

# GGR-5101-2

## Regional Geography of Québec 1

### Regional Geography of Québec





**GGR-5101-2****Regional Geography of Québec 1  
Population and Economy****Headings**

The *Regional Geography of Québec 1* course is presented under the following nine headings, preceded by background information.

Headings
Introduction
Subject-Specific Competencies
Research Process
Cross-Curricular Competencies
Subject-Specific Content
Broad Areas of Learning
Example of Elements of a Learning Situation
End-of-Course Outcomes
Evaluation Criteria for Subject-Specific Competencies

## **Municipal and Regional Organization of Québec**

The province of Québec is divided into administrative regions defined by the Québec government. The administrative regions are the primary territorial divisions within the provincial borders. The number of regions has changed since the boundaries were first drawn in 1966. The initial ten regions were reconfigured to sixteen in 1987 and then seventeen in 1997.

As noted on the Québec Portal website, administrative regions differ from one another on a number of fronts, such as geography and natural resources, inhabitable and economically exploitable land, and the industries they support. They provide services to citizens on a territorial basis (e.g. regional road projects, forestry activities on public land, and the issuing of certain licenses).

Each administrative region is divided into regional county municipalities (RCMs), made up of local municipalities. Local municipalities are responsible for such things as public safety, local roads, and water and sewer systems management. RCMs are primarily intermunicipal consultative bodies for issues related to land use planning or waste management.

Administrative structures are regularly reviewed to ensure they satisfy regional needs.

## INTRODUCTION

The aim of the *Regional Geography of Québec 1* course is to help adult learners gain an understanding of an administrative region of Québec from a spatial perspective through the study of two themes: *Population* and *Economy*. Each theme is defined in terms of a designated focus, concepts, geographical knowledge, knowledge to be acquired and cultural references. It contains two objects of study: the organization of an administrative region and an issue at play in an administrative region.

By the end of the course, adult learners will be able to understand the organization of an administrative region of Québec and interpret issues affecting it.

## SUBJECT-SPECIFIC COMPETENCIES

The aim of the *Regional Geography of Québec 1* course is to develop the following two subject-specific competencies:

1. *Understands the organization of an administrative region*
2. *Interprets an issue at play in an administrative region*

The following table lists the key features of each of the subject-specific competencies. The manifestations of the key features are presented in Chapter 3.

**Table 3 – Key Features of Subject-Specific Competencies (GGR-5101-2)**

Competency 1 Understands the organization of an administrative region	Competency 2 Interprets an issue at play in an administrative region
<ul style="list-style-type: none"> <li>▪ Deconstructs landscapes</li> <li>▪ Grasps the meaning of human actions with regard to the organization of the territory</li> <li>▪ Uses cartographic language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies an issue</li> <li>▪ Analyzes an issue</li> <li>▪ Forms an opinion</li> </ul>

## **RESEARCH PROCESS**

When interpreting an issue at play in an administrative region from the perspective of the particular theme under consideration, adult learners employ this research process. First, they familiarize themselves with the issue; then they collect and process data and analyze and interpret the results; and finally, they communicate their research results. Adult learners may revisit any of the steps in the process (described in Appendix 1) at any time.

In this context, adult learners may be asked to use different types of media, such as maps, photographs or other documents related to the administrative region, to make observations, compile data, make diagnoses and identify trends.

## **CROSS-CURRICULAR COMPETENCIES**

All the cross-curricular competencies may be used to varying degrees in the different learning situations. The applicability of *Uses information*, *Solves problems*, *Exercises critical judgment* and *Adopts effective work methods* is readily apparent.

## **SUBJECT-SPECIFIC CONTENT**

The content of the *Regional Geography of Québec 1* course focuses on the following themes:

1. *Population*
2. *Economy*

## A. Knowledge

Each theme is introduced by a short text, a diagram and a table indicating the knowledge to be acquired. The compulsory elements of the subject-specific content are presented in the following table.

**Table 4 – Compulsory Elements of the Subject-Specific (GGR-5101-2)**

Compulsory Elements		Theme	
		Population	Economy
<b>Designated Focus</b>		Population vitality	Diversity of resources
<b>Objects of Study</b>		Sociodemographic organization	Economic organization
		Dealing with the aging of the population	Developing the regional economy
<b>Concepts</b>	<b>Common</b>	Community – Interrelation – Territory	
	<b>Specific</b>	<ul style="list-style-type: none"> <li>- Composition</li> <li>- Distribution</li> <li>- Evolution</li> <li>- Services</li> </ul>	<ul style="list-style-type: none"> <li>- Economic structure</li> <li>- Entrepreneurship</li> <li>- Natural resources</li> <li>- Workforce</li> </ul>
<b>Geographical Knowledge</b>		<ul style="list-style-type: none"> <li>- Citizen involvement</li> <li>- Location and natural environment</li> <li>- Migration</li> <li>- Natural increase</li> <li>- Population structure</li> <li>- Rural and urban populations</li> <li>- Social profile</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution of business activities</li> <li>- Economic activities</li> <li>- Economic development</li> <li>- Infrastructure</li> <li>- Location and natural environment</li> <li>- Standard of living</li> <li>- Technological research and innovation</li> <li>- Workforce profile</li> </ul>
<b>Cultural References</b>		The use of cultural references is compulsory. However, teachers are not obliged to use the examples presented in the program.	

## POPULATION

---

The population occupies an area to which it gives a particular meaning and organization. The theme *Population* is examined with a focus on population vitality. To understand the sociodemographic organization of a territory, it is important to consider the evolution, composition and distribution of the population, and the services available. To understand the organization of a territory and interpret an issue at play in that region, adult learners must first consult maps that cover the whole of Québec, followed by maps of the administrative regions. The use of different scales of analysis enables adult learners to identify the characteristics of the region under consideration, of a different region or of Québec as a whole.

Having reached eight million in 2011, Québec's population continues to grow. Over the past few decades, the province has experienced a low birth rate. Although its death rate has also decreased, the rate of natural increase remains below the generational replacement level, which is cause for concern. However, there was an increase in the number of births after the year 2000, particularly between 2005 and 2008.

On the other hand, Québec has positive net migration. While immigrants to Québec were once primarily European in origin, today they come from all over the world. Depending on where they choose to settle, they may have a significant impact on the overall population of certain regions.

Meanwhile, internal migration—from countryside to city and from outlying areas to central regions—remains a major concern. Many rural regions and small or medium-sized towns are seeing young adults migrating to larger urban agglomerations. Such migration, due mainly to educational and jobs opportunities, result in imbalances between territories that are experiencing growth and those that are in decline. The declining role of the birth rate and increasing contribution of migration to population growth demonstrates the importance of this phenomenon in recent decades.

Aside from a few dozen isolated northern villages, Québec's population is distributed between outlying areas and central regions. The outlying areas consist of a block of territories with similar characteristics, such as more rugged terrain, relatively recent settlement, an economy based on natural resources and lower population density. The central regions, on the other hand, tend to have a flatter terrain, a milder climate, a higher population density and a more diversified economy. Major cities such as Montréal, the province's metropolis, and Québec City, the capital, are located in central regions.

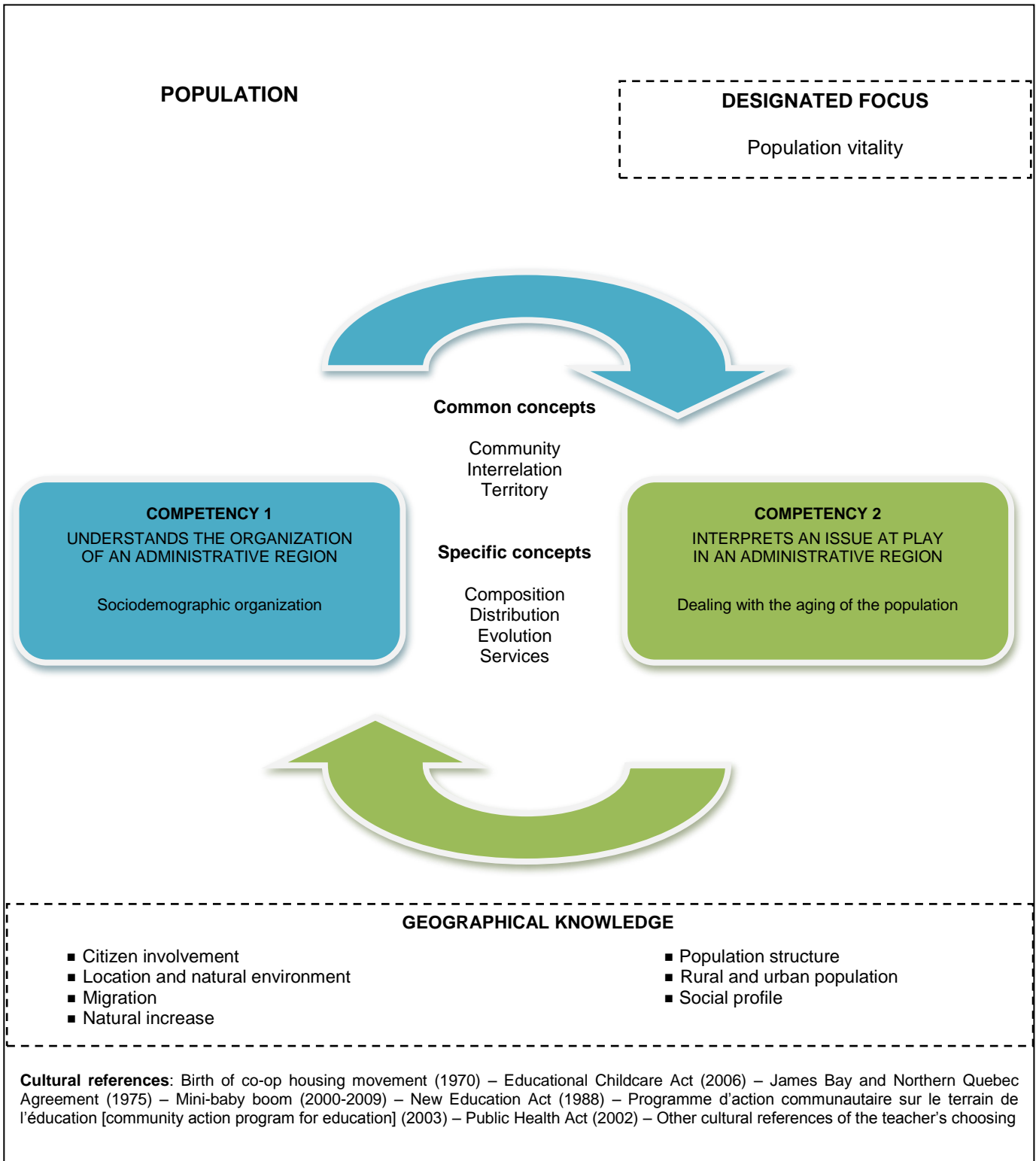


The provincial government is responsible for education and health services, which are available to all Quebecers despite regional disparities in population distribution. The decentralization of service delivery represents an opportunity for local and regional communities to take charge.

The vitality of a community is reflected in the level of citizen involvement. The region forms the baseline territory in which people live and work on a daily basis. Many regional associations develop around different areas of interest: sports, leisure, employment, housing, the environment and so on. A population's sense of belonging is enhanced through the sharing of resources. This sense of belonging also leads people to demand that authorities meet the needs of the community and ensure the region's development. Such vitality contributes to the population's quality of life and local democracy. There are also more formal ways of participating in democracy in all areas of community life, such as by serving on a hospital's board of directors or on a local council.

The population of every administrative region experiences fluctuations that raise concerns and may lead to changes in the community. How can natural elements influence a population's distribution? How can the generational replacement level be achieved? What steps need to be taken to achieve positive net migration? How can a community deal with the changes brought about by internal and external migration? What are the respective roles of the provincial government, the RCMs, local municipalities, businesses, citizens and other players in a region's sociodemographic organization?

The preceding text provides an overview of the theme under consideration. The following diagram shows the relationship between the competencies and the subject-specific content. Adult learners are expected to understand sociodemographic organization in terms of population vitality and to interpret the issue *Dealing with the aging of the population*.



## Knowledge to Be Acquired

POPULATION
<b>Citizen involvement</b>
<p>a. Opportunities for involvement:</p> <ul style="list-style-type: none"> <li>- Boards or councils</li> <li>- Public consultations</li> <li>- Associations</li> <li>- Community organizations</li> <li>- Other</li> </ul>
<b>Location and natural environment</b>
<p>a. Maps of Québec:</p> <ul style="list-style-type: none"> <li>- Administrative regions</li> <li>- Borders</li> <li>- Regional blocs<sup>1</sup> <ul style="list-style-type: none"> <li>o Resource regions</li> <li>o Manufacturing regions</li> <li>o Urban regions</li> </ul> </li> <li>- Main cities or towns in each administrative region of Québec</li> <li>- Population distribution</li> <li>- Physiographic regions</li> <li>- Climatic zones</li> <li>- Vegetation zones</li> <li>- Watersheds</li> <li>- Natural risk zones</li> <li>- Protected areas</li> <li>- Other</li> </ul>
<p>b. Maps of the administrative region under consideration:</p> <ul style="list-style-type: none"> <li>- RCMs</li> <li>- Main cities or towns</li> <li>- Academic institutions</li> <li>- Health and social services institutions</li> <li>- Other</li> </ul>
<p>c. Characteristics of natural elements:</p> <ul style="list-style-type: none"> <li>- Physiographic regions and relief</li> <li>- Climate</li> <li>- Vegetation</li> <li>- Hydrography</li> </ul>
<p>d. Natural disasters</p>
<p>e. Protected areas</p>

<sup>1</sup> See Ministère des Finances et de l'Économie, *Portrait économique des régions du Québec*. Québec: 2013, 6. (French only)

f. Relationship between the environment and population distribution
g. Sustainable development
<b>Migration</b>
<p>a. Migration:</p> <ul style="list-style-type: none"> <li>- International migration</li> <li>- Interprovincial migration</li> <li>- Interregional migration</li> <li>- Explanatory factors</li> <li>- Consequences</li> </ul>
<p>b. Population indicator:</p> <ul style="list-style-type: none"> <li>- Net migration</li> </ul>
c. Trends
<b>Natural increase</b>
a. Population: growth or decline
<p>b. Population indicators:</p> <ul style="list-style-type: none"> <li>- Rate of natural increase</li> <li>- Life expectancy</li> <li>- Replacement level</li> <li>- Demographic dependency ratio</li> <li>- Other indicators</li> </ul>
c. Trends
<b>Population structure</b>
a. Age pyramid
b. Population distribution by age group
<b>Rural and urban populations</b>
a. Population distribution within the territory
b. Characteristics
c. Trends

<b>Social profile</b>
<p>a. Health:</p> <ul style="list-style-type: none"><li>- Health of the population</li><li>- Services<ul style="list-style-type: none"><li>o Institutions</li><li>o Programs</li><li>o Organizations</li></ul></li></ul>
<p>b. Education:</p> <ul style="list-style-type: none"><li>- Schooling<ul style="list-style-type: none"><li>o Level of education</li></ul></li><li>- Services<ul style="list-style-type: none"><li>o Institutions</li><li>o Programs</li><li>o Organizations</li></ul></li></ul>
<p>c. Income</p>
<p>d. Social indicators:</p> <ul style="list-style-type: none"><li>- Health</li><li>- Level of education</li><li>- Graduation rate</li><li>- Dropout rate</li><li>- Income</li><li>- Home ownership</li><li>- Other indicators</li></ul>

## ECONOMY

---

The economic development of any society is tied to the various resources it possesses. The theme *Economy* is examined with a focus on resource diversity. To understand the economic organization of a territory, it is important to consider the resources, economic structure, workforce and entrepreneurship found there. To understand the organization of a territory and interpret an issue at play in that region, adult learners must first consult maps that cover the whole of Québec, followed by maps of the administrative regions. The use of different scales of analysis enables adult learners to identify the characteristics of the region under consideration, of a different region or of Québec as a whole.

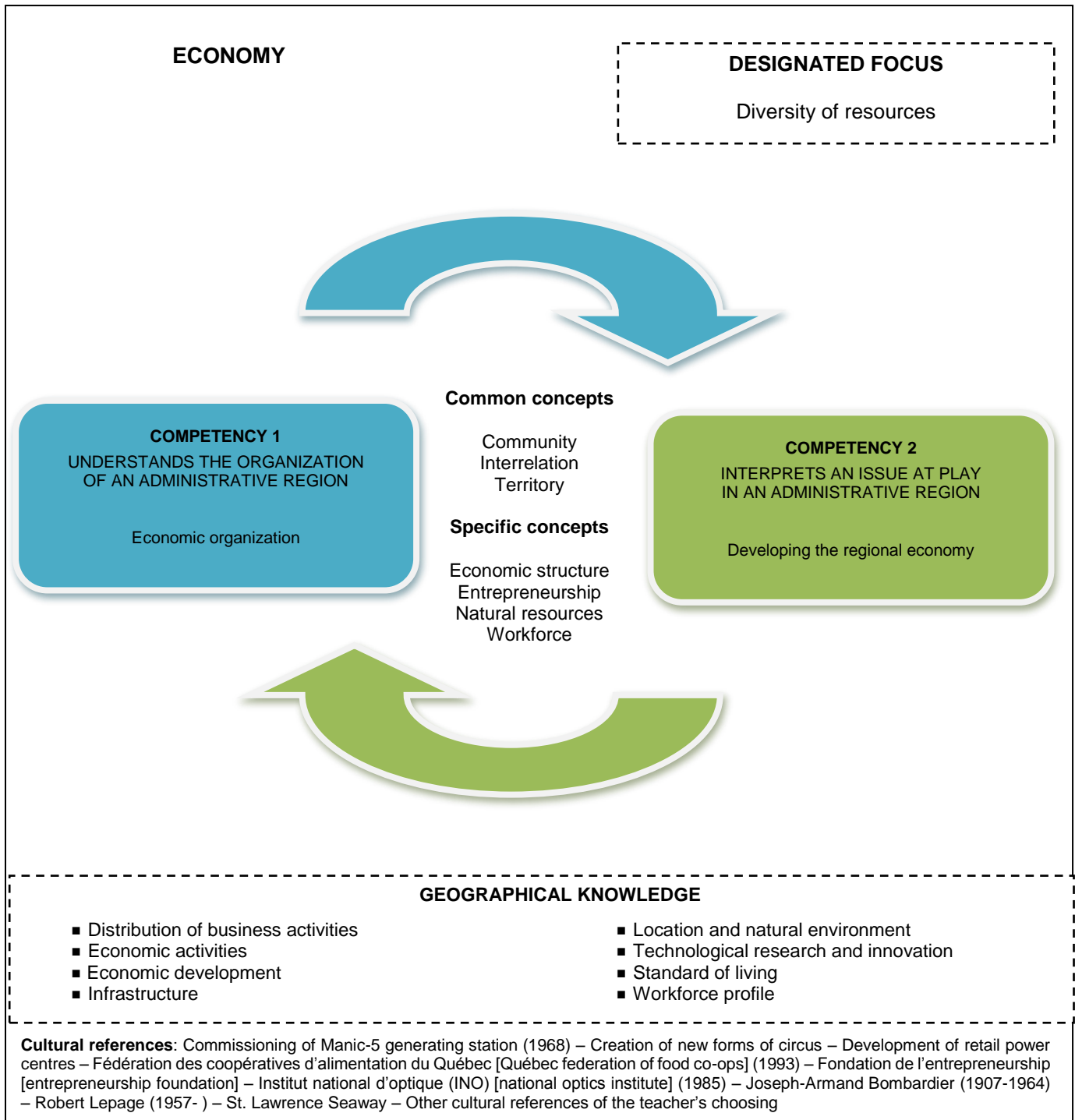
Primary sector economic activities continue to be an important part of a modern economy. This is true, for example, of activities directly related to natural resource exploitation (agriculture, forestry and mining) or water resource exploitation. Activities that involve the processing of natural resources make up the secondary sector. Québec is also very active in industries such as construction, food production, aeronautics and pharmaceuticals.

Meanwhile, tertiary sector activities, also known as the service sector, play a very important role in the economy, especially in urban agglomerations. In addition to government organizations as well as public health and educational institutions, there is a large number of private service providers in finance, insurance, consulting services, etc. Certain organizations are active on the international stage due to recognition of their expertise.

Québec's workforce is an important resource for the economic development of all regions. Indeed, the operability of various processes and technologies contributes to the competitive nature of Québec's economy. Nevertheless, unemployment remains a concern. Of course, unemployment varies depending on the time of year and the sector.

The economy of each of Québec's administrative regions is dependent on its natural and human resources. What types of activities form the basis of a particular region's economy? How are certain economic activities related to the natural elements in the area? How might the administrative region diversify its economy? What is the unemployment rate? How might a need for qualified labour be addressed? What steps have been taken to support entrepreneurship? What policies and strategies have been implemented to attract new businesses? How should the relocation of a business be handled? What are the respective roles of different levels of government, private enterprise, RCMs, local municipalities, citizens and other players in the region's economic organization?

The preceding text provides an overview of the theme under consideration. The following diagram shows the relationship between the competencies and the subject-specific content. Adult learners are expected to understand economic organization in terms of the diversity of resources and to interpret the issue *Developing the regional economy*.



**Knowledge to Be Acquired**

ECONOMY
<b>Distribution of business activities</b>
<p>a. Characteristics:</p> <ul style="list-style-type: none"> <li>- Industrial parks</li> <li>- Other characteristics</li> </ul>
<b>Economic activities</b>
<p>a. Resources</p>
<p>b. Economic activities by sector:</p> <ul style="list-style-type: none"> <li>- Primary <ul style="list-style-type: none"> <li>o Direct development of natural resources <ul style="list-style-type: none"> <li>▪ Agriculture</li> <li>▪ Forestry</li> <li>▪ Mining</li> <li>▪ Fishing</li> </ul> </li> </ul> </li> <li>- Secondary <ul style="list-style-type: none"> <li>o Processing industry <ul style="list-style-type: none"> <li>▪ Agri-food</li> <li>▪ Mining</li> <li>▪ Forestry</li> <li>▪ Pharmaceuticals</li> <li>▪ Aeronautics</li> <li>▪ Other industries</li> </ul> </li> </ul> </li> <li>- Tertiary <ul style="list-style-type: none"> <li>o Services <ul style="list-style-type: none"> <li>▪ For households <ul style="list-style-type: none"> <li>• Retail</li> <li>• Accommodation</li> <li>• Other services</li> </ul> </li> <li>▪ Public <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Health</li> <li>• Electricity</li> <li>• Other services</li> </ul> </li> <li>▪ Economic drivers <ul style="list-style-type: none"> <li>• Financial services</li> <li>• Wholesale</li> <li>• Professional services</li> <li>• Administrative services</li> <li>• Other services</li> </ul> </li> </ul> </li> </ul> </li> </ul>



<p>c. Industrial structure:</p> <ul style="list-style-type: none"> <li>- Industrial diversity</li> <li>- Number of businesses per industry sector</li> <li>- Employment in main industry sectors</li> <li>- Employment in manufacturing sectors</li> <li>- Employment in main service sectors</li> <li>- Other</li> </ul>
<b>Economic development</b>
a. Economic development players
<p>b. Indicators:</p> <ul style="list-style-type: none"> <li>- Economic development index <ul style="list-style-type: none"> <li>o Components <ul style="list-style-type: none"> <li>▪ Demographics</li> <li>▪ Labour market</li> <li>▪ Income</li> <li>▪ Education</li> </ul> </li> </ul> </li> <li>- Gross domestic product (GDP)</li> <li>- Productivity</li> <li>- Household income per capita</li> <li>- Government transfers</li> <li>- Other indicators</li> </ul>
c. Types of energy
<p>d. Investment:</p> <ul style="list-style-type: none"> <li>- Levels of government</li> <li>- Private enterprise</li> <li>- Other types of investment</li> </ul>
e. Residential and industrial construction
<p>f. Development of new businesses:</p> <ul style="list-style-type: none"> <li>- Niches of excellence</li> </ul>
g. Prospects
<b>Infrastructure</b>
<p>a. Types of infrastructure:</p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Health</li> <li>- Transportation <ul style="list-style-type: none"> <li>o Maritime and inland waterway</li> <li>o Rail</li> <li>o Air</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Road</li> <li>- Other types of infrastructure</li> </ul>
<b>Location and natural environment</b>
<p>a. Maps of Québec:</p> <ul style="list-style-type: none"> <li>- Outlying areas and central regions<sup>2</sup></li> <li>- Regional blocs<sup>3</sup> <ul style="list-style-type: none"> <li>○ Resource regions</li> <li>○ Manufacturing regions</li> <li>○ Urban regions</li> </ul> </li> <li>- St. Lawrence River</li> <li>- Other</li> </ul>
<p>b. Maps of the administrative region under consideration:</p> <ul style="list-style-type: none"> <li>- Sites of natural resource development</li> <li>- Principal companies per sector <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Tertiary</li> </ul> </li> <li>- Industrial parks, if any</li> <li>- Other</li> </ul>
c. Characteristics of natural elements
d. Relationship between natural environment, resources and economic activities
e. Sustainable development
<b>Standard of living</b>
a. Gross domestic product per capita
b. Employment income per capita
<p>c. Government transfers:</p> <ul style="list-style-type: none"> <li>- Employment insurance benefits</li> <li>- Parental insurance benefits</li> <li>- Other government transfers</li> </ul>

<sup>2</sup> See Dugas, Clermont, *Les régions périphériques. Défi au développement du Québec*. Québec: Presses de l'Université du Québec, 1983, XII.

<sup>3</sup> See Ministère des Finances et de l'Économie, *Portrait économique des régions du Québec*. Québec: 2013, 6. (French only)

<b>Technological research and innovation</b>
<p>a. Players:</p> <ul style="list-style-type: none"> <li>- Levels of government</li> <li>- Private enterprise</li> <li>- Universities</li> <li>- Other players</li> </ul>
<p>b. Technological innovation:</p> <ul style="list-style-type: none"> <li>- Organization</li> <li>- Business management</li> <li>- Manufacturing process</li> <li>- Marketing</li> <li>- Other innovations</li> </ul>
<b>Workforce profile</b>
a. Employment rate
b. Unemployment rate
<p>c. Workforce:</p> <ul style="list-style-type: none"> <li>- Level of education</li> <li>- Working conditions</li> <li>- Unionization</li> <li>- Other characteristics</li> </ul>
d. Types of jobs in demand
e. Employment hubs

## B. Cultural References

The cultural references suggested in this course are linked to the themes *Population* and *Economy*. They were chosen on the basis of the objects of study to be used in learning situations.

Cultural references may take various forms, such as natural elements, infrastructures, planned development, natural disasters or other major events. Using cultural references enables adult learners to broaden their understanding of Québec as a whole as well as of a particular administrative region, since they examine phenomena that have a significant geographical dimension.

Although the use of cultural references in the classroom is compulsory, the examples provided in the program are not. The teacher may choose other cultural references with input, where appropriate, from adult learners.

Three selection criteria must guide their choices:

- conformity with the objects of study
- consideration of simultaneous consideration of both physical and human elements
- potential use for the purpose of developing both subject-specific competencies

### Suggested Cultural References

<b>Population</b>	<ul style="list-style-type: none"> <li>▪ Birth of co-op housing movement (1970)</li> <li>▪ Educational Childcare Act (2006)</li> <li>▪ James Bay and Northern Québec Agreement (1975)</li> <li>▪ Mini-baby boom (2000-2009)</li> <li>▪ New Education Act (1988)</li> <li>▪ Programme d'action communautaire sur le terrain de l'éducation [community action program for education] (2003)</li> <li>▪ Public Health Act (2002)</li> <li>▪ Other cultural references of the teacher's choosing</li> </ul>
<b>Economy</b>	<ul style="list-style-type: none"> <li>▪ Commissioning of Manic-5 generating station (1968)</li> <li>▪ Creation of new forms of circus</li> <li>▪ Development of retail power centres</li> <li>▪ Fédération des coopératives d'alimentation du Québec [Québec federation of food co-ops] (1993)</li> <li>▪ Fondation de l'entrepreneurship [entrepreneurship foundation]</li> <li>▪ Institut national d'optique (INO) [national optics institute] (1985)</li> <li>▪ Joseph-Armand Bombardier (1907-1964)</li> <li>▪ Robert Lepage (1957- )</li> <li>▪ St. Lawrence Seaway</li> <li>▪ Other cultural references of the teacher's choosing</li> </ul>

## C. Techniques

The study of the themes presented in the *Regional Geography of Québec 1* course requires adult learners to use different techniques. These techniques, presented in Appendix 2, are: interpreting a landscape, making a sketch of a landscape, interpreting and creating a thematic map, interpreting aerial photographs and satellite images, interpreting written documents, interpreting and creating a graph, and interpreting and creating a contingency table.

### **BROAD AREAS OF LEARNING**

Each of the five broad areas of learning—such as *Citizenship and Community Life*—addresses issues and raises questions that may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Citizenship and Community Life* is to encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity. The various elements of the learning situation presented in the next section target this educational aim.

### **EXAMPLE OF ELEMENTS OF A LEARNING SITUATION**

The learning situations presented by the teacher must permit adult learners to understand the organization of an administrative region and to interpret a regional issue. Learning situations place adult learners at the heart of the action, enabling them to develop competencies, construct and effectively apply knowledge and utilize multiple, varied resources. In order for a learning situation to be meaningful, open and complex, it must involve different steps and varied tasks, as reflected in the following example.

## Theme

### Population

<b>PREPARATION</b>	<b>Population Distribution within the Territory of the Capitale-Nationale Region</b> <b>Context</b> Québec's demography is undergoing major changes on a number of levels: the evolution, structure and distribution of the population, as well as the services that need to be provided. These transformations are having repercussions for the demographic and social organization of the Capitale-Nationale region.  Population aging is an issue for the Capitale-Nationale region: in 20 years' time, close to 80 000 of its citizens will be over 65 years old. Is the Capitale-Nationale region equipped to deal with the aging of its population?	
	<b>Pedagogical Aim</b>	To enable adult learners to identify the elements that characterize population distribution within the territory, develop a coherent representation of the distribution, identify the elements that characterize a regional issue, see how they are related to one another and form an opinion on the issue
	<b>Broad Area of Learning</b>	Citizenship and Community Life
	<b>Educational Aim</b>	To encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity
	<b>Cross-Curricular Competencies</b>	Uses information Exercises critical judgment
	<b>Subject-Specific Competencies</b>	Understands the organization of an administrative region <ul style="list-style-type: none"> <li>– Identification of the relevant elements of the organization of the territory</li> <li>– Coherent representation of the organization of the territory</li> </ul> Interprets an issue at play in an administrative region <ul style="list-style-type: none"> <li>– Identification of the relevant elements of the territorial issue</li> <li>– Description of the dynamics of the territorial issue</li> </ul>

ACHIEVEMENT	<p><b>Sample Tasks</b></p> <p><b>Population Distribution within the Territory of the Capitale-Nationale Region</b></p> <p>To develop their understanding of a region's demographic organization, adult learners must perform a series of tasks enabling them first to identify the natural and organizational characteristics of the region and then to develop a coherent representation of its demographic organization. Adult learners may use a variety of resources to carry out the tasks, as reflected in the following examples.</p> <p><b><i>Elements that characterize population distribution within the territory</i></b></p> <p><b>Location and natural environment</b></p> <ul style="list-style-type: none"> <li>▪ Use a map to: <ul style="list-style-type: none"> <li>○ locate the administrative regions of Québec</li> <li>○ identify the major highways</li> <li>○ determine how natural factors influence population distribution within the territory</li> </ul> </li> <li>▪ Use an educational website (interactive or otherwise) to: <ul style="list-style-type: none"> <li>○ locate the major cities and towns of Québec</li> <li>○ locate the physiographic regions of Québec</li> </ul> </li> <li>▪ Use a photograph to: <ul style="list-style-type: none"> <li>○ identify the distinctive features of natural elements in the region</li> <li>○ Identify the signs of human activity on the landscape</li> </ul> </li> </ul> <p><b>Rural and urban populations</b></p> <ul style="list-style-type: none"> <li>▪ Use a table or graph to: <ul style="list-style-type: none"> <li>○ identify the elements that characterize the population of the Capitale-Nationale region with respect to its demographic weight and density</li> <li>○ identify demographic trends in the region</li> </ul> </li> <li>▪ Use written documents to: <ul style="list-style-type: none"> <li>○ identify the factors—other than natural factors—that explain the concentration of people in Québec City</li> <li>○ investigate the reasons key players in the territorial organization of the region are in favour of urban development compatible with the principles of sustainable development</li> <li>○ determine the factors that explain the growth of the population in the Capitale-Nationale region</li> </ul> </li> </ul> <p><b><i>Coherent representation of population distribution in the Capitale-Nationale region</i></b></p> <ul style="list-style-type: none"> <li>▪ Use the documents previously consulted to: <ul style="list-style-type: none"> <li>○ explain the unequal distribution of the population within the territory of the Capitale-Nationale region and identify two consequences, one for the social organization of the territory and the other for the environment</li> </ul> </li> </ul>
-------------	--

ACHIEVEMENT	<p><b>Sample Tasks</b></p> <p><b>Is the Capitale-Nationale region equipped to deal with the aging of its population?</b></p> <p>To develop their interpretation of a regional issue, adult learners must perform a series of tasks enabling them to identify the key features of the issue, see how they are interrelated, examine the various options proposed and their repercussions, and form an opinion. Adult learners may use a variety of resources to carry out the tasks, as reflected in the following examples.</p> <p><b><i>Elements that characterize a regional issue</i></b></p> <ul style="list-style-type: none"> <li>▪ Use a table or graph to: <ul style="list-style-type: none"> <li>○ identify the age groups that may be considered a demographic burden</li> <li>○ identify population distribution trends by age group</li> <li>○ identify population distribution trends in the territory</li> </ul> </li>   <li>▪ Use written documents to: <ul style="list-style-type: none"> <li>○ identify the factors that explain the aging of the population in the Capitale-Nationale region</li> <li>○ determine the consequences of population aging for the territory's social organization: <ul style="list-style-type: none"> <li>• health services</li> <li>• infrastructure</li> <li>• housing</li> </ul> </li> <li>○ identify the groups likely to help meet the population's needs</li> <li>○ explore different points of view</li> </ul> </li> </ul> <p><b><i>Description of the dynamics of the territorial issue</i></b></p> <p>The phenomenon of baby boomers reaching retirement age has resulted in major demographic and social changes on many levels such as in the job market, the housing market and public services. The aging of the population highlights issues that the Capitale-Nationale region must address if it wants to maintain the vitality of its population.</p> <p>The issue is worded as follows:</p> <ul style="list-style-type: none"> <li>○ What action could the Capitale-Nationale region take to deal with the aging of its population and cope with the demographic transition?</li> </ul> <p>In your answer, you must:</p> <ul style="list-style-type: none"> <li>○ identify two actions the Capitale-Nationale region could take to address this issue</li> <li>○ explain how these actions would help: <ul style="list-style-type: none"> <li>• get the citizens of each RCM in the Capitale-Nationale region more involved in the deliberation process</li> <li>• identify possible solutions that would make the demographic transition easier</li> </ul> </li> </ul>
-------------	--



INTEGRATION	<ul style="list-style-type: none"> <li>– <b>Integration</b> <ul style="list-style-type: none"> <li>▪ Have adult learners use a table to note what they have learned as well as the methodology and strategies used and difficulties encountered, and to assess how well they have integrated the knowledge and skills they have acquired with regard to the expected end-of-course outcomes.</li> </ul> </li>   <li>– <b>Application</b> <ul style="list-style-type: none"> <li>▪ Use a variety of documents to: <ul style="list-style-type: none"> <li>○ complete a table summarizing the demographic organization of Québec as a whole</li> <li>○ put together an album of the natural and built landscapes of the Capitale-Nationale region followed by a short text explaining the distinctive features of the region's demographic and social organization</li> </ul> </li> </ul> </li> </ul>
-------------	--

## END-OF-COURSE OUTCOMES

After studying the theme *Population*, adult learners will be able to assess population vitality based on demographic indicators, the availability of services and community vitality. By interpreting an issue at play, adult learners also become aware of how the vitality of the population and the sociodemographic organization of an administrative region are related to one another.

After studying the theme *Economy*, adult learners will be able to understand the diversity of resources and economic activities as well as the importance of entrepreneurship and technological innovation as economic engines. By interpreting an issue at play, adult learners also become aware of how resource diversity and the economic organization of an administrative region are related to one another.

## EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies, teachers base their judgment on four criteria.

The criteria **Identification of the relevant elements of the organization of the territory** and **Coherent representation of the organization of the territory** apply to the competency *Understands the organization of an administrative region*. The criteria **Identification of the relevant elements of the territorial issue** and **Description of the dynamics of the territorial issue** are related to the competency *Interprets an issue at play in an administrative region*.

The following table presents the connections between the competencies and the evaluation criteria.

**Table 5 – Competencies and Evaluation Criteria (GGR-5101-2)**

Competency	Evaluation criteria
<b>Competency 1</b> <b>Understands the organization of an administrative region</b>	<ul style="list-style-type: none"> <li>- Identification of the relevant elements of the organization of the territory</li> <li>- Coherent representation of the organization of the territory</li> </ul>
<b>Competency 2</b> <b>Interprets an issue at play in an administrative region</b>	<ul style="list-style-type: none"> <li>- Identification of the relevant elements of the territorial issue</li> <li>- Description of the dynamics of the territorial issue</li> </ul>



**Éducation  
et Enseignement  
supérieur**

**Québec** 