

GGR-5102-2

Regional Geography of Québec 2

Regional Geography of Québec



GGR-5102-2**Regional Geography of Québec 2
Urbanization and Tourism**

Headings

The *Regional Geography of Québec 2* 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, the administrative regions differ from one another on a number of fronts, such as geography and natural resources, inhabitable and economically useable 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 inter-municipal 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 2* 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: *Urbanization* and *Tourism*. 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.

To assimilate the themes of the *Regional Geography of Québec 2* course, adult learners will need to make connections with the themes explored in *Regional Geography of Québec 1: Population and Economy*.

Indeed, when studying the theme *Urbanization*, it is preferable to already have an overview of the sociodemographic and economic organization of the administrative region under consideration.

When studying the theme *Tourism*, having an overview of the region's economic organization is useful in order to gauge the importance of tourist activity as a part of that organization.

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 2* 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 6 – Key Features of Subject-Specific Competencies (GGR-5102-2)

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"> ▪ Deconstructs landscapes ▪ Grasps the meaning of human actions with regard to the organization of the territory ▪ Uses cartographic language 	<ul style="list-style-type: none"> ▪ Identifies an issue ▪ Analyzes an issue ▪ Forms an opinion

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 2* course focuses on the following themes:

1. *Urbanization*
2. *Tourism*

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 7 – Compulsory Elements of the Subject-Specific (GGR-5101-2)

Compulsory Elements		Theme	
		Urbanization	Tourism
Designated Focus		The influence of cities and towns on regional space	Tourism potential
Objects of Study		Urban organization	Organization of tourism
		Dealing with urban development	Renewing the tourism offer
Concepts	Common	Community – Interrelation – Territory	
	Specific	<ul style="list-style-type: none"> - Attractivity - Centrality - Vitality - Networks 	<ul style="list-style-type: none"> - Marketing - Impacts - Tourism offer - Tourist traffic
Geographical Knowledge		<ul style="list-style-type: none"> - Areas of influence - Attractiveness factors - Location and natural environment - Typology of cities and towns - Urban phenomenon - Urban planning 	<ul style="list-style-type: none"> - Development projects - Forms of tourism - Location and natural environment - Socioeconomic consequences - Tourism development - Tourist attractions - Tourist flow
Cultural References		The use of cultural references is compulsory. However, teachers are not obliged to use the examples presented in the program.	

URBANIZATION

Urbanization is a fundamental territorial migration that shapes regional spaces and is reflected in demographic, functional and spatial growth. The theme *Urbanization* is examined with a focus on the influence of cities and towns on regional space. To understand urban organization, it is important to consider the attractivity and vitality of cities and towns, the centrality of activities and the presence of numerous networks. 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.

Cities and towns are the cornerstones of the organization of regional territories. A city or town's history, size (area), demographic weight and economic diversity are distinctive features that determine its degree of influence in the region. The vitality of a city or town is reflected in its ability to adapt or respond to socioeconomic changes, which may translate into necessary changes in land use, urban planning or the redeployment of networks and infrastructure based on the natural environment. This process enables cities and towns to preserve their role as service hubs and have a positive impact on the organization of regional space.

Cities and large towns are densely populated areas at the centre of different networks. Their centrality is the result of the concentration of people, infrastructure, activities and services, which exercises a certain appeal due to the growing phenomenon of urbanization. On a regional level, urban centres influence the structure of road networks and location of employment hubs.

Cities and towns are organized into a coherent, diversified whole according to hierarchies and networks based on their size and functions. Various typologies may be used to classify them. For example, in terms of size, Québec City and Montréal (together with their suburbs) are the dominant elements in the province's urban landscape, serving respectively as its political capital and its economic metropolis. After these major cities come large or medium-sized cities such as Gatineau, Sherbrooke, Saguenay and Trois-Rivières. There are also many small and very small towns. The economic base of each municipality has a predominant focus, such as commerce, industry, politics or tourism.

Regardless of their size or economic base, many of Québec's cities and towns are affected by urban sprawl. This expansion stems from the fact that a large portion of the population prefers to live in low-density residential areas, generating a dependence on cars. Cities use much more space today than in the past for a similar population. While this phenomenon may have harmful effects on the region—particularly with respect to the environment—it can nevertheless help to revitalize periurban rural areas.

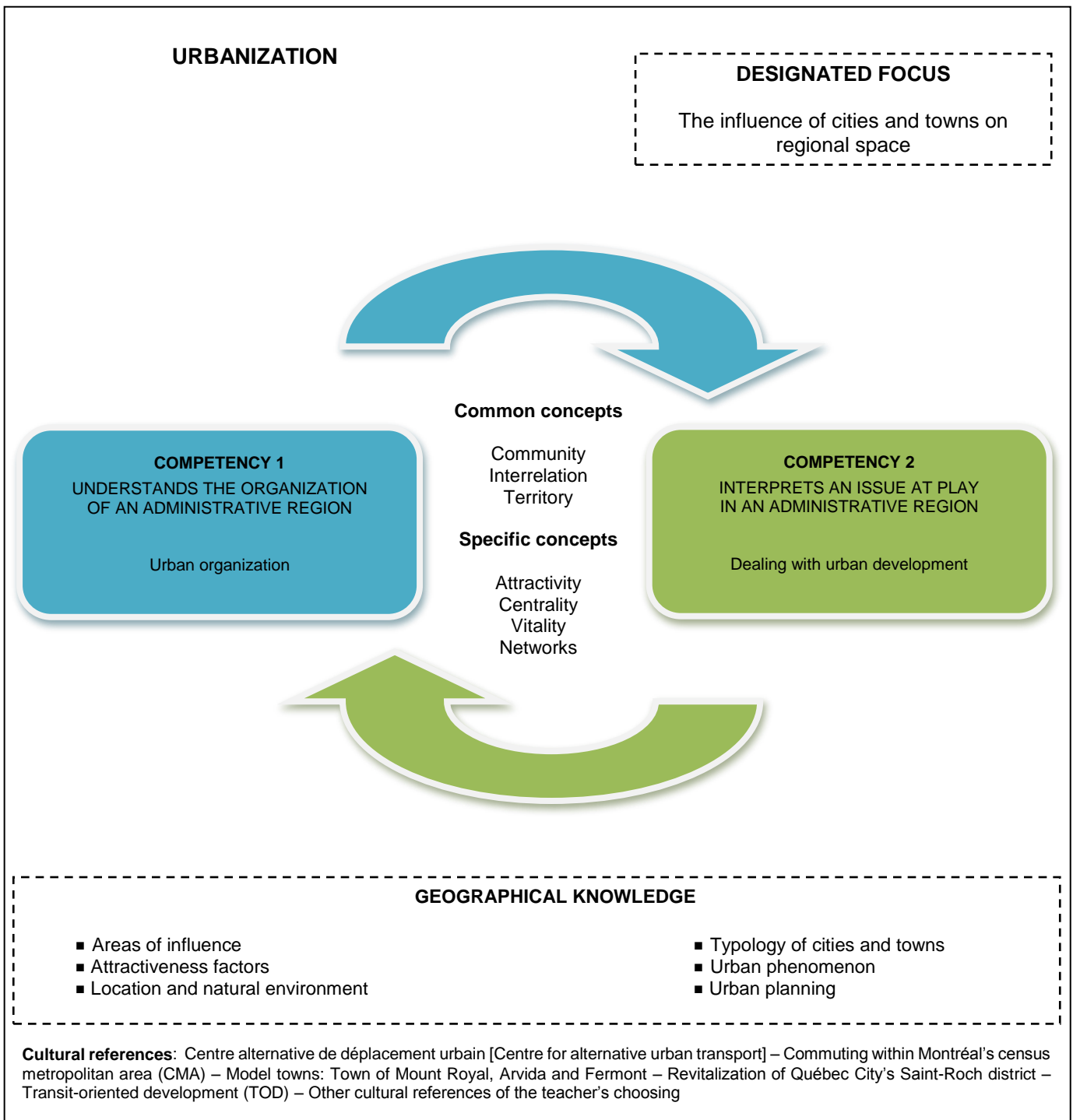
Urban sprawl also affects adjacent rural areas, which increasingly become residential areas linked to the nearest city or town. Jobs in urban areas are often occupied by people who choose to live in rural surroundings. The daily flow of people between their home and their place of work or study is called

commuting. Rural spaces become progressively integrated into urban catchment areas organized around urban centres of varying sizes.

Québec still has close to 1000 rural municipalities, which foster the occupation of territory and the development of agricultural, forestry, mining and fishing resources. Alongside the development of periurban spaces, certain rural municipalities are experiencing economic and demographic difficulties. This rural decline is particularly noticeable in Québec's outlying areas. Young people are leaving, the population is aging and there are fewer jobs, resulting in a process of decline that it may be difficult to reverse.

Québec's administrative regions include cities and towns that have an impact on the regional space on a number of levels. What makes urban centres attractive? How can the effects of urban sprawl be managed? How can workers' needs with respect to travel be adequately addressed? How might administrative regions benefit from the vitality of cities and towns? How can rural areas deal with the growing influence of cities? How can cities and towns establish and develop regional vitality? What are the respective roles of levels of government, RCMs, local municipalities, private enterprise, citizens and other players in a region's urban 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 the organization of the territory in terms of the influence of cities and towns on regional space and to interpret the issue *Dealing with urban development*.



Knowledge to Be Acquired

URBANIZATION
Areas of influence
a. Territorial footprint
b. Demographic weight
c. Number and diversity of businesses
d. Number and diversity of job opportunities
e. Infrastructure
f. Culture
g. Communications
h. Transportation
Attractiveness factors
a. Population concentration
b. Economic vitality: <ul style="list-style-type: none"> - Adaptation to change - Diversity of businesses - Diversity of job opportunities - Creation of new businesses - Creation of jobs - Presence of numerous networks - Other characteristics
c. Infrastructure
d. Services
e. Revitalization of city or town centre
f. Other factors
Location and natural environment
a. Maps of Québec: <ul style="list-style-type: none"> - Administrative regions - Main cities or towns in each administrative region - Land and water borders - Administrative region under consideration - Cities or large towns of over 100,000 inhabitants - Other

<p>b. Maps of the administrative region under consideration:</p> <ul style="list-style-type: none"> - Natural elements - Regional county municipalities (RCMs) - Main city or town in each RCM - Land use of main city or town - Administrative divisions of main city or town, if applicable - Other
<p>c. Characteristics of natural elements</p>
<p>d. Effects on urban organization:</p> <ul style="list-style-type: none"> - Benefits and constraints - Sustainable development <ul style="list-style-type: none"> o Protection and enhancement of urban space o Protection and enhancement of natural heritage o Protection and enhancement of urban landscape - Other factors
<p>Typology of cities and towns</p>
<p>a. Based on size</p>
<p>b. Based on function</p>
<p>c. Based on other characteristics</p>
<p>Urban phenomenon</p>
<p>a. Urban landscape:</p> <ul style="list-style-type: none"> - Layout and structure - Nature and importance of major thoroughfares - Population density - Building density - Green spaces - Layout of buildings and constructions - Land occupied by industry - Administrative divisions of cities or towns, if applicable - Other characteristics
<p>b. Characteristics:</p> <ul style="list-style-type: none"> - Population concentration - Business concentration - Infrastructure concentration - Activity concentration <ul style="list-style-type: none"> o Social o Economic o Cultural - Service concentration - Other

c. Urban functions:

- Administrative
- Political
- Social
- Economic
- Cultural
- Other

d. Impacts:

- Environment
 - o Pollution
 - o Conservation
 - o Sustainable development
- Housing
 - o Cost
 - o Space
 - o Other
- Occupation of rural space
 - o Rural depopulation
 - o Closure of businesses
 - o Decline in services
 - o Incorporation of rural spaces into urban centres
 - o Other
- Organization of territory
 - o Footprint
 - o Depopulation of city or town centre
 - o Urban sprawl
 - o Commuting
 - o Other
- Health
 - o Increased travel times
 - o Stress
 - o Other

Urban planning

a. Territory diagnosis:

- Profile of urban space
 - o Territorial
 - o Demographic
 - o Social
 - o Economic
 - o Cultural
- Strengths and weaknesses
- Development potential
- Community expectations
- Social, economic and environmental issues

b. Planning tools:

- Schéma d'aménagement et de développement du territoire (SAD) [land use and development plan]
 - o Main land uses in the territory
- Plan d'urbanisme (PU) [urban development plan]
 - o Land use
- Land use and urban planning services
 - o Planning
- Plan d'action local pour l'économie et l'emploi (PALÉE) [local action plan for the economy and employment]
- Plan de développement de la zone agricole (PDZA) [agricultural zone development plan]
- Other tools

c. Legislation:

- *Act respecting land use planning and development*
- *Sustainable Development Act*
- Other laws

d. Advantages of planning:

- Consistency with regard to choices of action
- Harmonized land use
- Efficient infrastructures
- Responsiveness to expectations of citizens and public bodies
- Other

TOURISM

The tourism industry plays an important role in Québec's economy. It encourages exchanges on various levels and stimulates interest in the diversity of geographical settings. The theme *Tourism* is examined with a focus on tourism potential. To understand how tourism is organized in a territory, it is important to consider the tourism offer, tourist traffic, marketing strategies and the socioeconomic impacts for the region. 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.

Québec comprises a diverse range of landscapes with original combinations of natural and cultural characteristics. The tourism industry develops around specific attractions: mountains, lakes, beaches, heritage sites, museums, amusement parks and so on. To showcase tourist sites and ensure that tourists can visit them safely in a way that respects local communities and the environment, such sites must be well planned.

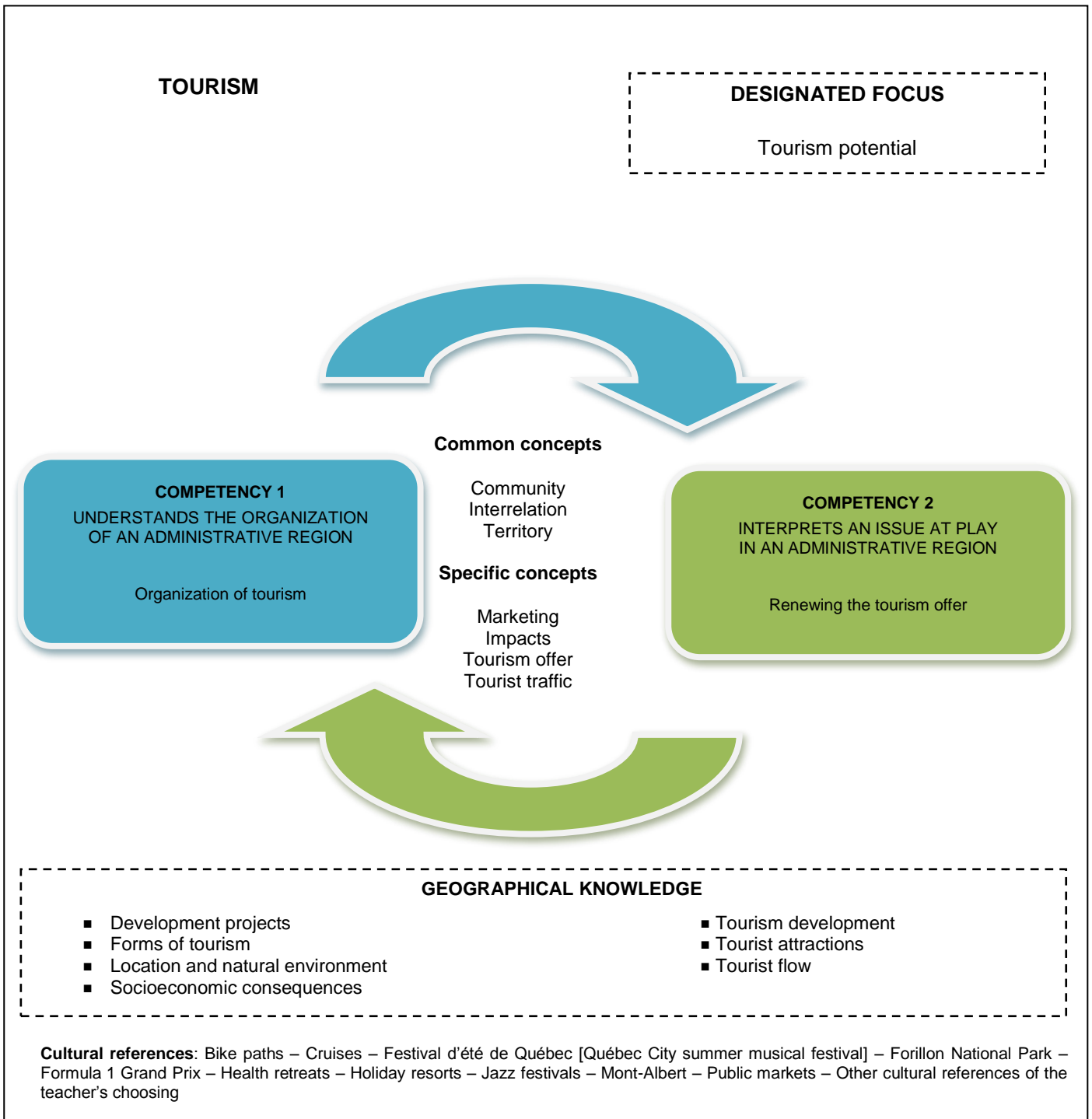
Tourist sites occupy a special place within the territory. They are often marketed jointly to create a destination that is likely to attract large numbers of tourists. In many cases, tour operators consult each other before promoting their products, often via their regional tourism association. Marketing strategies and investments need to be continually renewed to ensure sites remain attractive.

Tourism can take various forms, such as beach tourism, business tourism, cultural and scientific tourism, outdoor adventure tourism and so on. Each of these occurs in a specific geographical setting and attracts a particular clientele whose movement creates tourist traffic based on the season and the appeal of each site.

Tourist activities have significant socioeconomic impact. Tourists travel to admire landscapes, attend events and so on, which creates jobs, particularly in the hospitality and restaurant industries. In turn, these two business sectors stimulate the construction industry, real estate and commercial activities. Some impacts can be harmful to communities and the environment, and must be taken into consideration in the management of tourist sites.

Every administrative region has tourist attractions that contribute to the development of the regional economy. What natural elements constitute a tourist attraction for the region? What steps have been taken to protect the natural environment? What infrastructures exist, or could be created, to attract more tourists? What compromises is the community prepared to make to support the tourism offer? What means of transportation make travel easier for tourists? Does the tourism offer meet the demand? What are the respective roles of the federal and provincial governments, private enterprise, RCMs, the regional tourism association, local municipalities and citizens in the organization of the region's tourism?

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 the organization of tourism in the territory in terms of tourism potential and to interpret the issue *Renewing the tourism offer*.



Knowledge to Be Acquired

TOURISM
Development projects
<p>a. Territory diagnosis:</p> <ul style="list-style-type: none"> - Inventory of tourist sites - Strengths and weaknesses - Development potential - Community expectations - Social, economic and environmental issues
<p>b. Planning tools:</p> <ul style="list-style-type: none"> - Schéma d'aménagement et de développement du territoire (SAD) [land use and development plan] - Plan d'urbanisme (PU) [urban plan] - Land use and urban planning services - Other
<p>c. Legislation:</p> <ul style="list-style-type: none"> - <i>Act respecting land use planning and development</i> - <i>Sustainable Development Act</i> - Other
<p>d. Advantages of planning:</p> <ul style="list-style-type: none"> - Consensus in decision-making process - Harmonized development of tourist sites - Efficient infrastructures - Creation of networks - Other
<p>e. Development stages</p>
Forms of tourism
<p>a. Agri-tourism</p>
<p>b. Cultural tourism</p>
<p>c. Outdoor adventure tourism</p>
<p>d. Business tourism</p>
<p>e. Religious tourism</p>
<p>f. Other</p>

Location and natural environment
<p>a. Map of Québec:</p> <ul style="list-style-type: none"> - Québec's tourist regions
<p>b. Maps of the tourist region under consideration:</p> <ul style="list-style-type: none"> - Main tourist sites
<p>c. Characteristics of natural elements</p>
<p>d. Effects on organization of tourism:</p> <ul style="list-style-type: none"> - Benefits and constraints
<p>e. Sustainable development:</p> <ul style="list-style-type: none"> - Protection and enhancement of tourist sites - Protection and enhancement of natural and man-made heritage
Socioeconomic consequences
<p>a. Economic:</p> <ul style="list-style-type: none"> - Growing importance of tourism industry - Business creation - Job creation - Deployment of infrastructures - Impacts - Other
<p>b. Social:</p> <ul style="list-style-type: none"> - Benefits <ul style="list-style-type: none"> o New infrastructure o Sharing of heritage values and wealth o Cross-cultural encounters o Impacts o Other - Harmful impacts <ul style="list-style-type: none"> o Large influxes of people o Noise o Environmental impact o Other
Tourism development
<p>a. Tourism industry trends</p>
<p>b. Diversification of tourism offer</p>

<p>c. Strategies:</p> <ul style="list-style-type: none"> - Consultation - Launching - Marketing - Investments
<p>d. Socioeconomic impacts</p>
<p>Tourist attractions</p>
<p>a. Favourable conditions:</p> <ul style="list-style-type: none"> - Accessibility - Complementary activities - Renewal of tourism offer - Financing
<p>b. Sites and tours:</p> <ul style="list-style-type: none"> - Natural - Historic - Cultural - Religious - Recreational - Other
<p>c. Site management</p>
<p>Tourist flow</p>
<p>a. Types of clientele</p>
<p>b. Volume</p>
<p>c. Length of stay</p>
<p>d. Periodicity:</p> <ul style="list-style-type: none"> - Seasonal character - Cycle - Other characteristics
<p>e. Means of transportation:</p> <ul style="list-style-type: none"> - Automobile - Bus - Train - Other

B. Cultural References

The cultural references suggested in this course are linked to the themes *Urbanization* and *Tourism*. They were chosen on the basis of the objects of study to be used in a learning situation.

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

Suggested Cultural References

Urbanization	<ul style="list-style-type: none"> ▪ Centre alternative de déplacement urbain [Centre for alternative urban transport] ▪ Commuting within Montréal's census metropolitan area (CMA) ▪ Model towns: Town of Mount Royal, Arvida and Fermont ▪ Revitalization of Québec City's Saint-Roch district ▪ Transit-oriented development (TOD) ▪ Other cultural references of the teacher's choosing
Tourism	<ul style="list-style-type: none"> ▪ Bike paths ▪ Cruises ▪ Festival d'été de Québec [Québec City summer music festival] ▪ Forillon National Park ▪ Formula 1 Grand Prix ▪ Health retreats ▪ Holiday resorts ▪ Jazz festivals ▪ Mont-Albert ▪ Public markets ▪ Other cultural references of the teacher's choosing

C. Techniques

The study of the themes presented in the *Regional Geography of Québec 2* 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 diagram, and interpreting and creating a contingency table.

BROAD AREAS OF LEARNING

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

The educational aim of the broad area of learning *Media Literacy* is to encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights. 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 the 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

Urbanization

Urban Population Distribution in a Territory	
PREPARATION	Context
	Urbanization is a fundamental territorial movement that shapes regional spaces and is reflected in demographic, functional and spatial growth. Over 80% of Québec's population lives in urban communities. The Capitale-Nationale region is no exception: it contains a number of cities and towns that exercise a certain influence on the organization of the regional space relative to their size and function. How does the Capitale-Nationale region deal with the development of urban space?
	Pedagogical Aim
	To enable adult learners to identify the elements that characterize the organization of urban space, develop a coherent representation of this organization, identify the elements that characterize a regional issue, see how they are related to one another and form an opinion on the issue
	Broad Area of Learning
Media Literacy	
Educational Aim	
To encourage adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights	
Cross-Curricular Competencies	
Uses information Exercises critical judgment	
Subject-Specific Competencies – Evaluation Criteria	
Understands the organization of an administrative region <ul style="list-style-type: none"> – Identification of the relevant elements of the organization of the territory – Coherent representation of the organization of the territory Interprets an issue at play in an administrative region <ul style="list-style-type: none"> – Identification of the relevant elements of the territorial issue – Description of the dynamics of the territorial issue 	

ACHIEVEMENT	<p>Sample Tasks</p> <p>Organization of Urban Space in the Capitale-Nationale region</p> <p>To develop their understanding of the organization of a region's urban space, 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 organization. Adult learners may use a variety of resources to carry out the tasks, as reflected in the following examples.</p> <p><i>Elements that characterize urban space</i></p> <p>Location and natural environment</p> <ul style="list-style-type: none"> • Use a map to: <ul style="list-style-type: none"> ○ locate the urban centres ○ identify the different land uses ○ determine how natural factors influence the location of major cities or towns • Use a website (interactive or otherwise) to: <ul style="list-style-type: none"> ○ locate cities or towns of over 100,000 inhabitants in Québec ○ locate the main city or town in each RCM of the Capitale-Nationale region <p>Urban phenomena</p> <ul style="list-style-type: none"> • Use a table or graph to: <ul style="list-style-type: none"> ○ identify the elements that characterize the organization of urban space in Québec cities and towns ○ determine the consequences of the concentration of businesses in the cities and towns of the Capitale-Nationale region • Use written documents to: <ul style="list-style-type: none"> ○ investigate the reasons key players in the organization of urban space are in favour of urban development compatible with the principles of sustainable development <p>Areas of influence</p> <ul style="list-style-type: none"> ▪ Use documents to: <ul style="list-style-type: none"> ○ identify the characteristics of a vibrant city or town ○ determine how urban centres influence the structure of road networks ○ identify the elements that make it possible to determine the level of influence cities and towns exercise over the region as a whole <p><i>Coherent representation of the organization of urban space in the Capitale-Nationale region</i></p> <ul style="list-style-type: none"> ▪ Use tables and documents to: <ul style="list-style-type: none"> ○ explain the unequal influence of the cities and towns in the Capitale-Nationale region on the regional territory and name two consequences of this inequality for territorial organization
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Sample Tasks

How does the Capitale-Nationale region deal with the development of urban space?

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.

Elements that characterize a regional issue

- Use a table or graph to:
 - identify the elements that characterize the cities and towns in the Capitale-Nationale region in terms of demographic weight
 - identify trends in the evolution of the region's urban population
- Use written document to:
 - identify the factors that explain the concentration of social and cultural activities in cities and towns
 - determine the consequences of the concentration of economic activity in the cities and towns for:
 - jobs
 - infrastructure
 - access to housing
 - identify different points of view in the media regarding urban sprawl

Description of the dynamics of the territorial issue

Cities and towns are the cornerstones of the organization of regional territories. Québec City's history, size (area), demographic weight and economic diversity are distinctive features that determine its degree of influence in the region. Each of these features raises issues that Québec City must address if it is to maintain its social and economic vitality.

The issue is worded as follows:

- How might the Capitale-Nationale region manage urban sprawl as part of its urban development strategy?

In your answer, you must:

- identify two actions Québec City could take to address this issue
- explain how these actions would help:
 - optimize the organization of the urban perimeter
 - ensure the urban space is developed in keeping with the principles of sustainable development

INTEGRATION	<ul style="list-style-type: none"> – Integration <ul style="list-style-type: none"> ▪ 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. – Application <ul style="list-style-type: none"> ▪ Use a variety of documents to: <ul style="list-style-type: none"> ○ create a graphic organizer pertaining to elements that characterize the organization of cities and towns in the Capitale-Nationale region ○ put together a portfolio illustrating the characteristics of the urban phenomenon
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END-OF-COURSE OUTCOMES

After studying the theme *Urbanization*, adult learners will be able to assess the influence of cities and towns on the regional space by examining their structuring effects, vitality and increasing weight. By interpreting an issue at play, adult learners also become aware of how the influence of cities and towns on the regional space and urban organization are related to one another.

After studying the theme *Tourism*, adult learners will be able to assess a territory's tourist activities and the latter's socioeconomic impacts, as well as territorial marketing strategies. By interpreting an issue at play, adult learners also become aware of how tourism potential and the organization of tourism in a territory 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 8 – Competencies and Evaluation Criteria (GGR-5102-2)

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

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