

MINISTÈRE DE L'ÉDUCATION

INSTRUCTIONAL MATERIALS APPROVED
FOR
SECONDARY LEVEL

Reference Works

2021-2022

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Ministère de l'Éducation, 2022

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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, 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. 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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**REFERENCE WORKS :
DICTIONARIES**

FRANÇAIS, LANGUE SECONDE

Secondary Cycle Two

Harrap's - Dictionnaire pratique français-anglais, anglais-français © 2010

File 2016-0002

APPROVED COMPONENT

PAGES

En collaboration

738

Larousse

Hachette Canada

ISBN : 978 0245 50977 3

Approved on July 11, 2016

Note : This material is not in complete conformity with its Québec adaptation.

APPENDIX 1

TITLES INDEX

H

Harrap's - Dictionnaire pratique français-anglais, anglais-français

1

APPENDIX 2

LIST OF PUBLISHERS AND DISTRIBUTORS

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Hachette Canada

9001, boulevard de l'Acadie, bureau 1002

Montréal (Québec)

H4N 3H5

514 382-3034

Fax : 514 381-5088

Larousse

See Hachette Canada

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