

*Éducation,
Enseignement
supérieur
et Recherche*

Québec 

MINISTÈRE DE L'ÉDUCATION,
DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE

INSTRUCTIONAL MATERIALS APPROVED
FOR
PRESCHOOL AND
ELEMENTARY LEVELS

Instructional Packages

2017-2018

Québec Education Program

Bureau d'approbation du matériel didactique
Direction des ressources didactiques

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Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, 2017

The information in this list was up to date as at August 22, 2017.

COMITÉ-CONSEIL SUR L'ÉVALUATION DES RESSOURCES DIDACTIQUES

The *Comité-conseil sur l'évaluation des ressources didactiques* (CCERD) is a consulting committee that plays a role in approving instructional materials through the following mandates that were assigned to it by the Minister:

- to recommend the Minister's approval of instructional materials, based on analyses carried out by the BAMD
- to advise the Minister on any matter related to the evaluation, approval, implementation and review of instructional materials

The CCERD is made up of thirteen members appointed by the Minister. Nine of these are associated with the education system (French and English sectors; public and private sectors; elementary and secondary levels), one member is from the university community, two members are parents of students and one member represents the publishing companies affiliated with l'Association nationale des éditeurs de livres (ANEL).

ALLOTMENT OF RESPONSIBILITIES

The rights and responsibilities of school boards, of private schools and of the Minister with respect to instructional materials used in the schools are defined in the *Education Act*.

According to the *Education Act*, the Minister ["may draw up a list of textbooks and instructional material or classes of instructional material approved by him"] (R.S.Q., c. I-13.3, s. 462).

The school board or private school ["shall ensure that only the textbooks, instructional material or class of instructional material approved by the Minister"] are used for the teaching of any program of studies established by the Minister (R.S.Q., c. I-13.3, s. 230 and c. E.-9.1, s. 35). Since the list of approved instructional materials includes only "*basic instructional materials*," the obligation applies to this type of materials only.

"The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned and after consulting with the governing board in the case of proposals under subparagraph 3,...

(3) in accordance with this Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies." (R.S.Q., c. I-13.3, s. 96.15.)

"Students other than those enrolled in adult education have a right to the free use of textbooks and other instructional material required for the teaching of programs of studies until the last day of the school calendar of the school year in which they reach 18 years of age, or 21 years of age in the case of handicapped persons within the meaning of the Act to secure the handicapped in the exercise of their rights (c. E-20.1). Each student shall have the personal use of the textbook chosen pursuant to section 96.15 for each compulsory and elective subject in which the student receives instruction." (R.S.Q., c. I-13.3, s. 7.)

DEFINITIONS

The Education Act states that the Minister may approve works that are indispensable to preschool, elementary and secondary education, works which correspond to what is known as "basic materials" and which include instructional packages and reference works for classroom use.

INSTRUCTIONAL PACKAGES

An instructional package consists of a number of tools, including a printed textbook for students and a printed or electronic teacher's guide. It may also include other electronic elements.

The instructional package is designed specifically for teaching and learning, and is considered a support, mediation and reference tool. It should also aim to expand students' cultural horizons and promote social values.

It should form a coherent package based on the broad areas of learning and present suggestions for developing cross-curricular competencies. The textbook and the teacher's guide should cover the entire program for a subject, or several subjects in the case of cross-curricular learning.

REFERENCE WORKS FOR CLASSROOM USE

The following reference works, which are used on a regular basis in the classroom, are also considered basic materials: dictionaries, grammars and atlases .

OTHER CLASSES OF INSTRUCTIONAL MATERIALS

Works that are not considered basic instructional materials for classroom use may be used without the specific approval of the Minister. Thus, complementary material (which covers only certain objectives of a program), as well as most reference works, literary works, songbooks or musical repertoires are not subject to approval by the Minister. Each school board must put into place its own means of evaluating and selecting these materials.

Despite the fact that exercise books may be used daily in the classroom, henceforth they will not be considered basic materials and thus are not subject to approval by the Minister. Consequently, they are neither endorsed nor prohibited by him. As with all complementary materials, each school board is responsible for analyzing them as necessary and for making the decision as to whether or not these materials are relevant to its students. "Instructional packages" approved by the Minister are complete in themselves and include sufficient exercises to eliminate the need for separate exercise books. In public school teaching, students have the right to free instructional materials, but this right "does not extend to materials in which student write, draw or cut things out." (R.S.Q., c. I-13.3, s. 7.)

1 EVALUATION CRITERIA

1.1 Pedagogical aspects

The instructional materials should be consistent with the requirements of the Québec Education Program. Six criteria are used to evaluate instructional materials from a pedagogical standpoint:

CRITERION 1

Consistency of the conception of learning and the proposed pedagogical approaches with the requirements of the competency-based approach, as presented in the Québec Education Program

This criterion is met when the materials satisfy the requirements of a competency-based approach. The conception of learning and the proposed pedagogical approaches should be defined in simple, accessible language.

CRITERION 2

Consistency of the treatment of the content with the orientations and prescribed elements of the Québec Education Program

This criterion is met when the treatment of the content is consistent with the orientations and prescribed elements of the Québec Education Program.

CRITERION 3

Consistency of the evaluation of learning with the competency-based approach

This criterion is met when the activities involved in the evaluation of learning contribute to competency development.

CRITERION 4

Contribution to expanding cultural horizons and improving the quality of language

This criterion is met when the materials include cultural references of high quality and ways to help students use proper language.

CRITERION 5

Accuracy of the content of the instructional materials

This criterion is met when the content is accurate, objective and current. Objectivity involves providing documented explanations or interpretations of any given phenomenon, fact or observation, or indicating reservations where appropriate.

CRITERION 6

Quality of pedagogical methods

This criterion is met when the materials include elements that foster and facilitate teaching and learning.

1.2 Sociocultural Aspects

The materials should adequately represent the diversity of Québec society and be free of any form of discrimination.

Criterion

Democratic and pluralistic representation of society

This criterion is met when:

- minority groups are fairly represented (25 per cent)
- relations between males and females are egalitarian
- individual and social traits are represented in a varied, nonstereotypical manner
- people belonging to minority groups are shown in interaction with others in everyday situations
- the text is written in an inclusive, nonsexist way

1.3 Material Aspects

In terms of their material quality, the instructional materials should meet a number of requirements established from the user's standpoint. These requirements are grouped under the following criterion:

Criterion

Quality of the materials

This criterion is met when:

- the cover and binding of the students' textbook are durable
- the complementary materials are durable
- the presentation of the materials is suitable
- information can be found easily
- the text is legible and the illustrations are clear

1.4. Advertising Aspects

The instructional materials should be free of any form of advertising.

Criterion

Total absence of product placement

This criterion is met when:

- the materials are free of any form of promotion encouraging the purchase of certain products
- the materials are free of any form of promotion by the publisher

1.5. Confessional Aspects

The instructional materials should respect moral and religious values.

1.6. Conventional Aspects

The instructional materials should be consistent with:

- standard language usage
- the rules and conventions related to place names
- health and safety rules
- the rules and conventions related to the International System of Units and other such standards

PERIOD OF APPROVAL

Instructional Packages

The approval of instructional packages remains valid as long as the program is in effect. The period of approval may be limited, however, when it is desirable to update the information contained in the material.

Reference Works for Classroom Use

Reference works for classroom use such as dictionaries are approved for a period of 7 years.

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Elementary Cycle One**Close to me, Cycle One © 2009**

File 2009-0605

	APPROVED COMPONENTS	PAGES
Carrières, A., Lauzon, V. Les Éditions CEC inc.	Student Textbooks (2) Teaching Guides ©2011 (2)	180

Collection Close to me

Approved on October 3, 2012

Elementary Cycle Two**Around us, Cycle Two © 2009**

File 2009-0606

	APPROVED COMPONENTS	PAGES
Cardinal, É., Lacoste, É. Les Éditions CEC inc.	Student Textbooks (2) Teaching Guides ©2011 (2)	208

Collection Around us

Approved on January 31, 2012

Elementary Cycle Three**Symphony, Cycle Three © 2010**

File 2009-0604

	APPROVED COMPONENTS	PAGES
Cloutier, L., St-Jacques, P. Groupe Modulo inc.	Student Textbooks (2) Teaching Guides ©2011 (2)	132

Collection In Harmony

Approved on May 23, 2011

Elementary Cycle Two

Places in Time, Cycle Two © 2007

File 2006-0606

	APPROVED COMPONENTS	PAGES
Coderre, C. et al.	Student Textbooks (booklets) (8)	368
Les Éditions de la Chenelière inc.	Teaching Guides ©2008 (2)	
<u>TC Média Livres inc. (Chenelière Éducation)</u>		

Collection Places in Time

Approved on March 11, 2008

Elementary Cycle Three

Places in Time, Cycle Three © 2007

File 2006-0607

	APPROVED COMPONENTS	PAGES
Leblanc, G. et al.	Student Textbooks (booklets) (8)	368
Les Éditions de la Chenelière inc.	Teaching Guides ©2008 (2)	
<u>TC Média Livres inc. (Chenelière Éducation)</u>		

Collection Places in Time

Approved on March 18, 2008

Elementary Cycle One

Nelson Mathematics, Cycle One © 2008

File 2007-0602

	APPROVED COMPONENTS	PAGES
Small, M. et al.	Québec Supplement (Québec Education Program)	
Nelson - A Thomson Company Ltd	Student Textbooks (2) Teaching Resources (2)	284

Collection Nelson Mathematics
Approved on November 20, 2007

Elementary Cycle Two

Addison Wesley Math Makes Sense, Cycle Two © 2005

File 2004-0603

	APPROVED COMPONENTS	PAGES
Morrow, P. et al.	CD-ROMs (2)	
Pearson Education Canada	Québec Supplement (Québec Education Program) Student Textbooks (2) Teaching Guides (2)	872

Collection Addison Wesley Mathematics
Makes Sense
Approved on May 31, 2005

Nelson Mathematics, Cycle Two © 2004

File 2004-0600

	APPROVED COMPONENTS	PAGES
Small, M. et al.	Québec Supplement (Québec Education Program) ©2005	
Nelson - A Thomson Company Ltd	Student Textbooks (2) Teaching Resources (2)	798

Collection Nelson Mathematics
Approved on June 28, 2005

Elementary Cycle Three

Nelson Mathematics, Cycle Three © 2008

File 2007-0600

	APPROVED COMPONENTS	PAGES
Small, M. et al.	Québec Supplement (Québec Education Program)	
Nelson - A Thomson Company Ltd	Student Textbooks (2)	907
	Teaching Resources (2)	

Collection Nelson Mathematics

Approved on October 16, 2007

Elementary Cycle Two**Adventure, Expeditions Into Science and Technology, Cycle Two © 2008**

File 2006-0604

	APPROVED COMPONENTS	PAGES
Belley, G. et al.	Student Textbooks (2)	235
Lidec inc.	Teacher Guide	

Collection Adventure

Approved on April 30, 2008

Science-tech, Cycle Two © 2007

File 2006-0605

	APPROVED COMPONENTS	PAGES
Pelland, R. et al.	Student Textbooks (2)	
Éditions Grand Duc	Teaching Guides (4)	

Collection Science-tech

Approved on November 7, 2007

Elementary Cycle Three**Adventure, Expeditions Into Science and Technology, Cycle Three © 2009**

File 2007-0604

	APPROVED COMPONENTS	PAGES
Bouchard, R. et autres	Student Textbooks (2)	298
Lidec inc.	Teacher Guide	

Collection Adventure

Approved on July 1, 2009

Elementary Cycle Three

Science-Tech, Cycle Three © 2008

File 2007-0601

	APPROVED COMPONENTS	PAGES
Leroux, D.Y. et al.	Student Textbooks (2)	282
Éditions Grand Duc	Teaching Guides (4)	

Collection Science-tech

Approved on November 3, 2008

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LIST OF PUBLISHERS AND DISTRIBUTORS

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Éditions Grand Duc 955, rue Bergar	Laval (Québec)	H7L 4Z6	514 334-8466 Fax : 514 334-8387
Groupe Modulo inc. 5800, rue Saint-Denis, bureau 900	Montréal (Québec)	H2S 3L5	514 273-1066 Fax : 514 276-0324
Les Éditions CEC inc. 9001, boulevard Louis-H.-La Fontaine	Anjou (Québec)	H1J 2C5	514 351-6010 Fax : 514 351-3534
Les Éditions de la Chenelière inc. See TC Média Livres inc. (Chenelière Éducation)			
Lidec inc. 4350, avenue de l'Hôtel-de-Ville	MONTRÉAL (Québec)	H2W 2H5	514 843-5991 Fax : 514 843-5252
Nelson - A Thomson Company Ltd 1120 Birchmount Road	Scarborough (Ontario)	M1K 5G4	416 752-9100 Fax : 416 752-9812
Pearson Education Canada 26 Prince Andrew Place	Don Mills (Ontario)	M3C 2T8	416 447-5101 Fax : 416 443-0948
TC Média Livres inc. (Chenelière Éducation) 5800, rue Saint-Denis, bureau 900	Montréal (Québec)	H2S 3L5	514 273-1066 Fax : 514 276-0324

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