

RESOLUTION 2021-04

REQUEST TO REVISE AND IMPROVE THE SECONDARY III AND SECONDARY IV HISTORY OF QUEBEC AND CANADA CURRICULUM

WHEREAS Actions # 10, 11, 16, and 17 of *Racism in Québec: Zero Tolerance - the Report of the Groupe d'Action contre le racisme* (GACR) issued in December 2020* must be reflected in the content of the curriculum offered; and

WHEREAS the *Québec Education Program - Secondary School Education - History of Québec and Canada Secondary III and IV* (page 7) suggests that: Resources available in the students' immediate surroundings . . . can help them grasp realities that have affected Québec, Canada and even countries around the world. **; and

WHEREAS the present content of the curriculum offered falls woefully short of a fair and balanced presentation of the contributions to the development of Quebec over the centuries by the minority communities including those of the Anglophones, Allophones, Indigenous, Blacks, Jewish, Muslim, and other minority groups; and

WHEREAS the approved textbooks *Reflections.qc.ca Origins to 1840* for Secondary III and *Reflections.qc.ca 1840 to Our Times* for Secondary IV are both weak uninspired translations from the French and contain historical inaccuracies verified and proclaimed by many respected historians in the field; and

WHEREAS “those who cannot remember the past are condemned to repeat it” (George Santayana);

THEREFORE, BE IT RESOLVED that the Quebec Federation of Home and School Associations Inc. strongly recommends to the Minister of Education of Québec:

- that immediate action be undertaken to provide supplementary e-materials to teachers and students of Secondary III and Secondary IV that provide a fair and balanced presentation of the contributions to the development of Québec over the centuries by the minority communities including those of the Anglophones, Allophones, Indigenous, Blacks, Jewish, Muslim, and other minority groups;
- that immediate action be undertaken to ensure that the implementation of Actions # 10 and 17 of the *GACR Report** is begun in earnest in the schools of Québec;
- that immediate action be undertaken to begin the process for the revision of the content of the curriculum of the History of Québec and Canada course offered in Secondary III and Secondary IV ;

- that immediate action be undertaken to begin the revision of the textbooks *Reflections.qc.ca Origins to 1840* for Secondary III and *Reflections.qc.ca 1840 to Our Times* for Secondary IV.

- that immediate action be undertaken for the inclusion of the exploration of local history as part of the content of the curriculum of the History of Québec and Canada course offered in Secondary III; ** and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations Inc. strongly recommends to the Minister of Higher Education of Québec:

- that immediate action be undertaken to ensure that the implementation of Actions # 11 and 16 of the *GACR Report** is begun in earnest in the faculties of education of Québec.

* “Action No. 10 Include racism and discrimination issues throughout the school curriculum. Action No. 11 Include the theme of racism in the mandatory courses for initial teacher training. Action No. 16 Make the history and current realities of Québec’s Indigenous peoples a mandatory part of initial teacher training. Action No. 17 Change the academic curriculum at the primary and secondary levels to update concepts related to the history, cultures, heritage and current realities of Indigenous peoples in Québec and Canada and their impact on society.”

** “Other relevant resources may be used in addition to ICT. Resources available in the students’ immediate surroundings, such as those showcased by their local history society, their municipal or community administration, or eyewitness accounts by older people, can help them grasp realities that have affected Québec, Canada and even countries around the world. Visits to libraries, museums and archives may also help students to gain a better understanding of history. The staff at these institutions can guide students and enable them to enrich their knowledge of the past. Indeed, these individuals embody the concern to preserve the memory of a society.”
