

Publisher Questions to the Western and Northern Canadian Protocol (WNCP) Mathematics Team

1.
 - a. Please clarify the use and technical requirements of the accessible PDF and XML files.
 - b. Is the purpose of delivery of xml and “accessible pdf” files to facilitate their use by print-impaired students?
 - c. What, specifically, is meant by the adjective “accessible” before “pdf”? Does this refer to using them in text-to-speech readers (e.g., Kurzweil)?

WNCP Response:

Accessible PDF: An accessible PDF file of each Student Resource is required to provide an alternative to standard print so that students can independently alter the size of the text, have the text read aloud using text-to-speech software and/or have the text readily available on their laptop computer. The accessible PDF file is to be a well-structured, correctly tagged PDF file that the reader can configure in Adobe Reader or text-to-speech software to his or her accessibility preferences.

XML: The XML file is required to produce alternate formats for students with visual impairments, including student-ready versions, such as audio books, Braille editions, etc. Each Ministry requires a fileset containing:

- an XML content file,
- a package file (OPF),
- a PDF-format copy of the title page and ISBN and copyright information pages, and
- a full set of content images in SVG, JPG or PNG format.

These filesets are a pre-production product for the Ministries to produce accessible versions of printed instructional materials. They are not intended to be used as is and are not considered finished products. These XML content files should conform to the NIMAS 1.1 specification, a subset of the DAISY 2005-2 DTD. Tagging is not required.

Each Ministry may negotiate use of the XML fileset for distributed learning purposes.

d. Does this mean that publishers cannot produce digital resources in other formats, as long as they meet the “Digital Form System Requirements” as given in the calls; e.g., Flash Paper-based student edition?

WNCP Response: Publishers may produce digital resources, that meet the requirements as stated in the CFP, in other formats provided that the print version of the Student Resource is available in accessible PDF and XML as outlined above.

2. What are the dates for the presentations by publishers?

WNCP Response: As stated in the CFP, publishers will receive five business days notice of the dates of the presentations. The anticipated dates will be communicated after receipt of the Intent to Submit forms.

3. For the second English proposal selected for the Foundations of Mathematics and Pre-calculus 10 CFP, can the retail cost of the resource be revised as there will not be a translation?

WNCP Response: No. However, the final products must be within +/- 5% of the retail cost stated in the proposal (see the CFP Update document posted on the WNCP Web site).

4. Are there any “black-out dates” when Alberta Education staff will not be available for contact?

WNCP Response: No, apart from statutory holidays.

5. What will be the make-up of the review teams?

WNCP Response: As stated in the CFP, the review teams will consist of representatives from the WNCP jurisdictions, including FNMI and Francophone representatives. Teacher reviewers will have experience and expertise teaching senior high school mathematics courses.

6. What is meant by “extraneous material”?

WNCP Response: Extraneous material is any content not included in the outcomes of the course for which the resource is developed. This includes the scope of the outcomes as defined by the achievement indicators. Activities that access prior knowledge are desirable but should not be treated as review questions from previous grades.

7. **Foundations of Mathematics and Pre-calculus 10**

- a. In Measurement SO 2, when converting measurements between SI and Imperial, should students convert area units and volume units?

WNCP Response: Converting measurements should be limited to linear measures only.

- b. In Measurement SO 4, AI 4.3, students have to solve triangles with and without technology. For “without technology” are students expected to use trigonometric tables? If yes, are students expected to work with degrees and minutes, or degrees to the nearest tenth?

WNCP Response: As Pre-calculus 11 includes an Achievement Indicator (Trigonometry SO 2, AI 2.6) relating to special triangles, for this outcome students are only expected to solve using technology. The use of trigonometric tables is not expected. Students are not expected to work with minutes; degrees to the nearest tenth is acceptable.

- c. Is it the intention that students should work with both measurements in both Imperial and SI units throughout the book?

WNCP Response: Yes. Overall, the majority of measures should use SI units.

8. Please clarify the expectation regarding inclusion of Francophone perspectives.

WNCP Response: Canada is a country with two official languages and this linguistic duality provides a context for the infusion of the francophone perspective in the French and English versions. Francophone perspectives must be reflected in both the English and French language versions of resources. It is important that Francophone students see themselves in the resources and that their culture is recognized and respected. Given that Francophone perspectives are imbued in the English language resources, the translated resources should not require more than minor modifications to meet their needs. The intention is to have a French version that is as parallel as possible to the English version.

Adaptation while developing the French language version of resources could include changing English names to French names and modifying the ESL context to make it fit a French Immersion context. The addition of a short extension to or modification of a context could be made. However, this must be kept to a minimum in order not to affect French resource development time lines and to not affect the resource development costs or retail price of the resources.

It should be noted that Francophones in western Canada include people from a variety of countries around the world, such as France, Sénégal, Congo, Rwanda,

Vietnam, and that French Canadians do not necessarily come from Québec, nor do they always associate with the Québec culture.

Both English and French language versions of the resources must contain images, contexts, scenarios, questions and problems that are related to the “Francophonie” of Western and Northern Canada as well as the world.

Opportunities:

- **The growth of the Francophone community in Western and Northern Canada has been studied extensively in the past few years. Newspaper articles, Internet and Statistics Canada provide a wealth of information on the subject. Francophone schools have also seen tremendous growth in the past 20 years.**
- **In the past and in the present, Francophones from around the world have brought significant contributions to the development of mathematics, such as the SI (metric system), Cartesian Plane (Descartes), Pascal’s triangle, probability study, etc.**
- **Authentic contexts can include using Francophone towns for distance problems, as well as using real working francophone people (as well as others) to feature careers in the trades etc.**
- **Each jurisdiction’s Francophone association manages a Web site containing information on their history, activities and adult and youth organizations. A list is available upon request.**