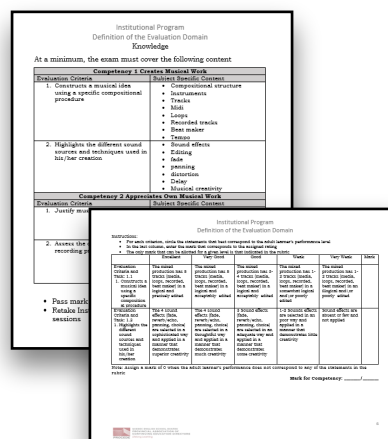
Andrey Kutash, teacher at NOVA Career Center for NFSB, was inspired by his son's high school music class to create and offer a similar one to learners at his center. He knew what he wanted to teach, how to teach it and how to organize his course, but wasn't sure how to make it official using the MEES lingo and terminology. "I did not know that I had to create a DED for a local course that I created, but it does make sense that you have to

document it like all the other courses", he states. After attending the online Options and Local Course Workshop offered by PROCEDE, he went to work on creating a DED for his music class. He confesses that he "sometimes hit a dead end when it came to having to choose specific MEES terminology as well as filling out some of those more nebulous DED boxes such as categories of knowledge". With the assistance of PROCEDE, Andrey created a DED for his course that fulfills the

MEES standards of protocol and is hard at work at creating more Music courses. He is actually becoming enthusiastic about writing DEDs! Contact him here: [akutash@nfsb.qc.ca](mailto:akutash@nfsb.qc.ca)



**Andrey Kutash Teacher**  
**NOVA Career Center**



**Debra Madill**



**Gina Richmond**

[Debra.madill@creaamik.ca](mailto:Debra.madill@creaamik.ca) [Gina.richmond@creaamik.ca](mailto:Gina.richmond@creaamik.ca)

## DBE NUTRITION COURSE FOR COMMUNITY NEEDS

Debra Madill, teacher, and Gina Richmond social worker from the le Centre Régional de l'Éducation des Adultes Kitci Amik in Abitibi, had already implemented a local course to help address the nutritional concepts that their adult learners were needing. After Debra attended a PROCEDE workshop on building local courses, she pondered further about the course and re-evaluated it under the DBE lens that it must conform to. "I felt overwhelmed with the amount of documents that I had to create," she says.

Their belief in the importance of the course encouraged and motivated them to adjust it, so that it not only conforms to the MEES protocol, but also to the pedagogical ideologies of the DBE. The pause of the COVID-19 health crisis, combined with the support of the PROCEDE consultant, and the templates provided in the provincial workshop, gave them the time and resources they needed to produce the required documents (Program Presentation, Course Outline, DED, Adult Booklet, Administration Booklet).

They are looking forward to teaching the entire course in the fall as soon as conditions allow. In the meantime, they are kindly willing to share.

# DBE Math

Below is the latest summary of available resources for DBE Math. PROCÉDE would like to thank all teachers and consultants who continue to work with our educational stakeholders on the creation and validation of resources. Your work has resulted in the release of the following textbooks and exams.

## A) May Update on Stakeholder Resources

| Course          | Course Guide | DEDs | Ministerial Exams                                 | BIM*  | SOFAD                             |
|-----------------|--------------|------|---|---|-----------------------------------|
| Secondary 3     | ✓            | ✓    | N/A   | ✓   | ✓                                 |
| Secondary 4 CST | ✓            | ✓    | ✓   | N/A   | ✓                                 |
| Secondary 4 ST  | ✓            | ✓    | ✓   | N/A   | Development date to be determined |
| Secondary 4 S   | ✓            | ✓    | ✓   | N/A   | ✓                                 |
| Secondary 5 CST | ✓            | ✓    | ✓   | ✓   | ✓                                 |
| Secondary 5 ST  | ✓            | ✓    | ✓   | ✓   | Development date to be determined |
| Secondary 5 S   | ✓            | ✓    | ✓   | ✓   | ✓                                 |
| MTH-5154        | ✓            | ✓    | Waiting for the release of the Ministry prototype | Version B is in linguistic revision. It will be released after publication of the Ministry prototype. | Development date to be determined |
| MTH-5164        | ✓            | ✓    | Waiting for the release of the Ministry prototype | Looking for development team.   | Development date to be determined |

The implementation of level V math has been postponed to August 31, 2021.

[Info-sanction: 19-20-34](#)

- New exams for MTH-4153 are now available. Sanction representatives can retrieve them from the Ministry's secure website between May 12th -22nd.

[Reference: Lettre de la Direction de la Sanction: Dépôt de nouvelles épreuves 11/05/20](#)

- Please note that versions A, B, and C for MTH-4151, MTH-4152, and MTH-4153 must no longer be administered to students. These exams have been replaced by versions D, E, and F. Please contact your sanctions representative to obtain them.

[Reference: Lettre de la Direction de la Sanction: Dépôt de nouvelles épreuves 16/09/2019 and 11/05/2020](#)

- The following exams contain errors and must not be used.

MTH-4273-2, version C

[Reference: Info-sanction 17-18-22: RETRAIT DE QUATRE ÉPREUVES MINISTÉRIELLES DE MATHÉMATIQUE](#)

# DBE

## Science & Technology

### May Update on Stakeholder Resources

The table below provides the latest update on available resources for each course code within the Science & Technology program.

| Course      | Course Guide | DEDs | Ministerial Exams           | BIM                            | SOFAD   |
|-------------|--------------|------|-----------------------------|--------------------------------|---|
| TSC-4059    | ✓            | ✓    | N/A                         | ✓                              | ✓   |
| TSC-4060    | ✓            | ✓    | N/A                         | ✓                              | The development of this book is under review. The release date is unknown at this time. |
| TSC-4061    | ✓            | ✓    | ✓                           | N/A                            | ✓   |
| TSC-4062    | ✓            | ✓    | ✓                           | N/A                            | ✓   |
| TSC-4063    | ✓            | ✓    | ✓                           | N/A                            | ✓   |
| TSC-4064    | ✓            | ✓    | ✓                           | ✓                              | ✓   |
| Chemistry V | ✓            | ✓    | ✓                           | ✓                              | Chemistry 5061: Available<br>Chemistry 5062: End of June                                |
| Physics V   | ✓            | ✓    | ✓                           | ✓                              | Physics 5061: Winter 2020-2021<br>Physics 5062: Spring 2021                             |
| Biology V   | ✓            | ✓    | Prototype is in translation | Looking for a development team | ✓   |

Please note that versions A, B, and C for TSC-4061, 4062, 4063 must no longer be administered. For each course code, version A has been replaced with revised version A; version B has been replaced with revised version B, and version C has been replaced with revised version C. The date on the revised versions say 2017. Version A for TSC-4064 must no longer be administered but all other 4064 exams, created by BIM, can be administered.

**Reference:** [Lettre de la Direction de la sanction: Dépôt de nouvelles épreuves](#)

### *The latest Info-Sanctions for Science & Technology:*

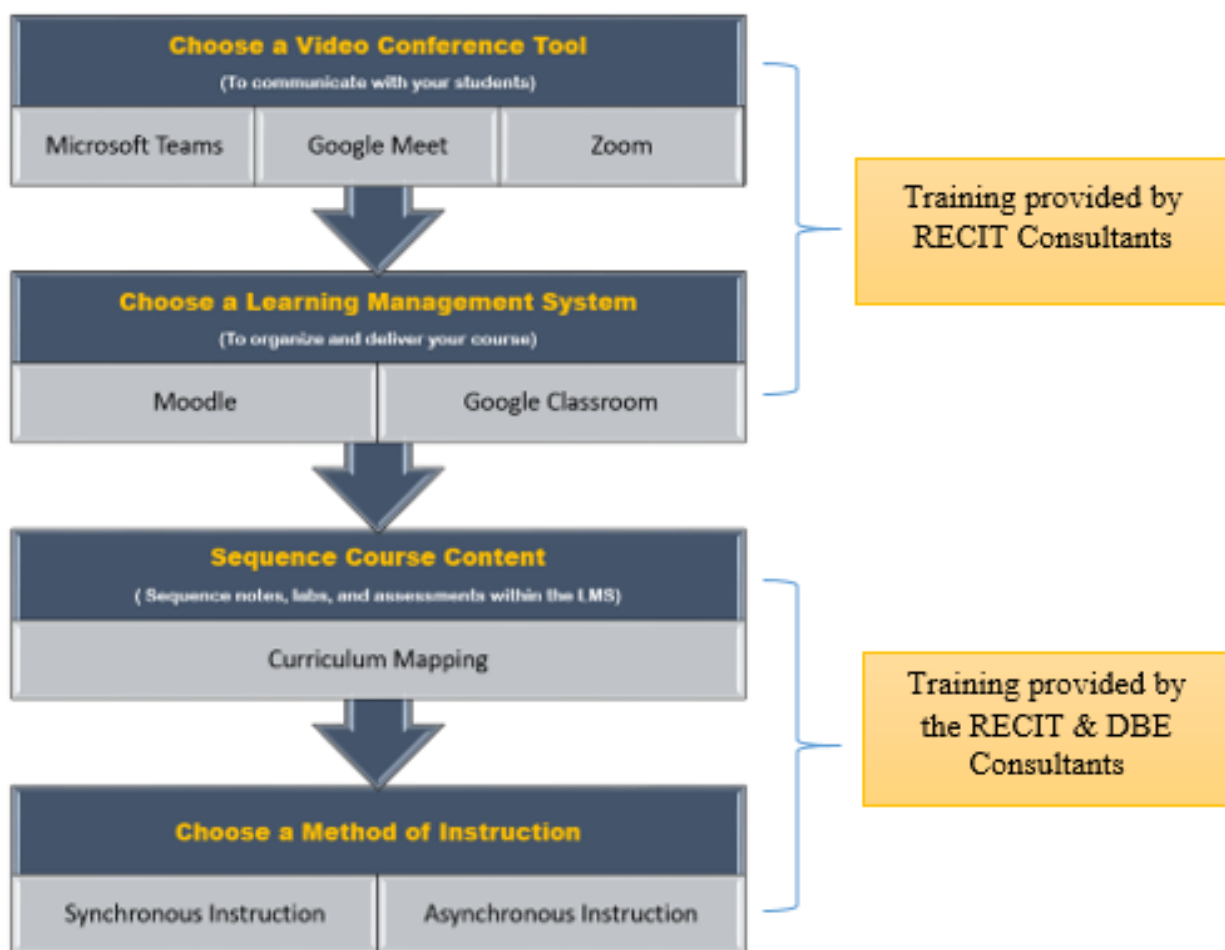
*Info-sanction 19-20-23: Information pour le Programme d'études de Science et Technologie de la 4e secondaire.*

*Info-sanction 19-20-24: Tableaux Illustrant les Principaux Cheminements en Science et Technologie, en Chimie et en Physique*



# We're Here to Help with Online Instruction

In light of the Ministry's go-ahead to communicate and offer pedagogical support to AGE and VT students, each school board has made several decisions regarding the ways in which teachers should communicate with their students as well as the learning management system (LMS) that should be used to structure and deliver course content (see image below). Now that the big decisions have been made, teachers are focused on the ways in which online instruction can be done effectively. The resources on the pages that follow are designed to help math and science teachers with synchronous and asynchronous instructional decisions. Teachers will find add-ons, open education resources (OER), screen cast software, and curriculum maps that can be used to create course content, find course content, and evaluate course content. The content within the curriculum maps for TSG-4059 and 4060 can also be used to structure and deliver your course via a LMS. This is an undertaking that requires ongoing training and support so don't hesitate to contact the RECIT and DBE consultants by email or during their [virtual office hours](#).



Click Image

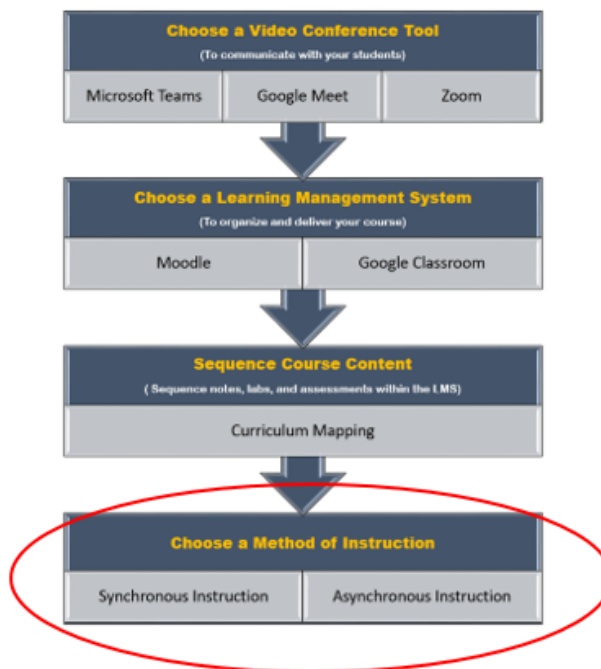
# Choosing a Method of Instruction: Synchronous vs. Asynchronous – Suggestions for Math, Science & Technology

## Synchronous Instruction

| Video Conference Tool | Interactive Whiteboard |
|-----------------------|------------------------|
| Google Meets          | Jamboard               |
| Microsoft TEAMS       | Microsoft Whiteboard   |
| Zoom                  | Document Camera        |

## Asynchronous Instruction

| To Create Content                                     | To Find Content                                  | To Assess Content Knowledge |
|---|--|-----------------------------|
| Screen Cast Software<br>(Screencastify/ Screenomatic) | Khan Academy                                     | <a href="#">Quizlet</a>     |
| <a href="#">Google Apps for Math Teachers</a>         | PHET   | Kahoot                      |
| <a href="#">Google Docs Equation Editor</a>           | <a href="#">TedEd</a>                            | <a href="#">Google Apps</a> |
| <a href="#">Wizkids CAS Graphing Calculator</a>       | <a href="#">Youtube</a>                          |                             |
| <a href="#">DESMOS</a>                                | <a href="#">National Science Digital Library</a> |                             |
| <a href="#">GEOGEBRA</a>                              | DESMOS & GEOGEBRA                                |                             |



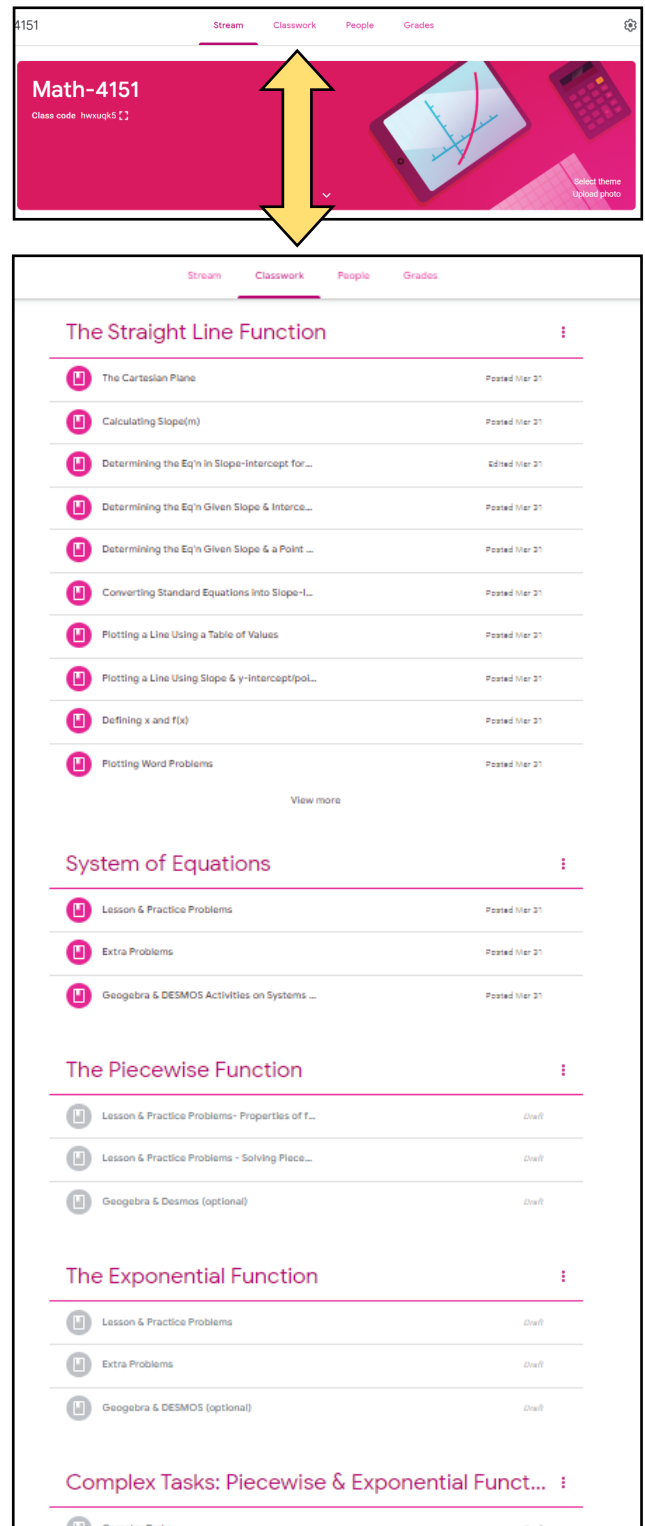
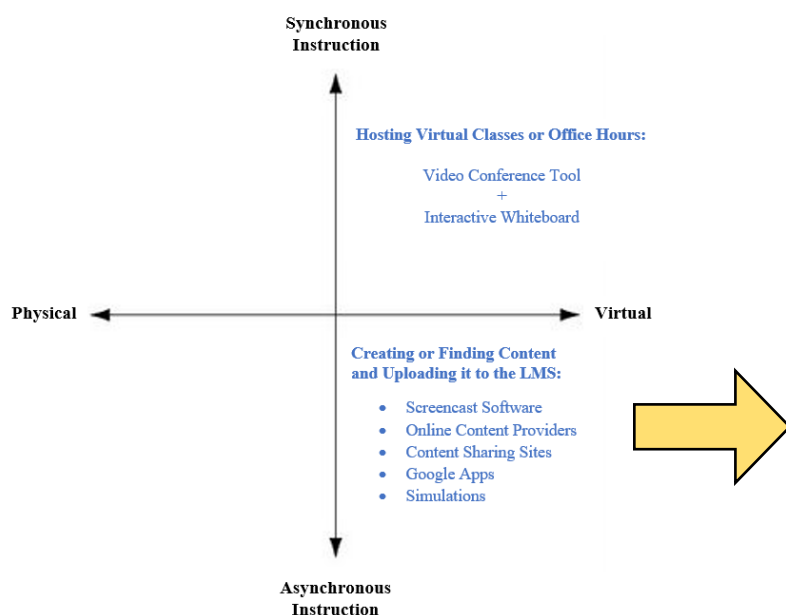
Click on each link to access a tutorial of the application

# Google Classroom for CST IV Math:

## An Example of Asynchronous Instruction

Google Classroom is a Learning Management System (LMS) that allows teachers to organize and deliver course content and assessment material using an asynchronous instructional approach. At the request of several teachers, the scope and sequence of the CST IV concepts are now organized in a Google Classroom for each course code. For almost every subtopic, teachers will find 1) a video explanation; 2) corresponding notes; and 3) an exercise to complete (with answers). The complex tasks that have been shared on the DBE website over the last three years, are also included in the sequence.

Math teachers can obtain access to each Classroom (4151, 4152, and 4153) by sending an email to [sfiocco02@lbpearson.ca](mailto:sfiocco02@lbpearson.ca) or by completing the Google form that is linked to the [DBE website](#) for each course code.



Please note that we have permission from the creators to use the videos, notes, and exercises that are compiled for each course. Feel free to make a copy of each Classroom and "make it your own",

# The Curriculum Maps for TSG-4059 and TSG-4060 Are Now Available!

Using a "backwards design" approach, the following curriculum maps provide formative assessments and lab activities that are perfectly aligned to the course objectives and end-of-course outcomes for TSG-4059 and TSG-4060. Science teachers are welcome to use these resources (assessments, videos, labs, "I Can" statements) when setting up their Google Classroom or Moodle Learning Management System. If you have any questions or wish to add resources to the map, feel free to contact PROCEDE at [sfiocco02@lbpearson.ca](mailto:sfiocco02@lbpearson.ca)

Thank you to Sarah Sisso (SWLSB), Jessica Lee (RAEC), Bernard Osei-Asamoah, and Giovanna Salvagio (RECIT) for contributing to this project.

**Map for  
TSG-4059**

Click image to access full document

| TSG-4059- I Can Statements  |  |   |  |   |   |  |  |
|---|--|---|--|---|---|--|--|
| End of Course Outcomes  | Related Course Concepts  | Course Objectives   | Assessment Evidence  | Instructional Plan  |   |  |  |
|   |  |   |  | Launch<br>(Video/Demo/ Statistic/Article)   | SOFAD Reading   | Observatory 3<br>Labs  | Suggested Active Learning Activities   |
| <ul style="list-style-type: none"> <li>✓ Analyze an aspect of the digestive system with the external world.</li> <li>✓ Discuss an issue dealing with the human body's needs in terms of matter and energy.</li> </ul> | <ul style="list-style-type: none"> <li>Types of foods: water, proteins, carbohydrates, fats, vitamins, minerals</li> <li>Energy value of different foods</li> <li>Transformation of food: mechanical, chemical</li> <li>Digestive tract: mouth, esophagus, stomach, small intestine, large intestine, anus</li> <li>Digestive glands: salivary glands, gastric glands, pancreas, liver, intestinal glands</li> </ul> | <ul style="list-style-type: none"> <li>To describe the main biological functions of the different types of food.</li> <li>To associate different types of food with their main source of energy (meat-protein).</li> <li>To determine the energy and nutritional value of different foods.</li> <li>To associate the organs in the digestive system with the type of transformation they perform (mechanical action of teeth, chemical action of glands).</li> <li>To name the main parts of the digestive tract.</li> <li>To explain the role of the digestive tract (decomposition of food, absorption of nutrients and water, elimination of waste)</li> <li>To describe the role of the secretions of the main digestive glands (saliva digests starches, bile breaks down fat, gastric juices digest proteins).</li> </ul> | <p><a href="#">Digestive System Quiz</a></p> <p><a href="#">Anatomy and Physiology of the Digestive System</a></p> | <p><a href="#">How your Digestive System Works</a></p> <p><a href="#">How do carbohydrates impact your health</a></p> <p><a href="#">How do vitamins work?</a></p> <p><a href="#">What does the liver do?</a></p> <p><a href="#">What does the pancreas do?</a></p> | <p>Situation 5.1 Eating for Two: Really? p.186-202</p> <p>Situation 5.2 Focus on Digestion p. 204-219</p> | <p><a href="#">Food Chemistry Experiments</a></p> <p>Lab 41 Detecting Simple and Complex Carbohydrates</p> <p>Lab 43 Detecting Fats</p> <p>Lab 44 Detecting Proteins</p> <p>Lab 51 Nutrient Absorption</p> | <p><a href="#">Gizmo: Digestive System</a></p> <p>EOCO Project: Ask students to create an informational pamphlet that compares and contrasts type 1 and 2 two diabetes.</p> <p>EOCO Project: Ask students to research <a href="#">The Hidden Dangers of Protein Powders</a>.</p> <p>-LS 9 from Synergy: On the Menu</p> <p>-LS 10 from Synergy: A Radical Transformation</p> |

| I CAN STATEMENTS-4060   |   |  |   |   |                            |                            |                    |  |
|---|---|--|---|---|----------------------------|----------------------------|--------------------|--|
| End of Course Outcomes  | Related Course Concepts   | Course Objectives  | Assessment Strategies and Tools   | Launch<br>(Video/Demo/ Statistic/Article)   | Instructional Plan         |                            |                    | Active Learning Activity/Activities                      |
|   |   |  |   |   | Observatory Readings       | Synergy Readings           | Observatory 3 Labs |  |
| <ul style="list-style-type: none"> <li>✓ Analyze a characteristic of the musculoskeletal system.</li> </ul> | <ul style="list-style-type: none"> <li>Function of the Musculoskeletal system</li> <li>Types of joint movement</li> </ul> | <ul style="list-style-type: none"> <li>To identify the main parts of the skeleton (head, thorax, spinal column, upper and lower limbs).</li> <li>To explain the role of the musculoskeletal system (supports and protects the body; permits movement).</li> <li>To describe how joints work (linking bone to bone; mobility)</li> <li>Describes types of joint movement (flexion, extension, abduction, adduction, rotation).</li> </ul> | <p><a href="#">Musculoskeletal Quiz</a></p> <p><a href="#">Joint Quiz</a></p> | <p><a href="#">Why sitting is bad for you</a></p> <p><a href="#">Why do Your Kneecaps Pop</a></p> | <p>Chapter 7 p.221-223</p> | <p>Chapter 2 p.173-190</p> | <p>N/A</p>         | <p>- LS 21 in Synergy: A Human Source of Inspiration</p> |

**Map for  
TSG-4060**

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# The Visualization Bloom Tool

Curriculum mapping encourages teachers to reflect on the various ways in which students learn and retain new information. It's an exercise that ultimately leads to differentiated instruction. But what about test questions? How should we differentiate test questions in a science course where students are required to show their understanding of abstract scientific phenomena?

[Visual Literacy in Bloom: Using Bloom's Taxonomy to Support Visual Learning Skills](#) (Arneson & Offerdahl, 2018) is an interesting research article that offers an adaptation of Bloom's Taxonomy to help with the design of visual-based assessment items at each cognitive level.

Click on the image below to review the entire document and see how it relates to the tasks that are typically associated with science courses.

| The Visualization Blooming Tool |            |  |   |
|---------------------------------|------------|--|---|
| Cognition                       | Skills     | General characteristics  | Example visualization tasks   |
| Knowledge                       | Memorize   | Items require students only to remember facts or information.  | <ul style="list-style-type: none"><li>• Label components of the image.</li></ul>  |
|                                 | Recognize  |  | <ul style="list-style-type: none"><li>• Identify experimental process or conventional method that would yield the representation.</li></ul>                                 |
|                                 | Recall     |  | <ul style="list-style-type: none"><li>• List ordered steps in a schematic.</li></ul>  |
|                                 | Retrieve   |  | <ul style="list-style-type: none"><li>• Define abbreviations or symbols used.</li><li>• State the formula or equation.</li><li>• Identify structures or features.</li></ul> |
| Comprehension                   | Understand | Items consist of familiar scenarios and are often focused on surface features or on the representation itself. | <ul style="list-style-type: none"><li>• Make predictions in situations that have already been explicitly covered.</li></ul>   |
|                                 | Interpret  |  |   |
|                                 | Infer      | Students are required to construct meaning from provided representation.                                       | <ul style="list-style-type: none"><li>• Compare between images based on visible features of the representation.</li></ul>   |
|                                 | Exemplify  |  |   |
|                                 | Classify   |  | <ul style="list-style-type: none"><li>• Summarize what is represented.</li></ul>  |

If you're looking for active learning activities that are organized according to Bloom's Taxonomy, [Classroom Assessment Techniques \(CATS\)](#) by Angelo and Cross (1993) is another useful tool that can be used in all subject-areas.

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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.

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