

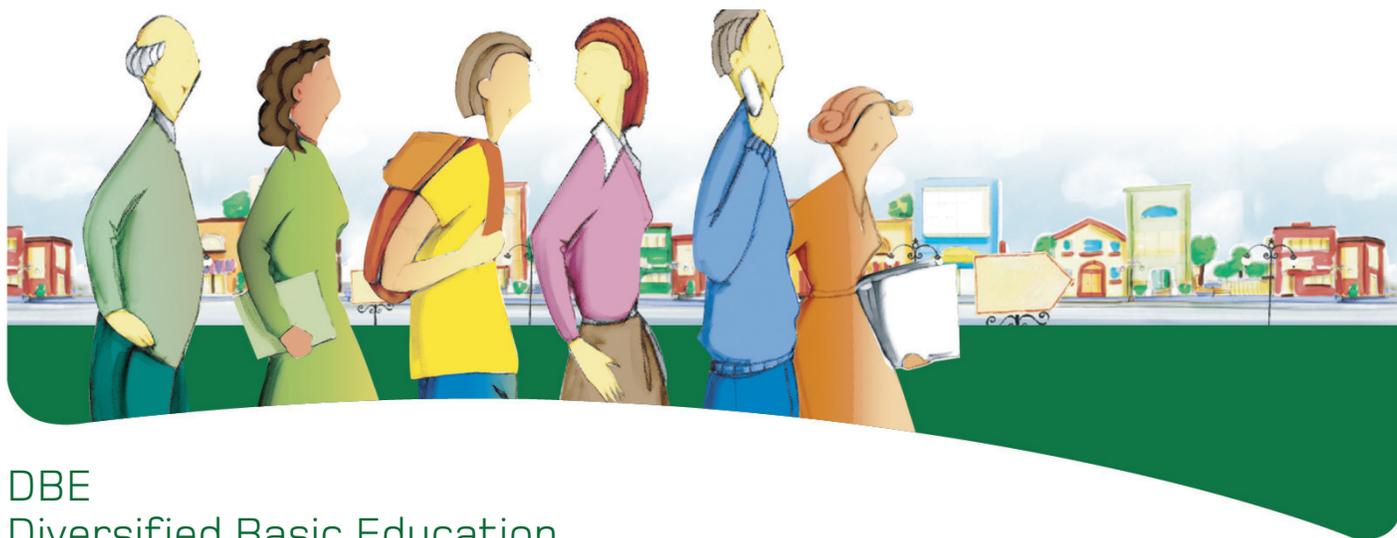
# PROGRAM OF STUDY

## **REGIONAL GEOGRAPHY OF QUÉBEC**

Subject Area: Social Sciences

---

Adult General Education



DBE  
Diversified Basic Education

A word cloud featuring various terms related to learning and achievement, including: Exercise, Read, Succeed, Persevere, Share, Learn, Achieve, and Success. The words are arranged in a dense, overlapping pattern.



# PROGRAM OF STUDY

## REGIONAL GEOGRAPHY OF QUÉBEC

Subject Area: Social Sciences

---

Adult General Education



DBE

Diversified Basic Education



**Coordination and content**

Direction de l'éducation des adultes et de la formation continue  
Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

**Title of original document**

*PROGRAMME D'ÉTUDES, Géographie régionale du Québec, Formation générale des adultes*

**English translation**

Direction des services à la communauté anglophone – Services langagiers  
In collaboration with the Société de formation à distance des commissions scolaires du Québec (SOFAD)

**For additional information, contact:**

Direction de l'éducation des adultes et de la formation continue  
Ministère de l'Éducation et de l'Enseignement supérieur  
1035, rue De La Chevrotière, 17<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Telephone: 418-643-9754

An electronic version of this document is available on the Ministère's website at: [www.education.gouv.qc.ca](http://www.education.gouv.qc.ca).

© Gouvernement du Québec  
Ministère de l'Éducation et de l'Enseignement supérieur, 2018

ISBN 978-2-550-81470-2 (PDF)  
(French edition: ISBN 978-2-550-81469-6)

Legal deposit – Bibliothèque et Archives nationales du Québec, 2018

# Table of Contents

Chapter 1	Introduction .....	1
1.1	Contribution of the Subject to the Education of Adult Learners .....	3
1.2	Approach to the Subject .....	3
1.3	Connections Between the Subject and the Other Elements of the Diversified Basic Education Program .....	4
1.3.1	Connections With the Broad Areas of Learning .....	4
1.3.2	Connections with the Cross-Curricular Competencies .....	4
1.3.3	Connections With the Other Subject Areas .....	5
Chapter 2	Pedagogical Context .....	7
2.1	Learning Situations .....	9
2.2	Educational Resources .....	10
Chapter 3	Subject-Specific Competencies .....	11
3.1	How the Subject-Specific Competencies Work Together .....	13
3.2	Competency 1: Understands the organization of an administrative region .....	14
3.2.1	Focus of the Competency .....	14
3.2.2	Key Features and Manifestations of the Competency .....	15
3.3	Competency 2: Interprets an issue at play in an administrative region .....	16
3.3.1	Focus of the Competency .....	16
3.3.2	Key Features and Manifestations of the Competency .....	17
3.4	Geographical Research Process .....	17
Chapter 4	Subject-Specific Content .....	19
4.1	Compulsory Elements of the Subject-Specific Content .....	21
4.1.1	Designated Focus .....	21
4.2	Knowledge .....	23
4.2.1	Concepts .....	23
4.2.2	Geographical Knowledge .....	23
4.3	Cultural References .....	23
4.4	Techniques .....	24
Chapter 5	Organization of the Courses in the Program .....	25
Chapter 6	Courses .....	29
GGR-5101-2	Regional Geography of Québec 1 .....	31
A.	Knowledge .....	37
B.	Cultural References .....	50
C.	Techniques .....	51
GGR-5102-2	Regional Geography of Québec 2 .....	57
A.	Knowledge .....	63

B. Cultural References.....	77
C. Techniques .....	78
APPENDICES .....	85
Appendix 1 .....	87
Appendix 2 .....	89
Bibliography .....	95

## List of Diagrams and Tables

### Diagrams

Diagram 1 – How the Subject-Specific Competencies Work Together .....	13
Diagram 2 – Key Features and Manifestations of Competency 1 .....	15
Diagram 3 – Key Features and Manifestations of Competency 2 .....	17
Diagram 4 – Compulsory Elements of the Subject-Specific Content and the Subject-Specific Competencies.....	22

### Tables

Table 1 – Cross-Curricular Competencies .....	5
Table 2 – Division of the Courses.....	27
Table 3 – Key Features of Subject-Specific Competencies (GGR-5101-2).....	35
Table 4 – Compulsory Elements of the Subject-Specific (GGR-5101-2).....	37
Table 5 – Competencies and Evaluation Criteria (GGR-5101-2).....	56
Table 6 – Key Features of Subject-Specific Competencies (GGR-5102-2).....	62
Table 7 – Compulsory Elements of the Subject-Specific (GGR-5101-2).....	63
Table 8 – Competencies and Evaluation Criteria (GGR-5102-2).....	83

## Chapter 1



## Introduction



The social sciences are concerned with all the phenomena associated with human societies and human representations of them. The complexity of the social world is increasingly, because these societies are in a process of constantly accelerating change and because of the global conjuncture, characterized by high population mobility, the rapid circulation of information and the accelerated globalization of the economy.

## 1.1 Contribution of the Subject to the Education of Adult Learners

---

By encouraging adult learners to look at territories from a geographical perspective, the *Regional Geography of Québec* program of study helps to make Québec's administrative regions more intelligible to them. Adult learners examine the relationships human beings have with space and in so doing they acquire the tools and language of geography, and learn about the concepts needed to resolve territorial problems. They discover that they have a role to play in working toward sustainable development, which goes hand in hand with the responsible management of resources. They also become aware of the distinctive features of other territories.

The *Regional Geography of Québec* program helps adult learners:

- explore different realities of an administrative region of Québec
- become aware of the impact of human actions on the organization of this territory
- develop their critical thinking skills by interpreting regional issues

This program therefore contributes to adult learners' general education, preparing them to play an active role in society and to take part in the debates that occur in the community where they live or want to live.

## 1.2 Approach to the Subject

---

Regional geography focuses on problems associated with the use of space. The current approach to the subject is based on the concept of territory. Territory is defined as a social space, as the product of a society that has taken possession of it, adapted to it and given it meaning and a particular organization. This understanding of the subject differs from the traditional approach to teaching geography in its interpretation of the study of space. This new approach considers the natural environment in connection with the society that occupies it. The natural elements are thus integrated with the analysis of the various phenomena that have an impact on the organization and development of a territory.

## 1.3 Connections Between the Subject and the Other Elements of the Diversified Basic Education Program

---

The *Regional Geography of Québec* program facilitates the integration of the various dimensions of the Diversified Basic Education (DBE) Program: broad areas of learning, cross-curricular competencies and other subject areas.

### 1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning address issues that face adult learners in different areas of their lives. The DBE Program focuses on five broad areas of learning:

- Health and Well-Being
- Career Planning and Entrepreneurship
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

These themes were chosen for their importance to society and their relevance to adult education. The broad areas of learning enable adult learners to understand how what they learn is related to other aspects of their daily lives.

The broad areas of learning raise issues that can serve as topics for learning situations within the context of the *Regional Geography of Québec* program. They can also help adult learners develop the various skills and attitudes associated with these areas.

Geography is connected, to varying degrees, to the five broad areas of learning, especially *Citizenship and Community Life* and *Environmental Awareness and Consumer Rights and Responsibilities*.

### 1.3.2 Connections with the Cross-Curricular Competencies

Like a subject-specific competency, a cross-curricular competency is defined as the ability to act effectively by mobilizing a range of resources. However, cross-curricular competencies are more generic in nature: they have a broader frame of reference and greater scope of action than subject-specific competencies. They cut across subject boundaries and contain elements that can be demonstrated and mobilized outside the classroom.

Cross-curricular competencies are exercised in interaction with each other. Once acquired, whether in whole or in part, they all make a significant contribution to the development of subject-specific competencies. In exploring the organization of an administrative region and interpreting an issue specific to that region, adult learners draw on skills that go beyond the framework of the program.

Cross-curricular competencies may be intellectual, methodological, personal and social, or communication-related.

**Table 1 – Cross-Curricular Competencies**

Category	Competency
<b>Intellectual</b>	Uses information
	Solves problems
	Exercises critical judgment
	Uses creativity
<b>Methodological</b>	Adopts effective work methods
	Uses information and communications technology
<b>Personal and social</b>	Achieves his/her potential
	Cooperates with others
<b>Communication-related</b>	Communicates appropriately

In order to develop the subject-specific competencies associated with the study of geography, adult learners are continually required to exercise cross-curricular competencies, especially *Uses information, Solves problems, Exercises critical judgment* and *Adopts effective work methods*.

### 1.3.3 Connections With the Other Subject Areas

The knowledge, strategies and techniques associated with the subjects in the different subject areas provide resources for adult learners to draw on. Developing the competencies required by the program affords adult learners numerous opportunities to use such resources, particularly in the areas of Languages, Mathematics, Science and Technology, and Social Sciences.

The learning acquired in one area contributes to learning in another, and vice versa. This complementarity fosters connections between different subject areas.



## Chapter 2



## Pedagogical Context



## 2.1 Learning Situations

---

Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and utilize multiple, varied resources. Each learning situation is based on a pedagogical aim that is related to different aspects of the program. When developing a learning situation<sup>1</sup>, teachers should ensure that:

- **the combination of activities or tasks** to be carried out is complex enough to motivate adult learners and provide them with opportunities to reflect on what they have learned and the work they have produced.
- **the resources used** include a variety of internal and external resources that are both accessible and relevant. Internal resources are specific to the individual and include knowledge, strategies and attitudes already acquired or that need to be developed to meet the requirements of a learning situation. External resources include not only materials available in the physical environment, but also resource persons—either on-site or remote—as well as various forms of communication among participants.
- **opportunities for reflection** are provided to allow adult learners to review issues, requirements and values that underpin their learning, to analyze constraints while taking into account the aims, and to look critically at their learning strategies, their choice of actions and the quality of their work.

The more these aspects are taken into account, the more meaningful, open and complex the learning situations will be.

A learning situation is **meaningful** when adult learners perceive the connections between the learning they have acquired and possible future applications. A situation will be all the more meaningful if it refers to issues related to current events or questions associated with the broad areas of learning.

A learning situation is **open** if it enables adult learners to explore several hypotheses rather than just one, involves a variety of tasks, encourages the use of different research and communication media and results in adult learners producing different types of work.

A learning situation is **complex** if it requires adult learners to use subject-specific competencies while drawing on the compulsory elements of the subject-specific content. It should also enable adult learners to make connections with the broad areas of learning, cross-curricular competencies as well as knowledge targeted in other subject areas. Finally, it enables adult learners to interrelate these elements.

---

<sup>1</sup> The *Regional Geography of Québec* program comprises two objects of study that help adult learners understand how to exercise the competencies. These two objects of study—the organization of an administrative region and an issue at play in an administrative region—determine the parameters of specific learning contexts in such a way that it becomes unnecessary to group learning situations of varying complexity into families of situations. The learning situations are thus intrinsically linked to the two objects of study.

Since adult learners do not all learn in the same way or at the same pace, it is important to design learning situations that are sufficiently flexible—by favouring certain types of work, for example, or by establishing different requirements concerning the documents used.

## 2.2 Educational Resources

---

A variety of resources may be used in learning situations: maps, plans, newspapers, magazines, audiovisual documents, first-hand accounts, etc. These may be found in the immediate surroundings (e.g. library, multimedia classroom, community) or obtained through field trips. In order to use some of these resources, adult learners must have ready access to information and communications technologies to carry out research and produce their work.

Moreover, reference to current events enables adult learners to observe how societies deal with problems and issues at a regional or provincial level. Adult learners may draw on their own life experiences as well as different techniques used in geography in order to enrich their understanding of current events.

## Chapter 3



## Subject-Specific Competencies

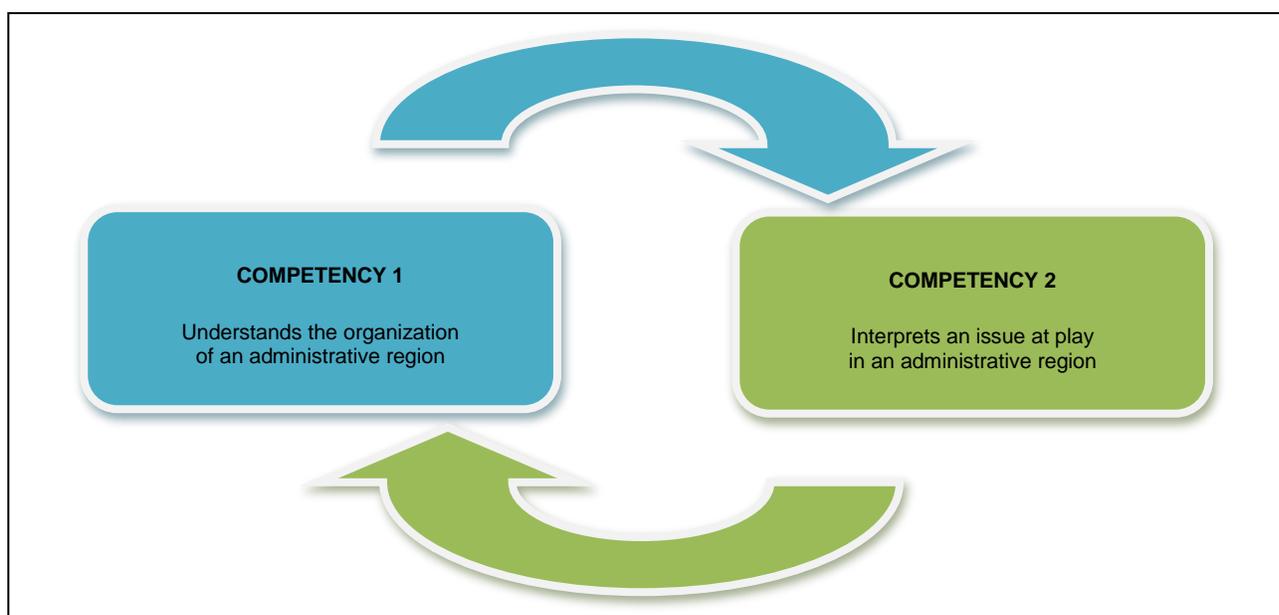


### 3.1 How the Subject-Specific Competencies Work Together

A subject-specific competency is defined in the *Québec Education Program* as the ability to act effectively by mobilizing a range of resources developed through the subjects in a program of study. This ability is demonstrated in relatively complex contexts and develops throughout the adult learner's life.

The *Regional Geography of Québec* program targets the development of two subject-specific competencies as illustrated in the following diagram.

**Diagram 1 – How the Subject-Specific Competencies Work Together**



These two closely related competencies are of equal importance in the education of adult learners. As illustrated in the diagram, they are developed together and in interaction with one another. They draw on the same subject-specific content in learning situations that call for the use of both competencies.

In order to understand the organization of a territory, adult learners familiarize themselves with the administrative region in question and identify its main characteristics. When interpreting an issue specific to a particular region, they take into consideration the elements identified while developing their understanding of the territory. They may revisit this understanding at any time as their interpretation of the issue develops.

## 3.2 Competency 1: Understands the organization of an administrative region

---

### 3.2.1 Focus of the Competency

Adult learners are part of a society and they live in a territory about which they already have some knowledge. In learning to understand the organization of one of the administrative regions of Québec, adult learners have to ask questions, become aware of the surroundings and recognize how the territory is organized. This learning process also gives them a sense of responsibility and provides them with tools for understanding the administrative region.

A territory is the product of a community that has taken possession of it, adapted to it and given it meaning and a particular organization, progressively changing the territory to meet the community's needs. Thus, territories are not immutable: they are a product of the community's values and practices as well as of its evolution. The marks left by human action may be seen in the landscapes<sup>2</sup> of a territory.

Deconstructing landscapes consists of determining the particular character of the natural environment and the spatial forms resulting from human activity—past and present—in connection with the theme being studied. Adult learners are then able to identify the natural characteristics, the land uses, the physiognomy of the built environment and the distinctive features of the administrative region. They are also able to detect signs in landscapes of human activity in the territory. They can distinguish, in the field or on a map, the effects of major phenomena such as urban growth, rural decline or riverbank erosion.

Understanding the organization of a territory, however, is more complex than simply deconstructing its landscapes. Adult learners must look beyond what is perceptible on-site, on a map or from an aerial photograph and grasp the meaning of human actions with regard to the organization of the territory, depending on the theme under consideration. This hinges on understanding the dynamics between different phenomena resulting from human action.

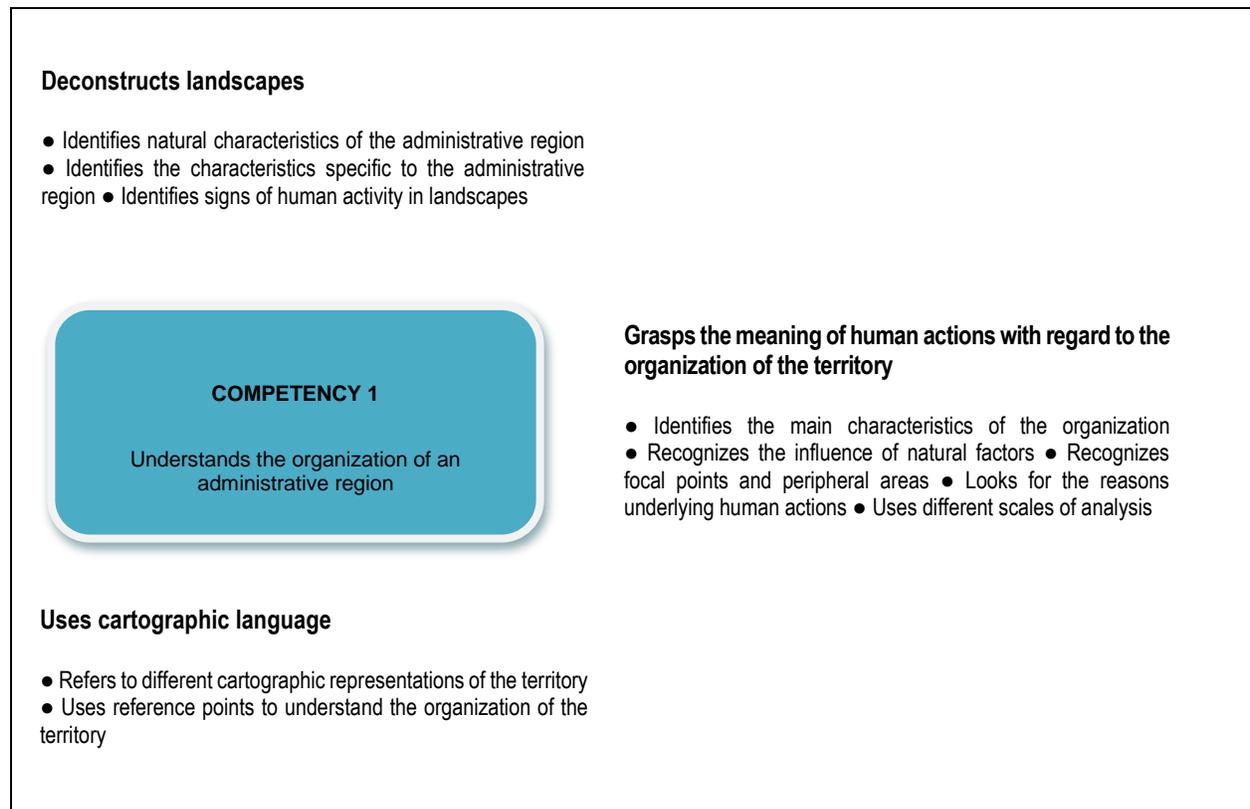
The understanding of the organization of a territory must be expressed in cartographic language. This language makes it possible to refer to different cartographic representations of the territory and to use reference points to understand how the administrative region is organized. Understanding the organization of a territory implies using different scales of analysis that highlight different characteristics. For instance, by examining a given reality using different scales, adult learners can progress from an overview of an administrative region to a more nuanced view of the area's distinctive features. Furthermore, changing the geographical scale helps highlight the relationships the administrative region has with other territories.

---

<sup>2</sup> In this program, the term landscape means “an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors.”

### 3.2.2 Key Features and Manifestations of the Competency

**Diagram 2 – Key Features and Manifestations of Competency 1**



## 3.3 Competency 2: Interprets an issue at play in an administrative region

---

### 3.3.1 Focus of the Competency

An administrative region can undergo modifications both physically and over time. Natural, human and economic elements change and may result in imbalances or dysfunction. This is the case, for example, when a territory is exposed to natural risks, urban expansion or the abandonment of agricultural land. The organization of a territory is complex; very often, it can be at the heart of numerous regional problems.

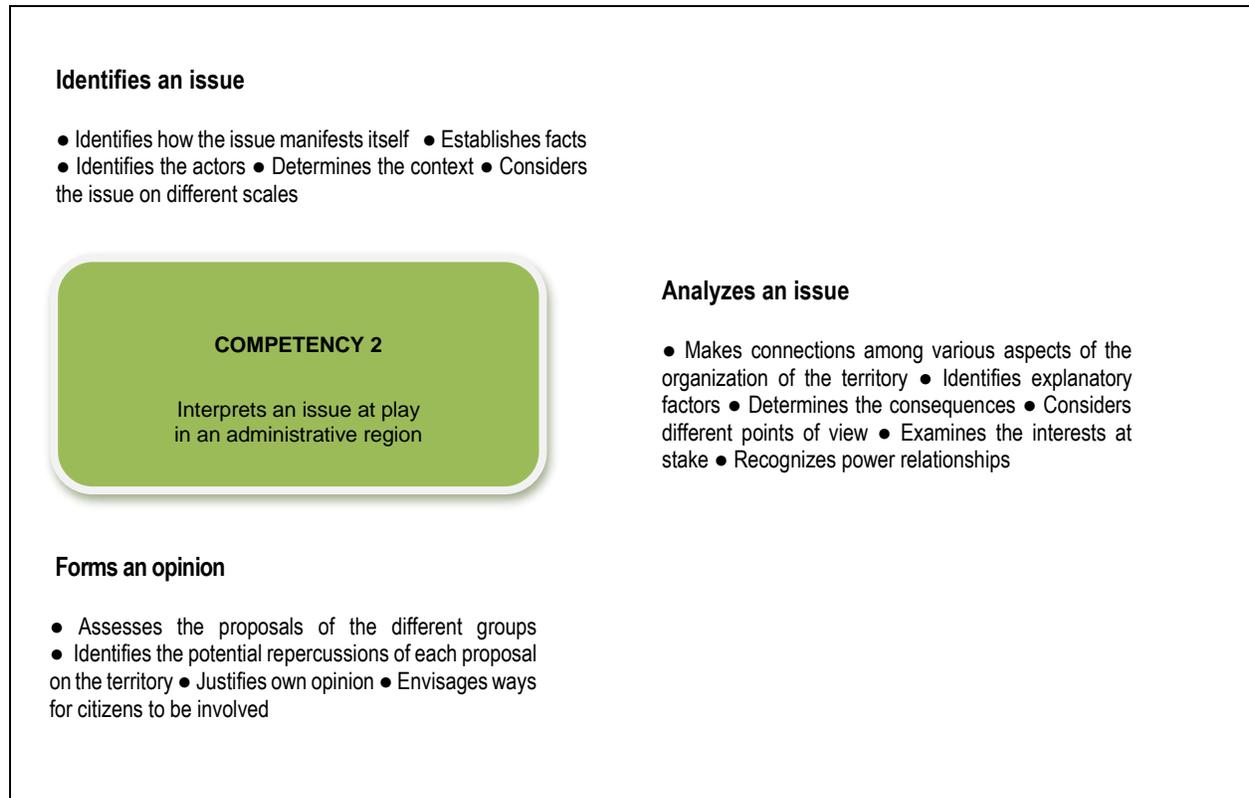
To interpret an issue at play, adult learners must identify the issue, examine how it manifests itself in the administrative region and determine the context. They must also take into account the parties involved. The interaction among these elements creates a dynamic that may vary based on the scales of analysis.

By analyzing the issue at play, adult learners are able to make connections among various aspects of the organization of the territory. They determine the causes and consequences of the issue, consider different points of view, examine the interests at stake and recognize the power relationships. An issue may prove to be all the more complex as the groups involved explain their positions and underlying values.

By identifying and analyzing the issue at play, adult learners form an opinion. They assess the proposals of the groups involved and develop their reasoning, taking into account the interests and values underlying the proposals. They also need to examine the compromises each party could possibly make. Furthermore, adult learners must identify the potential repercussions that the different proposals may have for the organization of the territory and sustainable development. By adopting a critical stance, they expand their perspective from a focus on personal interests to a consideration of the collective interest. Adult learners are then able to form an opinion, which they justify with arguments based on facts, and to envisage ways for citizens to be involved.

### 3.3.2 Key Features and Manifestations of the Competency

**Diagram 3 – Key Features and Manifestations of Competency 2**



## 3.4 Geographical Research Process

Like other physical and social sciences, geography adheres to the usual scientific process. However, in geography the focus is on the territory.

Adult learners follow this research process when interpreting an issue at play in an administrative region from the perspective of the particular theme under consideration. 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.

Depending on the 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.



## Chapter 4



## Subject-Specific Content



## 4.1 Compulsory Elements of the Subject-Specific Content

---

The subject-specific content of the *Regional Geography of Québec* program is structured around a set of themes that contribute to a spatial perspective. These themes are as follows: *Population*, *Economy*, *Urbanization* and *Tourism*. A designated focus establishes the framework for the study of each theme. It steers adult learners' understanding of the territory and study of related issues.

Chosen for their long-term relevance, these themes are at the heart of major regional concerns. They imply an analysis that takes into consideration various aspects of a territory. The teacher determines the order in which the themes are studied. This latitude makes it possible for the teacher to take into account adult learners' areas of interest as well as current events.

The compulsory elements of the subject-specific content are as follows:

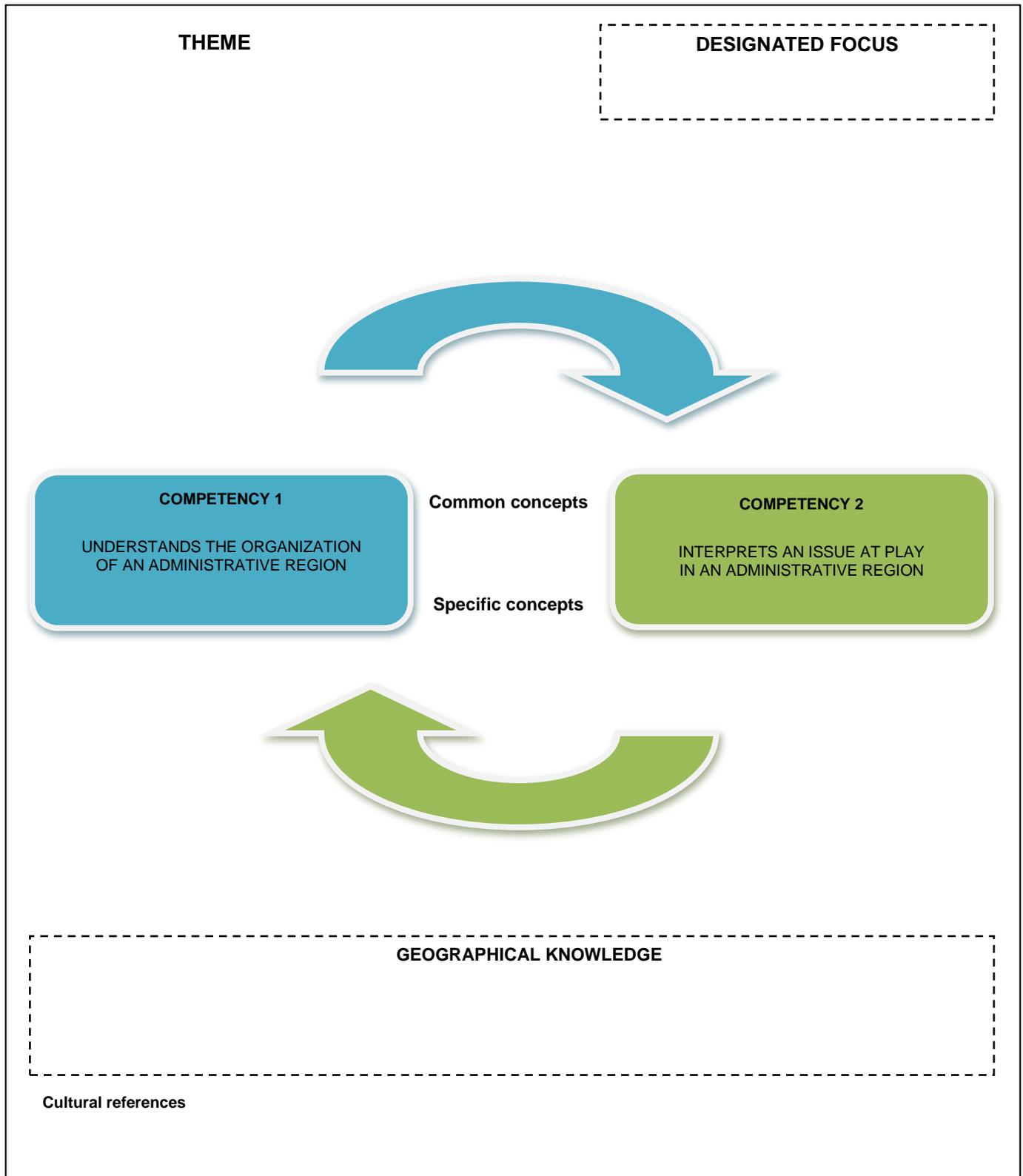
- the designated focus
- the concepts
- the geographical knowledge
- the cultural references

Each theme is introduced by a short text, which is followed by an organizational diagram on the next page.

### 4.1.1 Designated Focus

A designated focus has been selected for the study of each theme. It provides guidelines for the adult learners' research and work. It steers adult learners' understanding of the territory and interpretation of related regional issues. This focus should be reflected in the learning situations.

**Diagram 4 – Compulsory Elements of the Subject-Specific Content and the Subject-Specific Competencies**



## 4.2 Knowledge

---

### 4.2.1 Concepts

Studying themes involves developing concepts and conceptual frameworks. A concept is a mental representation of a concrete or abstract object of knowledge. Concepts form a large part of the shared cultural knowledge of Québec society.

Specific concepts are chosen for each theme, and adult learners explore and apply them throughout the learning process. In addition to the specific concepts there are common concepts, which are helpful to understand when studying regional geography.

Compulsory concepts are not specifically enumerated in the Knowledge to Be Acquired section. It is through the appropriate use of relevant knowledge and the development of subject-specific competencies that adult learners develop their understanding of concepts.

### 4.2.2 Geographical Knowledge

Geographical knowledge is central to the development of the subject-specific competencies. Knowledge is acquired progressively throughout the learning process. Knowledge and competencies are mutually reinforcing.

The geographical knowledge related to each theme is presented in the organizational diagram for the relevant themes. It is outlined in the Knowledge to Be Acquired section and is not specific to either of the competencies. This knowledge may be used both for understanding the organization of an administrative region and for interpreting a regional issue. Each element of knowledge is listed alphabetically and may come into play again in subsequent courses.

The richness and diversity of learning situations favour the assimilation of all the geographical knowledge in the program. It is important to propose tasks that go beyond targeted and repetitive exercises in order to help adult learners assimilate knowledge more readily. Knowledge is not really acquired until it is used correctly in contexts that foster the establishment of connections between different elements of knowledge.

## 4.3 Cultural References

---

A reference may take many forms. It may be a natural element, an event, a phenomenon, a location, a building or anything else that has value from a heritage or identity perspective. Cultural references hold particular significance for the administrative region under consideration and may be used in learning situations.

Cultural references are presented in the diagram of compulsory elements of the subject-specific content for each theme. Using cultural references enables adult learners to broaden their worldview by considering different phenomena.

These examples are not specific objects of study or research per se, but the use of cultural references in the classroom is compulsory. However, teachers are not obliged to use the examples presented in the program.

For each theme, teachers may choose other cultural references associated with the administrative region under consideration. Three selection criteria must guide their choices: conformity with the objects of study, consideration of multiple aspects of society, and potential use for the purpose of developing both competencies.

## 4.4 Techniques

---

The study of the themes in the *Regional Geography of Québec* program requires adult learners to use techniques to obtain information and communicate research findings. These techniques build on those used in the other social sciences programs. They are not themselves objects of study, but their repeated use helps adult learners become proficient in them. The techniques, which are presented in Appendix 2, are as follows:

1. Interpreting a landscape
2. Making a geographical sketch of a landscape
3. Interpreting and creating a thematic map
4. Interpreting aerial photographs and satellite images
5. Interpreting written documents
6. Interpreting and creating a graph
7. Interpreting and creating a contingency table

## Chapter 5



## Organization of the Courses in the Program



The *Regional Geography of Québec* program is consistent with the objectives of the Québec Education Program and the Diversified Basic Education Program in that it encourages all learners to construct a worldview and a self-identity, and to become empowered.

The subject-specific content of the *Regional Geography of Québec* program is divided over two 50-hour courses.

All themes are of equal importance in both courses. The table below shows how the content is divided between the courses.

**Table 2 – Division of the Courses**

Secondary V Course	Themes	Number of Hours	Number of Credits
<i>Regional Geography of Québec 1</i> GGR-5101-2	Population Economy	50	2
<i>Regional Geography of Québec 2</i> GGR-5102-2	Urbanization Tourism	50	2



## Chapter 6



## Courses



# **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.

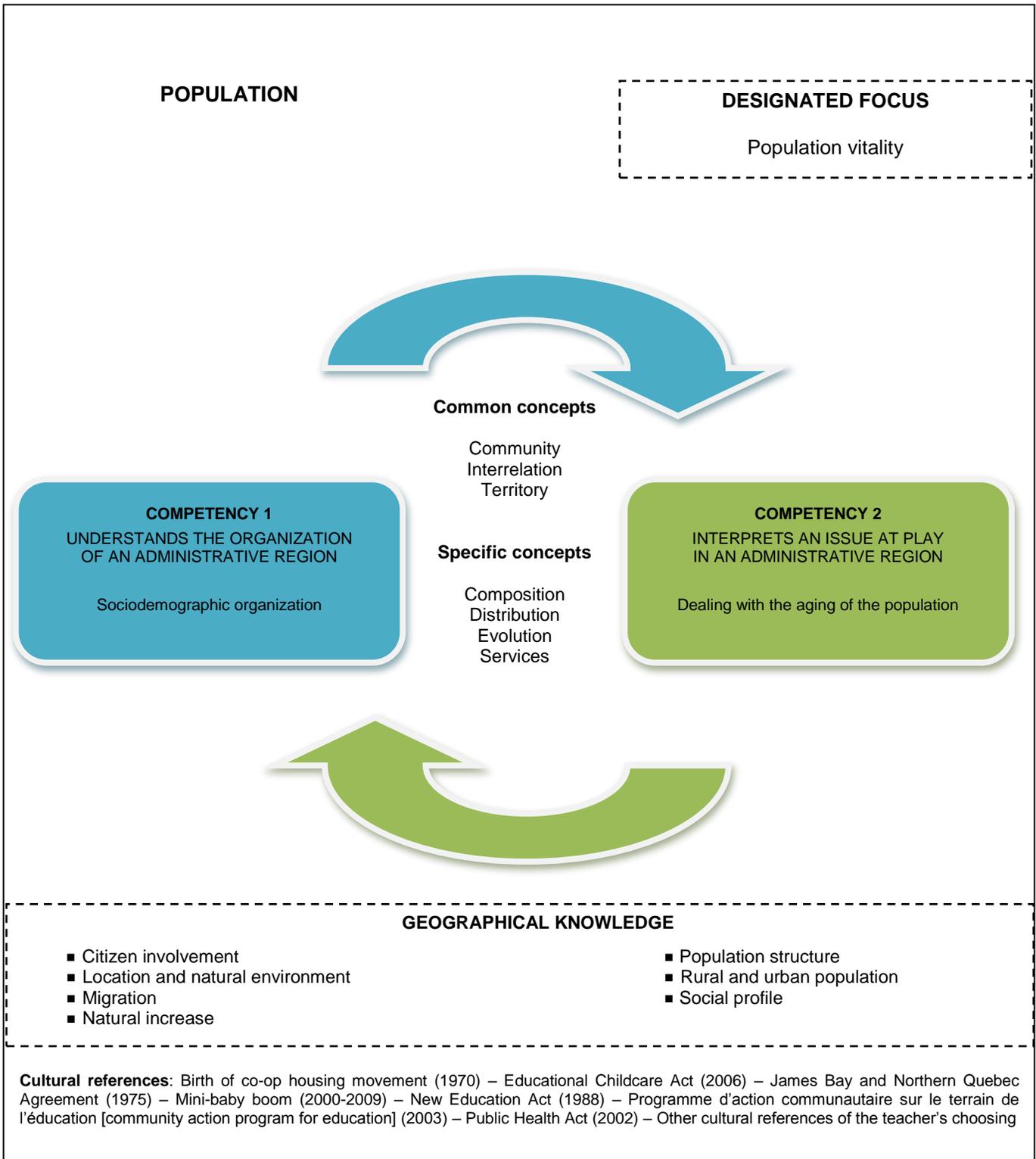
Aside from a few dozen isolated northern villages, Québec's population is distributed between outlying areas and central regions. The outlying areas consist of a block of territories with similar characteristics, such as more rugged terrain, relatively recent settlement, an economy based on natural resources 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>3</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>3</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.

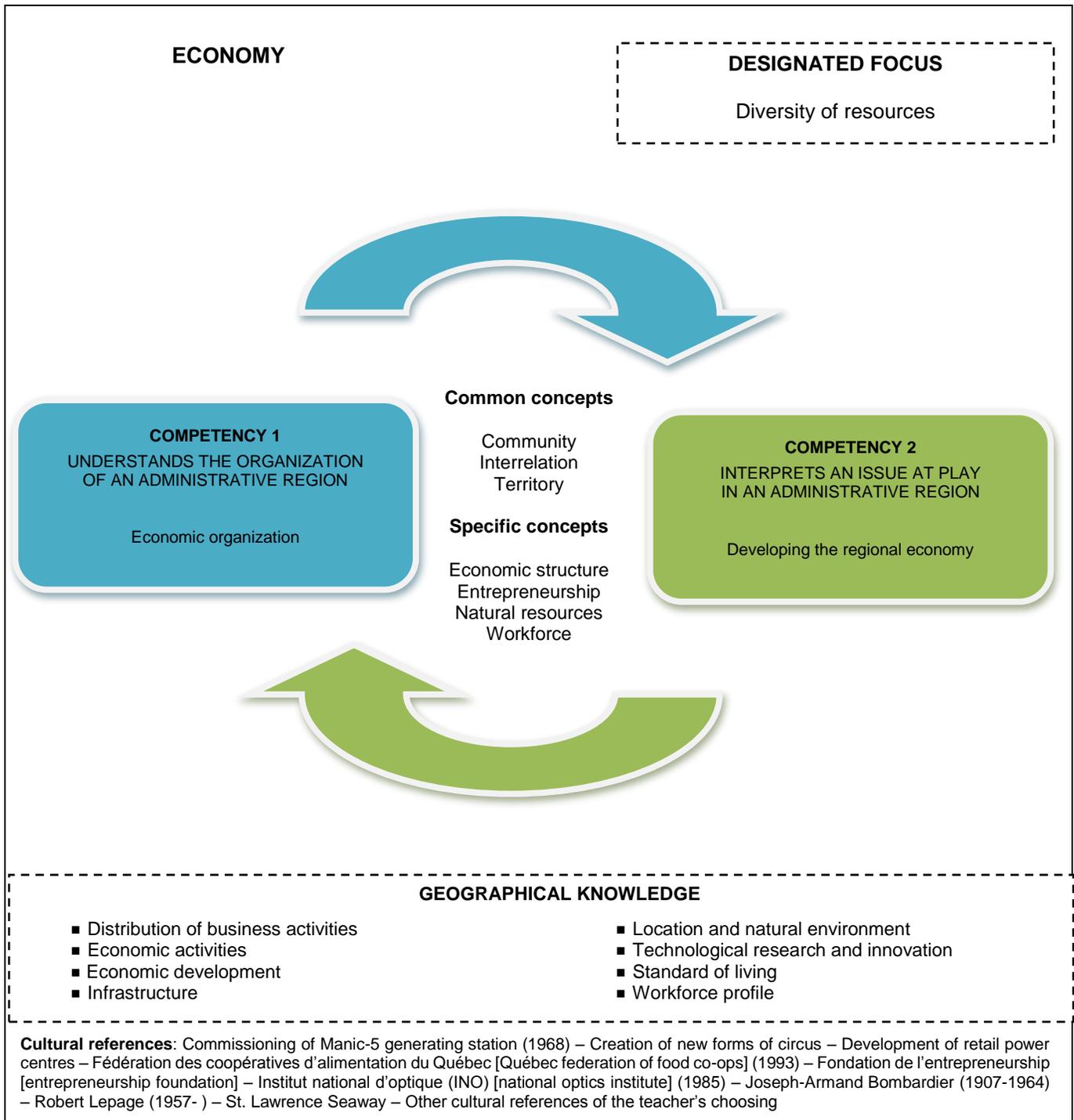
Primary sector economic activities continue to be an important part of a modern economy. This is true, for example, of activities directly related to natural resource exploitation (agriculture, forestry and mining) or water resource exploitation. Activities that involve the processing of natural resources 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>4</sup></li> <li>- Regional blocs<sup>5</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>4</sup> See Dugas, Clermont, *Les régions périphériques. Défi au développement du Québec*. Québec: Presses de l'Université du Québec, 1983, XII.

<sup>5</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>

## Sample Tasks

### Population Distribution within the Territory of the Capitale-Nationale Region

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.

#### *Elements that characterize population distribution within the territory*

##### Location and natural environment

- Use a map to:
  - locate the administrative regions of Québec
  - identify the major highways
  - determine how natural factors influence population distribution within the territory
- Use an educational website (interactive or otherwise) to:
  - locate the major cities and towns of Québec
  - locate the physiographic regions of Québec
- Use a photograph to:
  - identify the distinctive features of natural elements in the region
  - Identify the signs of human activity on the landscape

##### Rural and urban populations

- Use a table or graph to:
  - identify the elements that characterize the population of the Capitale-Nationale region with respect to its demographic weight and density
  - identify demographic trends in the region
- Use written documents to:
  - identify the factors—other than natural factors—that explain the concentration of people in Québec City
  - 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
  - determine the factors that explain the growth of the population in the Capitale-Nationale region

#### *Coherent representation of population distribution in the Capitale-Nationale region*

- Use the documents previously consulted to:
  - 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

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>

# **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)**

<b>Competency 1</b> <b>Understands the organization of an administrative region</b>	<b>Competency 2</b> <b>Interprets an issue at play in an administrative region</b>
<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 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
<b>Designated Focus</b>		The influence of cities and towns on regional space	Tourism potential
<b>Objects of Study</b>		Urban organization	Organization of tourism
		Dealing with urban development	Renewing the tourism offer
<b>Concepts</b>	<b>Common</b>	Community – Interrelation – Territory	
	<b>Specific</b>	<ul style="list-style-type: none"> <li>- Attractivity</li> <li>- Centrality</li> <li>- Vitality</li> <li>- Networks</li> </ul>	<ul style="list-style-type: none"> <li>- Marketing</li> <li>- Impacts</li> <li>- Tourism offer</li> <li>- Tourist traffic</li> </ul>
<b>Geographical Knowledge</b>		<ul style="list-style-type: none"> <li>- Areas of influence</li> <li>- Attractiveness factors</li> <li>- Location and natural environment</li> <li>- Typology of cities and towns</li> <li>- Urban phenomenon</li> <li>- Urban planning</li> </ul>	<ul style="list-style-type: none"> <li>- Development projects</li> <li>- Forms of tourism</li> <li>- Location and natural environment</li> <li>- Socioeconomic consequences</li> <li>- Tourism development</li> <li>- Tourist attractions</li> <li>- Tourist flow</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.	

## 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.

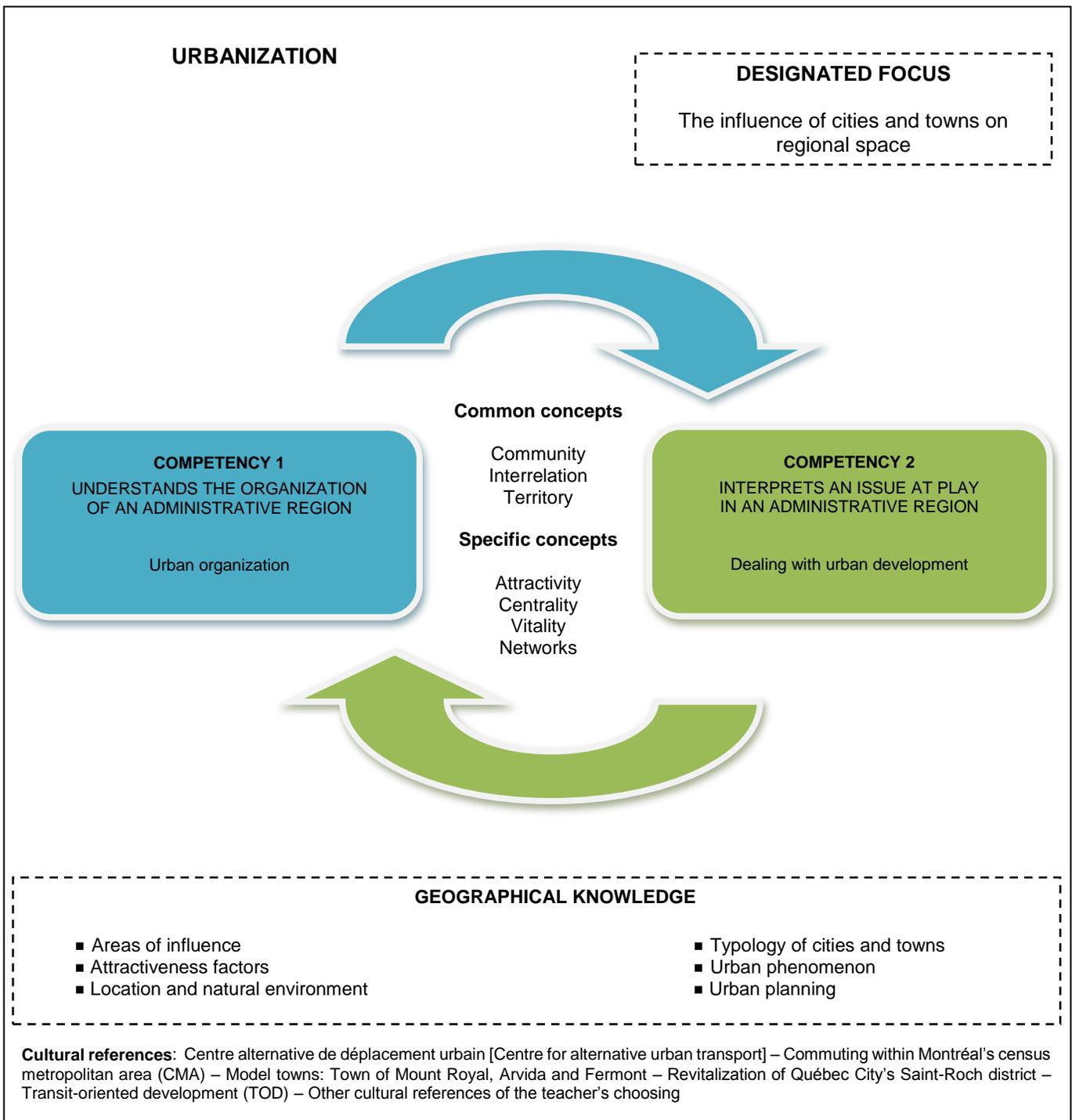
Urban sprawl also affects adjacent rural areas, which increasingly become residential areas linked to the nearest city or town. Jobs in urban areas are often occupied by people who choose to live in rural surroundings. The daily flow of people between their home and their place of work or study is called

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

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

## 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.

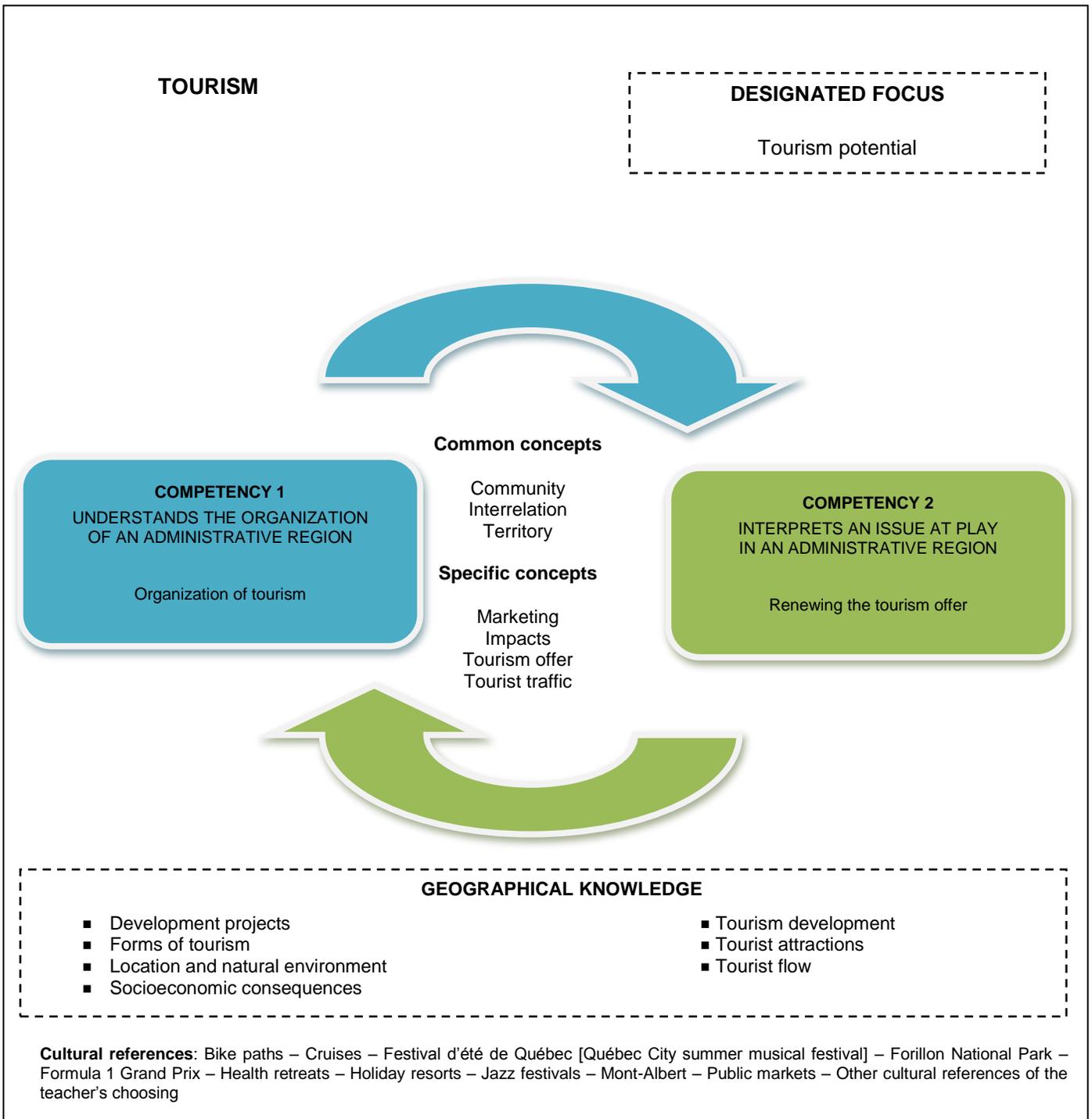
Tourist sites occupy a special place within the territory. They are often marketed jointly to create a destination that is likely to attract large numbers of tourists. In many cases, tour operators consult each other before promoting their products, often via their regional tourism association. Marketing 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
<b>Development projects</b>
<p>a. Territory diagnosis:</p> <ul style="list-style-type: none"> <li>- Inventory of tourist sites</li> <li>- Strengths and weaknesses</li> <li>- Development potential</li> <li>- Community expectations</li> <li>- Social, economic and environmental issues</li> </ul>
<p>b. Planning tools:</p> <ul style="list-style-type: none"> <li>- Schéma d'aménagement et de développement du territoire (SAD) [land use and development plan]</li> <li>- Plan d'urbanisme (PU) [urban plan]</li> <li>- Land use and urban planning services</li> <li>- Other</li> </ul>
<p>c. Legislation:</p> <ul style="list-style-type: none"> <li>- <i>Act respecting land use planning and development</i></li> <li>- <i>Sustainable Development Act</i></li> <li>- Other</li> </ul>
<p>d. Advantages of planning:</p> <ul style="list-style-type: none"> <li>- Consensus in decision-making process</li> <li>- Harmonized development of tourist sites</li> <li>- Efficient infrastructures</li> <li>- Creation of networks</li> <li>- Other</li> </ul>
<p>e. Development stages</p>
<b>Forms of tourism</b>
<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>

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

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

## 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

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

<b>Urban Population Distribution in a Territory</b>	
<b>PREPARATION</b>	<b>Context</b>
	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?
	<b>Pedagogical Aim</b>
	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
	<b>Broad Area of Learning</b>
Media Literacy	
<b>Educational Aim</b>	
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	
<b>Cross-Curricular Competencies</b>	
Uses information Exercises critical judgment	
<b>Subject-Specific Competencies</b> – <b>Evaluation Criteria</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>Organization of Urban Space in the Capitale-Nationale region</b></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><b><i>Elements that characterize urban space</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 urban centres</li> <li>○ identify the different land uses</li> <li>○ determine how natural factors influence the location of major cities or towns</li> </ul> </li> <li>• Use a website (interactive or otherwise) to: <ul style="list-style-type: none"> <li>○ locate cities or towns of over 100,000 inhabitants in Québec</li> <li>○ locate the main city or town in each RCM of the Capitale-Nationale region</li> </ul> </li> </ul> <p><b>Urban phenomena</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 organization of urban space in Québec cities and towns</li> <li>○ determine the consequences of the concentration of businesses in the cities and towns of the Capitale-Nationale region</li> </ul> </li> <li>• Use written documents to: <ul style="list-style-type: none"> <li>○ investigate the reasons key players in the organization of urban space are in favour of urban development compatible with the principles of sustainable development</li> </ul> </li> </ul> <p><b>Areas of influence</b></p> <ul style="list-style-type: none"> <li>▪ Use documents to: <ul style="list-style-type: none"> <li>○ identify the characteristics of a vibrant city or town</li> <li>○ determine how urban centres influence the structure of road networks</li> <li>○ identify the elements that make it possible to determine the level of influence cities and towns exercise over the region as a whole</li> </ul> </li> </ul> <p><b><i>Coherent representation of the organization of urban space in the Capitale-Nationale region</i></b></p> <ul style="list-style-type: none"> <li>▪ Use tables and documents to: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>

### 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"> <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>○ create a graphic organizer pertaining to elements that characterize the organization of cities and towns in the Capitale-Nationale region</li> <li>○ put together a portfolio illustrating the characteristics of the urban phenomenon</li> </ul> </li> </ul> </li> </ul>
-------------	---

## 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
<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>



## APPENDICES

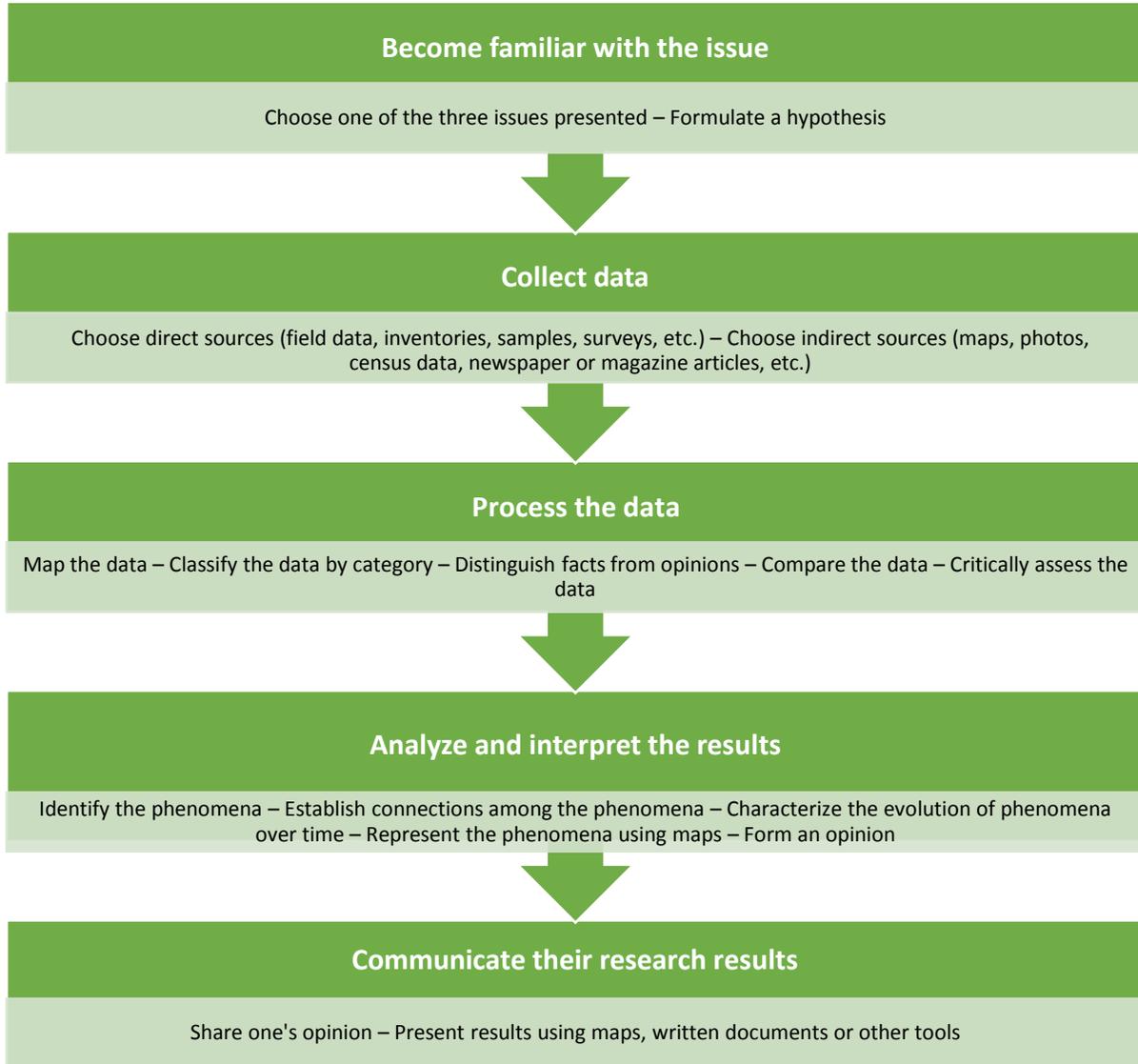




# Appendix 1

## Research Process

### Steps and Examples of Tasks





# Appendix 2

## Techniques

The techniques described in this appendix are as follows:

1. Interpreting a landscape
2. Making a geographical sketch of a landscape
3. Interpreting and creating a thematic map
4. Interpreting aerial photographs and satellite images
5. Interpreting written documents
6. Interpreting and creating a graph
7. Interpreting and constructing a contingency table

## 1. INTERPRETING A LANDSCAPE

Interpreting a landscape involves:

- locating the landscape
- determining the purpose
- observing how natural and human elements that can be seen in the landscape are distributed in space
- determining the nature of the information
- if necessary, making a sketch of the landscape using three planes: foreground, middle ground and background

## 2. MAKING A GEOGRAPHICAL SKETCH OF A LANDSCAPE

Making a geographical sketch of a landscape involves:

- identifying the elements to be represented: constructions, relief, waterways, highways, vegetation, etc.
- ordering elements according to purpose:
  - selecting the essential elements
  - defining the three planes: foreground, middle ground and background
- producing a simplified representation of real life
- giving the sketch a title that expresses its purpose
- creating a legend

### 3. INTERPRETING AND CREATING A THEMATIC MAP

#### Interpreting a Thematic Map

Interpreting a thematic map involves:

- noting the title, scale and orientation
- situating the area mapped
- decoding the signs and symbols in the legend
- recognizing the existence of spatial forms: areas of population, zones of activity, vegetation zones, etc.
- construct a line of reasoning based on the information on the map

#### Creating a Thematic Map

Creating a thematic map involves:

- deciding on the purpose of the map
- consulting several information sources: maps, tables, various documents, etc.
- identifying the essential elements
- forming a mental image of the phenomena and spaces to be mapped
- drawing the thematic map
  - giving it a title
  - indicating the scale
  - representing the essential elements with signs and symbols
  - creating a legend
  - indicating the source

#### 4. INTERPRETING AERIAL PHOTOGRAPHS AND SATELLITE IMAGES

Interpreting aerial photographs or satellite images involves:

- decoding the title
- decoding the legend
- identifying the scale
- identifying boundaries
- identifying cities and towns
- identifying roads
- identifying any dynamic or static data
- determining the nature of the information provided

#### 5. INTERPRETING WRITTEN DOCUMENTS

Interpreting a written document involves:

- identifying the nature and type of document
- identifying the author's name and role
- identifying the date
- identifying the source
- decoding the title
- identifying the main idea
- noting the important ideas
- organizing and synthesizing important ideas
- relating and comparing information drawn from several documents:
  - to identify similarities and differences
  - to identify elements of continuity and change

## 6. INTERPRETING AND CREATING A GRAPH

### Interpreting a Graph

Interpreting a graph involves:

- decoding the title
- decoding the legend
- identifying the type of diagram (histogram, pie chart, bar graph, broken-line graph, line graph, etc.)
- determining the nature of the information presented on each axis
- identifying the scale
- determining the source on which the graph is based
- finding a piece of information using two or more coordinates

### Creating a Graph

Creating a graph involves:

- giving the graph a title
- designing the legend
- selecting information
- choosing a mode of representation
- drawing the framework for the graph
- establishing the scale
- entering the data in the graph
- indicating the source of the data

## 7. INTERPRETING AND CREATING A CONTINGENCY TABLE

### Interpreting a Contingency Table

Interpreting a contingency table involves:

- decoding the title
- decoding the legend
- identifying the scale
- determining the nature of the information provided in the rows and columns
- determining the relationship between the data values:
  - within each row or columns
  - between rows and columns (cross-tabulation)

### Constructing a Contingency Table

Creating a contingency table involves:

- entering the title
- designing the legend
- selecting information
- drawing and naming the rows and columns
- establishing the scale of representation:
  - establishing the proportional relationship between the data values to be represented
  - determining the units of measurement
  - indicating the intervals
- entering the data in the table

# Bibliography

- Bavoux, Jean-Jacques. *La géographie: objet, méthodes, débats*. Paris: Armand Colin, 2009.
- Bruneau, Pierre. "L'archipel urbain québécois. Un nouveau rapport société-espace." In *Le Québec en changement. Entre l'exclusion et l'espérance*, edited by Pierre Bruneau, 29-60. Québec: Presses de l'Université du Québec, 2000.
- Cazelais, Normand, Roger Nadeau and Gérard Beaudet, ed. *L'espace touristique*. Québec: Presses de l'Université du Québec, 1999.
- CRÉ Montérégie Est. *Les Montérégiennes: éléments du patrimoine du Québec. Diagnostic et identification des enjeux relatifs à la protection et à la mise en valeur des collines montérégiennes*. McMasterville, Québec: 2012.
- De Koninck, Marie-Charlotte, ed. *Territoires. Le Québec. Habitat, ressources et imaginaire*. Québec: Musée de la civilisation and Éditions MultiMondes, 2007.
- Dugas, Clermont. *Les régions périphériques. Défi au développement du Québec*. Québec: Presses de l'Université du Québec, 1983.
- . "Régions et régionalisation au Québec depuis Raoul Blanchard." *Cahiers de géographie du Québec* 30, no. 80 (1986): 189-202.
- Gauthier, Madeleine, and Patrice Leblanc, ed. *Jeunes et dynamiques territoriales*. Vol. 1: *Migrations*. Regard sur la jeunesse du monde. Québec: Presses de l'Université Laval and IQRC, 2008.
- Gumuchian, Hervé, and Claude Marois. *Initiation à la recherche en géographie. Aménagement, développement, environnement*. Montréal: Presses de l'Université de Montréal, 2000.
- Monnet, Jérôme. "Les dimensions symboliques de la centralité." *Cahiers de géographie du Québec* 44, no. 123 (December 2000): 399-418.
- Peña, Orlando, and André-Louis Sanguin. *Concepts et méthodes de la géographie*. Montréal: Guérin, 1986.
- Proulx, Marc-Urbain. *Territoires et développement: la richesse du Québec*. Québec: Presses de l'Université du Québec, 2011.
- Québec, Institut de la statistique du Québec. *Le bilan démographique du Québec*. Québec, 2013.
- . *Les déterminants de l'entrepreneuriat dans les municipalités régionales de comté du Québec*. Québec, 2013.
- . *Le vieillissement démographique: de nombreux enjeux à déchiffrer*. Québec, 2012.
- . *Panorama des régions du Québec*. Québec, 2013.

Québec, Ministère des Affaires municipales et des Régions. *Pour une plus grande prospérité et vitalité de nos municipalités – Plan d'action gouvernemental à l'intention des municipalités dévitalisées*. Québec, 2008.

Québec, Ministère du Développement durable, de l'Environnement et des Parcs. *Orientations stratégiques du Québec en matière d'aires protégées – Le Québec voit grand – Période 2011-2015*. Québec, 2011.

Québec, Ministère de l'Économie, de l'Innovation et des Exportations. *Portrait économique des régions du Québec*. Québec, 2014.

Québec, Ministère de l'Éducation, du Loisir et du Sport. *Québec Education Program, Secondary School Education, Cycle One, A Curriculum for the 21st Century*. Québec, 2004.

Québec, Ministère des Finances et de l'Économie. *Portrait économique des régions du Québec*, Chapter 2: "Structure industrielle." Québec, 2013.

Québec, Ministère de la Santé et des Services sociaux. *Pour guider l'action – Portrait de santé du Québec et de ses régions – Statistiques*. Québec, 2011.

Québec, Ministère du Tourisme. *Stratégie de marketing touristique 2000-2005, Grandes tendances de la demande touristique*. Québec, 2000.

———. *Le tourisme au Québec en bref, 2012*. Québec, 2014.

Sénécal, Gilles, and Claude Manzagol. "La région géographique." In *Le phénomène régional au Québec*, edited by Marc-Urbain Proulx, 93-112. Québec: Presses de l'Université du Québec, 1996.

Simard, Martin. "Les frontières contemporaines de l'écoumène québécois: de la lutte à l'étalement urbain à la mise en œuvre du Plan nord." *Études canadiennes*, no. 73 (2012): 91-114.

———. "Urbain, rural et milieux transitionnels. Les catégories géographiques de la ville diffuse." *Cahiers de géographie du Québec* 56, no. 157 (2012): 109-124.



