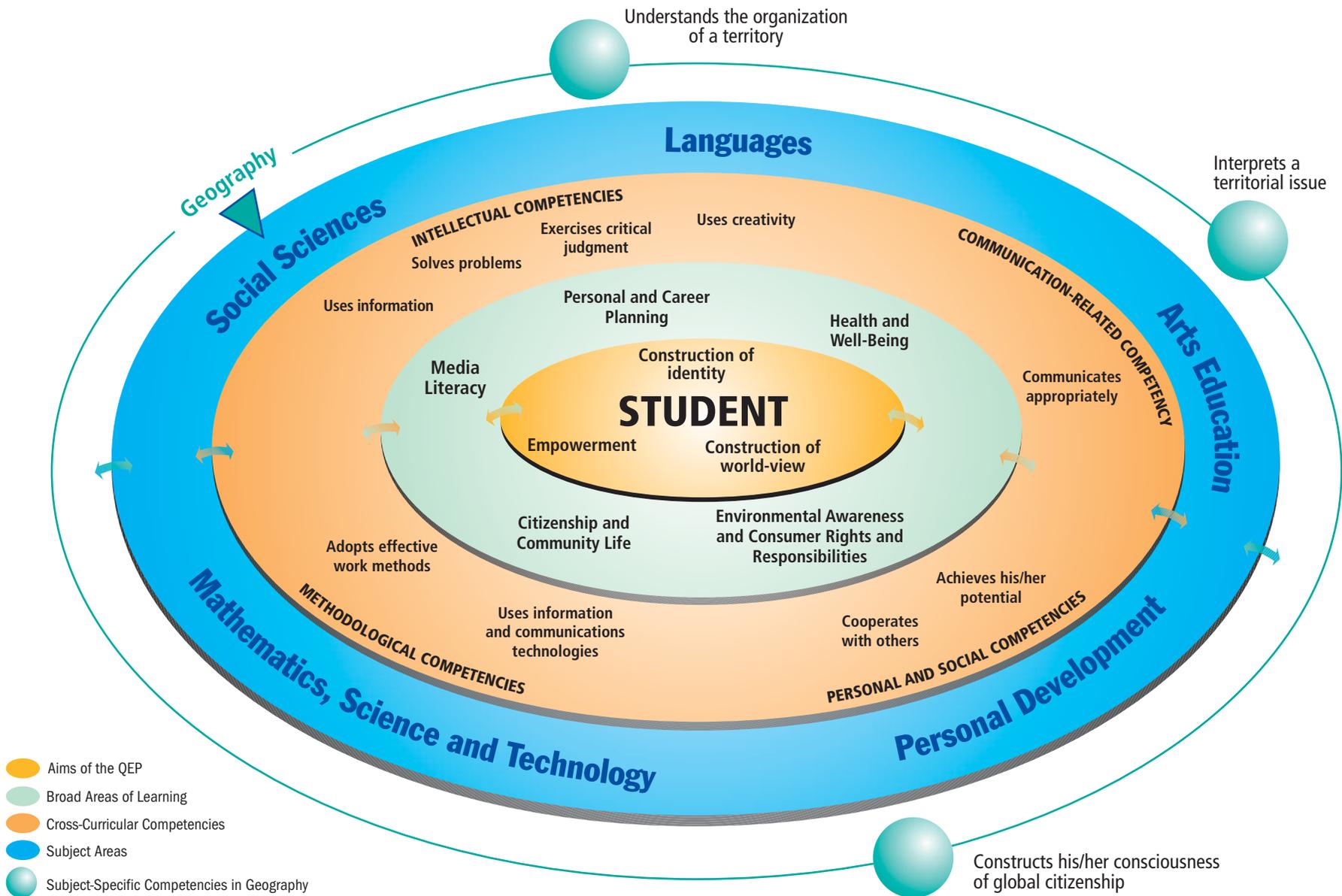




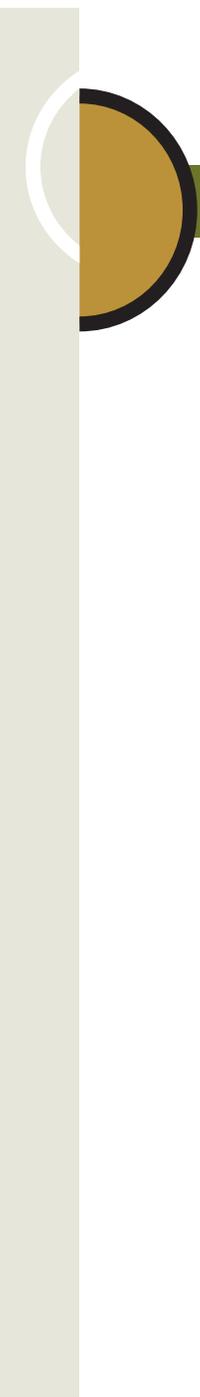
Photo: Pierre Lahoud

Geography

Making Connections: Geography and the Other Dimensions of the Québec Education Program (QEP)



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Geography



Introduction to the Geography Program

Geography is the science of place and space. Geographers ask where things are located on the surface of the earth, why they are located where they are, how places differ from one another, and how people interact with the environment.

Association of American Geographers

Contribution of the Geography Program to Students' Education

The many changes that have marked contemporary society, especially in communications, have profoundly modified our relationship to space. The proliferation of information and its instantaneous dissemination worldwide, the multiplication of exchanges of all kinds, the globalization of the economy and the importance of migrations all make distances smaller and influence the way we see the world.

In this context, a subject such as geography has special importance. By encouraging students to look at territories from a geographic perspective, it helps to make today's world more intelligible to them. Students 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. Through geography, 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 and come to understand the importance of sharing the world's habitable space more equitably.

Approach to the Study of Geography

Oriented toward the study of issues associated with the use of space, the current approach to geography is based on the concept of territory. Territory is defined as a social space that human beings occupy, modify, give meaning to and organize in a specific way. This understanding of the subject differs from the traditional approach to teaching geography in the way in which it interprets 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 social phenomena that have an impact on the organization and development of a territory.

This program aims at helping students to develop geographic reasoning and skills. In order to describe or explain territorial issues, students engage in a reasoning process that allows them to understand, at an appropriate level, human actions upon territories that are in constant change. They study the uniqueness and the differentiation of territories and analyze the meaning human beings attribute to their actions in these territories (purpose, landmarks, heritage). Geographic reasoning involves the comparison of geographic phenomena at different scales of analysis,

and uses the language of geography and cartography. By engaging in this kind of reasoning, students learn to respond to geographic problems using spatial representations they have previously formed, which they must now modify and develop.

How the Subject-Specific Competencies Work Together

In the Geography program, students are expected to develop the following three competencies:

- Understands the organization of a territory
- Interprets a territorial issue
- Constructs his/her consciousness of global citizenship

The development of these competencies involves the study, on different scales, of various types of territories. Students look at a territory organized in a specific manner and discover cultural imprints left by humans. They interpret a territorial issue by examining how people living in a territory attempt to solve problems related to the occupation of that space. Finally, students construct their consciousness of global citizenship by becoming aware of global issues and developing a sense of involvement.

These competencies do not develop according to a specific sequence, but in interaction with one another. Thus, students may approach the study of a territory by looking at the way it is organized, interpreting a territorial issue or examining global phenomena. Territorial organization, issues and global phenomena all relate to the same type of territory and it is important that teachers emphasize the dynamic interaction between the three competencies.

Continuity Between the Elementary and Secondary Levels

At the elementary level, students were introduced to geographic reasoning through the development of the com-

petencies targeted in the Geography, History and Citizenship Education program:

- To understand the organization of a society in its territory
- To interpret change in a society and its territory
- To be open to the diversity of societies and their territories

Students also learned about territories here and elsewhere, past and present. They began to construct the concepts of organization, change and diversity as well as the concepts of society and territory. This process continues at the secondary level.¹

Students started looking at the relationships that exist between a society and its territory. They examined the cultural imprints left on the territory and the motives guiding societies in their actions. They became aware of different territorial phenomena relating to here and elsewhere, past and present, which contributed to their citizenship education.

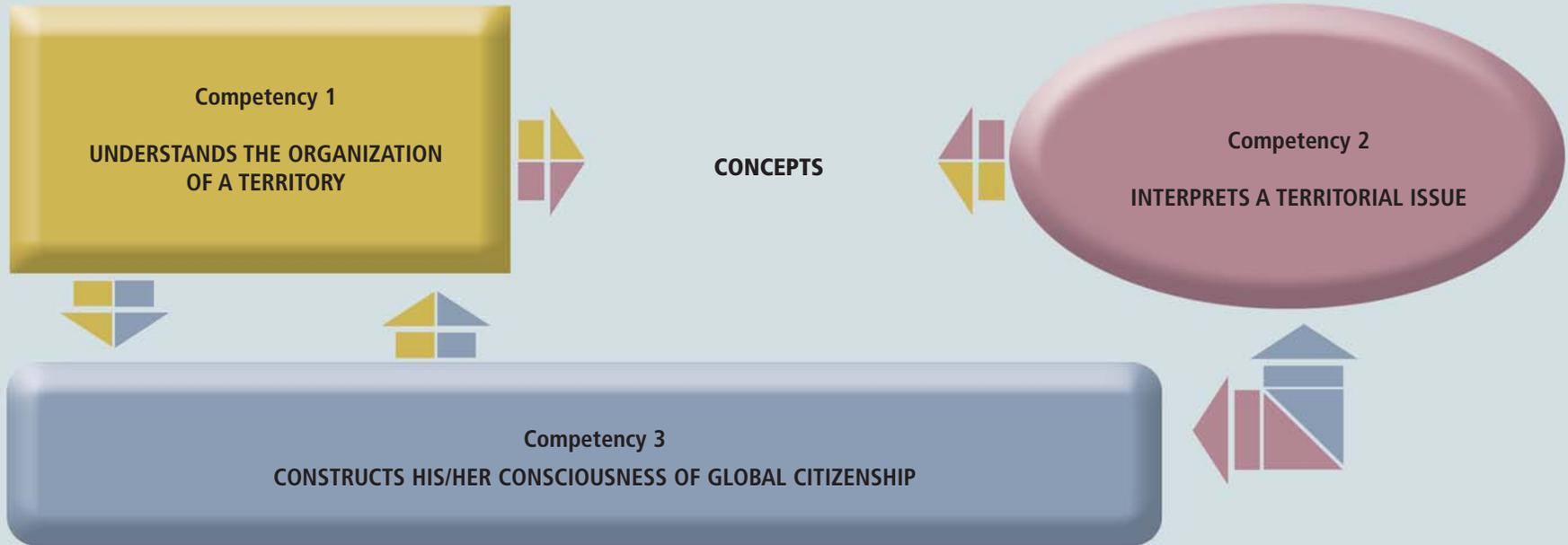
At the secondary level, students develop subject-specific competencies. As well, some learning begun at the elementary level continues. This is the case with understanding the organization of a territory, interpreting territorial phenomena, engaging in the research process and applying the following techniques:

- Reading and interpreting maps
- Using spatial reference points
- Orientation and location
- Reading and interpreting pictures and written documents
- Using an atlas

1. Page 289 presents the content of the Geography, History and Citizenship Education program at the elementary level.

HOW THE COMPETENCIES WORK TOGETHER

TYPE OF TERRITORY



Making Connections: Geography and the Other Dimensions of the Québec Education Program

Connections between geography and other subjects are readily apparent, and the Geography program has been designed to facilitate the integration of the various dimensions of the Québec Education Program. Geography teachers are encouraged to follow suit by taking an integrated learning approach with their students.

Connections With the Broad Areas of Learning

The broad areas of learning correspond to major contemporary social issues. They serve as anchor points for the development of the competencies and are intended to help students relate school learning to their daily concerns. In many respects, the Geography program ties in with the educational aims and focuses of development of four of the broad areas of learning.

By analyzing the relationships that societies have with their territory from a responsible management perspective, students learn to make connections between the satisfaction of needs and the rational use of resources. They become aware of the social aspects of consumption and of the implications of globalization for the culture of societies and the distribution of wealth and resources. This awareness helps students to better understand the interdependence of the environment and human activity. In this way, the program ties in with the focuses of development of the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities*.

By studying various territories and transferring their learning to their own territory, students become aware of the many roles played by citizens, at different levels, in the resolution of territorial problems. This helps students to

develop open-mindedness and respect for diversity. They become aware of equal rights, the interdependence of peoples, international conflicts, and the need to develop a culture of peace. By helping students to understand the significance of human actions in a territory, take a position on territorial issues and examine major global phenomena, the program contributes to educating informed, responsible citizens. In this sense, it ties in with the broad area of learning *Citizenship and Community Life*.

By studying territories, students come to reflect on the effects, on a relatively large scale, of certain human actions on health. For example, they become aware that negligent behaviour can contribute to the spread of epidemics or environmental pollution. They realize that decisions made on the basis of self-interest or greed may have serious consequences for people living in an environment at risk. In this respect, the program ties in with the broad area of learning *Health and Well-Being*.

In the course of their research, students learn to use information from various media. Sometimes this information is subject to interpretation. Students must therefore learn to examine information and maintain a critical distance with respect to media resources. They distinguish fact from opinion and learn to assess the validity of information. In this regard, the program ties in with the broad area of learning *Media Literacy*.

Connections With the Cross-Curricular Competencies

The cross-curricular competencies do not operate in isolation, but are connected to the various subject-specific

competencies. The competencies targeted by the Geography program promote, to varying degrees, the use of each of the cross-curricular competencies. Similarly, the cross-curricular competencies contribute to the development of the subject-specific competencies.

Students are often called upon to solve problems involving territorial issues. They have to analyze the elements of the situation, grasp the complexities and evaluate the relevance and effectiveness of the solutions proposed by the groups in question.

To support their geographic reasoning they must adopt effective work methods, use information from a variety of sources, evaluate these sources and judge their validity and relevance. In their research, they use information and communications technologies appropriately, both in the construction of their representations and the communication of their findings.

Deconstructing landscapes, choosing scales of analysis and producing original documents such as diagrams, sketches and maps are ways of developing creative thinking.

Students exercise critical judgment when considering the effects of human actions on a territory. The same holds true when they evaluate solutions to global problems, take a position with respect to their effectiveness and defend their position.

Becoming aware of different geographic phenomena and reacting to human intervention likely to have repercussions on a territory or the future of the planet helps students to recognize both their own cultural roots and the culture of others. They learn where they stand and how

their position relates to others, both of which are essential to achieving their potential.

Students also learn to cooperate, as they are often faced with complex tasks that require collaboration. They demonstrate open-mindedness and receptiveness to the views of others and respect for differences of opinion.

Finally, when students reason in geography, they analyze geographic problems at different scales. They use geographic language to communicate their thoughts appropriately and to organize their answers coherently.

Connections With the Other Subject Areas

There are numerous examples of possible links between geography and other subjects in the Québec Education Program. As with all the subjects, geography provides an opportunity to apply the competencies developed in the languages area. Students must use their competencies in reading, writing and oral communication to do research and then communicate their results. They must use correct language to express their position clearly and coherently.

There are also links between the Geography program and the area of Mathematics, Science and Technology. A number of the concepts introduced in the Science and Technology program are essential to interpreting issues and the way a territory is organized and thus to gaining a better understanding of global phenomena. For example, students can apply what they have learned about natural phenomena when they look at a territory's organization. By examining the consequences of certain modes of social organization with respect to responsible management and sustainable development, they will be able to observe, in light of the results of their work, some of the effects of science and technology on the territory. They will also apply their mathematical competencies in

using quantified and quantifiable information and reading maps, graphs or statistical tables.

Arts Education—the Visual Arts program in particular—provides students with opportunities to discover landscapes and living environments through artists' representations. They can perceive the influence these artists have had on architecture, the development of public squares, etc. The other Arts Education subjects also come into play through the creation and interpretation of works that make reference to the spatial dimension.

Finally, in the area of Personal Development, when students examine social behaviours and evaluate their repercussions, they learn to identify various issues and to analyze them from different points of view. In this way, they enrich the frame of reference they draw on when taking a position on situational problems encountered in moral education or moral and religious education.

Pedagogical Context

Students: Interested and Active Learners

In geography, students study various types of territorial organizations based on their knowledge, observations and perceptions of the world. They seek answers to their questions by drawing on a range of resources and using techniques specific to geography.² They show open-mindedness both to people and ideas that are new to them. They make connections between what they already know and what they discover and in so doing construct their new geographic knowledge. They experiment with research strategies that enable them to understand territorial organization, related issues and phenomena of a global scale.

In geography class, students interact with their classmates and the teacher and share their discoveries and experiences. They work individually and in groups, and are supported by the teacher.

In developing their competencies, students are encouraged to ask questions and share the results of their research and analysis. They may do so orally or in writing, demonstrating thoroughness and clarity in whichever form they choose.

The Teacher: A Guide and Mediator

Geography teachers help students to discover the pleasure of learning and encourage them to share their passion for the subject while underlining the importance of a rigorous, cohesive approach. The teachers' role consists in guiding students; they orchestrate the discovery and exploration of territorial phenomena and problems that arise from a society's use of space. Teachers act as mediators between knowledge and the students they are helping to become involved in a process of constructing

knowledge. They create contexts for learning that enable students to acquire the geographer's main tools. The application of the program requires that teachers diversify their practices and approaches in order to respect the various types of learners and learning styles. They help students to develop cognitive and metacognitive strategies. They engage them in the process of constructing meaning by promoting discussion and the exchange and comparison of points of view and encouraging them to express their feelings. They help them to clarify their thinking and formulate ideas.

The Classroom: A Rich, Stimulating Environment

Since teachers are also responsible for creating a stimulating classroom environment, they must ensure that students have access to appropriate resources. The list of resources that may be useful for the development of competencies in geography is extremely varied: museums, interpretation centres, businesses, maps, plans, pictures, historical documents and artifacts, audio-visual documents, first-hand accounts, and so on. These resources may be part of the immediate environment—such as the library, the multimedia class and the community—or they may entail educational outings. The available resources must also include information and communications technologies that the students can use both as research and production tools.

Meaningful, Open and Complex Learning and Evaluation Situations

Learning and evaluation situations in geography should be varied, meaningful, open and complex, and present students with an appropriate challenge.

A learning and evaluation situation is meaningful when students perceive the connections between the learning they have acquired and possible future applications. The study of territorial phenomena becomes meaningful for students when they realize that it helps them gain a better understanding of the contemporary world. It is all the more meaningful if it refers to topical issues, social concerns or a real problem involving the use of space. The situation is open to the extent that it enables students to explore several possible solutions rather than calling for a single solution or one right answer. As well, an open learning situation involves various tasks, favours the use of several different research media and may result in the production of different types of student work.

A learning and evaluation situation is complex insofar as it draws on various resources, knowledge and know-how, while allowing them to work together. Research, analysis and the selection of data must always be part of a learning and evaluation situation. It should be based on geographic reasoning, which involves a comparative analysis of geographic phenomena at different scales. It requires skill in questioning, analysis, critical judgment and synthesis. It contributes to the development of the three subject-specific competencies, draws on various cross-curricular competencies and allows for the establishment of connections with the broad areas of learning and other areas.

Appropriate Evaluation

Students do not learn in order to be evaluated: they evaluate themselves and are evaluated by others in order to

2. See the Techniques section under Program Content.

learn better. Diverse evaluation practices make it possible to assess students' progress during their learning process and indicate the level to which they have developed the competencies at the end of the cycle.

Evaluation carried out during the learning process provides students with feedback on their methods and approaches, their work, their strengths and their weaknesses. In the course of learning, it is possible that a student might first develop one or another of the key features of a competency. To facilitate learning, evaluation could focus on specific tasks related to these key features. For example, a student could focus on deconstructing a landscape without carrying out a complete examination of the organization of the territory. It is essential, however, that students progressively become involved in learning and evaluation situations that concern the competency as a whole and, indeed, that concern more than one competency.

End-of-cycle evaluation is based on the teacher's judgment and is a professional act of the utmost importance. Its role is to provide a progress report on the development of the subject-specific and cross-curricular competencies and in so doing it should take into account ongoing evaluation and not be simply an accumulation of data. End-of-cycle evaluation allows students to demonstrate the level to which they have developed the competencies and the extent to which they are effective users of knowledge, attitudes, strategies and skills in a complex, contextualized situation.

Both during the learning process and at the end of the cycle, the evaluation of learning in geography takes into account the students' use of geographic and cartographic language.³ The work expected of students may take dif-

ferent forms, including a model, an oral presentation, a journal or a debate. It should be accompanied by various aids, such as texts, maps, sketches and electronic material.

It is important to bear in mind that the validity of evaluation, whether during or at the end of the cycle, depends on the quality of the information gathered. This in turn requires the use of appropriate evaluation instruments, which may include direct observation, self-evaluation, rubrics, peer evaluation, portfolios, journals, and oral or written presentations. The use of information and communications technologies can be helpful either for finding new evaluation instruments or, more generally, as a technical support for the evaluation process.

3. See the Techniques section under Program Content.

COMPETENCY 1 Understands the organization of a territory

We humans are geographical beings transforming the earth and making it into a home, and that transformed world affects who we are.

Robert David Sack

Focus of the Competency

Students are part of a society and they live in a territory about which they already have some knowledge and in which they learn, often in an intuitive, rather unreflective way, to function through numerous everyday experiences. In learning to understand the organization of a territory, students have to ask questions, become aware of the surroundings, develop a feel for the territory and recognize how it is organized. This learning process also gives them a sense of responsibility and provides them with tools for understanding territories here and elsewhere.

A territory is a social space. It is the product of a society that has taken possession of it, adapted to it, and given it meaning and a particular organization, changing it to meet its needs. Thus, territories are not immutable: they are the product of the various societies that have successively occupied them and have influenced their organization. The marks left by human action may be seen in the landscapes⁴ of a territory.

Deconstructing landscapes consists in looking beyond what is perceptible to reveal the particular character that results from past and present human activity on the natural environment. A landscape, however, will mean different things to different people. A painter will not emphasize the same aspects of a landscape as an urban planner, an engineer or a farmer. Landscapes also have an emotional value and observing them arouses positive or negative emotions that should be examined. Thus, one might wonder why people are generally attracted to cer-

tain landscapes, such as a well-tended public garden, and repelled by others, such as a public dump.

Understanding the organization of a territory, however, is more complex than simply deconstructing its landscapes. It hinges on understanding the dynamics between different phenomena resulting from human action. It is important to determine the nature of this organization and how it functions, and to focus on the dominant axes of organization of the territory (e.g. transportation networks, zones, centres and outlying areas). It is just as important to understand the nature of the decisions underlying the actions of a society on its territory. These decisions, be they cultural, social, political or economic, have consequences for the territory. The student must recognize the external factors that influence these decisions.

Understanding the organization of a territory implies using different scales of analysis. Changing the geographic scale not only changes the relative size of the phenomena studied, but also brings out different aspects according to the spatial framework of analysis. This makes it possible to enrich one's own representation of the territorial organization and to highlight the relationships the territorial organization has with other territories. Relating these scales changes the perceptions and representations of phenomena, and sometimes even their nature. This also makes it possible to discover influences, near or far, on the territorial organization.

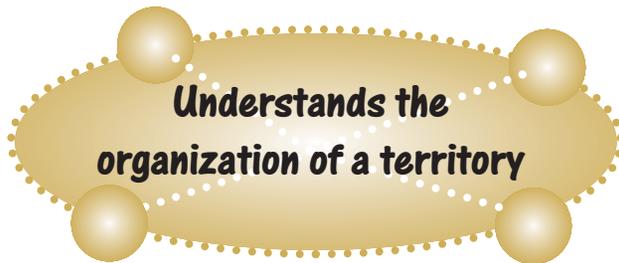
The geographic understanding of a territory must be expressed in cartographic language. This language makes it possible to create a mental image of the territory, to symbolize its spatial dimension, to translate a set of relationships among phenomena using maps, and to grasp the effects of distance on the organization of the territory.

4. 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." (European Landscape Convention, adopted on July 19, 2000, by the Council of Europe's Committee of Ministers).

Key Features of Competency 1

Deconstructs landscapes in the territory

Identifies signs of human activity in landscapes
• Associates these landscapes with the organization of the territory • Explores the feelings these landscapes arouse



Grasps the meaning of human actions with regard to the territory

Identifies the main characteristics of the organization of the territory • Identifies the dominant axes of territorial organization • Looks for the reasons underlying human actions
• Recognizes external influences on the territory

Relates different geographic scales

Chooses appropriate scales • Uses several scales of analysis simultaneously • Highlights different types of phenomena • Broadens his/her personal representation of the territorial organization

Uses cartographic language

Refers to different cartographic representations of the territory • Uses reference points to understand territorial organization • Illustrates his/her understanding of this organization through drawings

End-of-Cycle Outcomes

The student identifies relevant elements of the organization of the territory by ensuring that they:

- relate to the type of territory concerned
- correspond to the designated focus
- are characteristic of the organization of the territory

The student represents his/her construction of the organization of the territory coherently by highlighting:

- connections among elements of the organization of the territory
- connections among concepts
- relationships between human actions and the organization of the territory

The student considers the organization of the territory as a whole by using scales of analysis appropriately to highlight:

- new phenomena
- external influences

Evaluation Criteria

- Identification of relevant elements of the organization of the territory
- Coherent representation of the organization of the territory
- Concern for obtaining an overview of the organization of the territory

COMPETENCY 2 Interprets a territorial issue

We are the children of our landscape; it dictates behaviour and even thought in the measure to which we are responsive to it.
Lawrence Durrell

Focus of the Competency

Because space that is usable by human beings is limited, it is the focus of territorial issues. This occurs when individuals or groups who share the same territory have opposing views about how this space should be used. This may happen, for example, when a territory is subject to natural hazards or has particular characteristics. A territorial issue generally arises when the interests of groups sharing the same space diverge. The result is a power struggle.

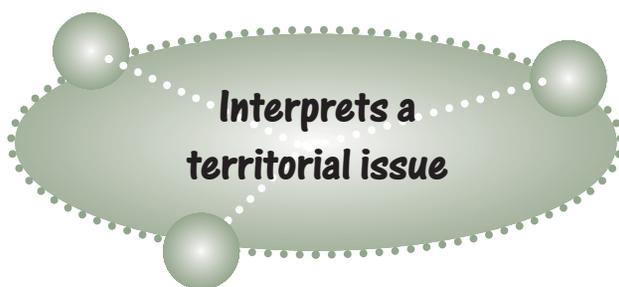
Territorial issues are complex phenomena linked to the use of space by human beings. Such issues sometimes originate in actions by societies that occupied the territory in the past. Different elements interact on different scales: the location of the action, the groups or individuals involved and the interests at stake. This interaction creates a dynamic that changes according to the scale of reference. Issues become even more complex when the groups involved take stands, each side convinced that it has the best solution. Various proposals may be considered, each with its strong and weak points. It is important to examine these proposals in the light of their impact on the organization of the territory and to weigh the arguments for and against them.

Every territorial issue is a unique challenge because there are no simple solutions to territorial problems. Each situation must be dealt with in a specific and appropriate manner. In order to interpret a territorial issue, students must examine the proposals made by the groups involved and develop an opinion, taking into account the reasons and values underlying the proposals. They also need to examine the compromises made by the various groups involved with the issue, in other words, the concessions that each of the groups agrees to make with respect to its initial proposals. They must also take into account the opportunity costs, that is, what cannot be done because one option was chosen over another. In considering the proposed solutions, students must go beyond self-interest to consider the collective interest. In so doing, they become aware that life in society involves active participation on the part of citizens, who have a responsibility to take action in situations that call for democratic debate.

Key Features of Competency 2

Considers how the territorial issue is dealt with

Examines the possible compromises • Looks for the collective interest • Determines the opportunity costs



Describes the complexity of the territorial issue

Identifies the places, scales and actors involved • Recognizes the motives of the groups involved • Specifies the role of certain natural and human factors of the past and present

Evaluates the proposals of the groups involved

Examines the proposals of each group • Establishes repercussions of each proposal on the territory, depending on the reference scale • Expresses his/her opinion on the proposals • Defends his/her opinion

End-of-Cycle Outcomes

The student cites elements that are relevant to the territorial issue by referring to:

- exact and specific elements
- appropriate concepts

The student describes the dynamics of the territorial issue by showing:

- how the basic elements of the issue interact
- connections between the concepts
- power struggles

The student expresses a well-founded opinion when it is based on:

- several points of view
- the relation among several scales of analysis
- consideration of the consequences of the proposals for the territory
- consideration of individual and collective interests

Evaluation Criteria

- Reference to elements that are relevant to the territorial issue
- Description of the dynamics of the territorial issue
- Expression of a well-founded opinion

COMPETENCY 3 Constructs his/her consciousness of global citizenship

We understand, as never before, that each of us is fully worthy of the respect and dignity essential to our common humanity. We recognize that we are the products of many cultures, traditions and memories; that mutual respect allows us to study and learn from other cultures; and that we gain strength by combining the foreign with the familiar.

Kofi Annan

Focus of the Competency

As a result of the globalization of the economy and the proliferation of communications technologies, it is increasingly difficult to ignore the relationships that exist among the territories of the world. Through contact with others, their own experience of migration, information in the media or their questions about the source of everyday consumer goods, students often find themselves in situations that reveal the interdependence of people and territories on a global scale. They discover that territorial phenomena are interrelated and structured by exchanges of all kinds: goods, services, information, people and capital. Networks take shape and movements take place between the societies that occupy territories.

Students gradually become aware of the growing complexity of the world they live in and of the new possibilities that are available to them, but also of the responsibilities these possibilities entail. This enables them to observe that territories are complementary to one another, but also that inequalities exist between some of them. In this way they construct their consciousness of global citizenship, that is, they feel involved in the world, and develop a sense of personal responsibility with respect to major global issues. They learn to make their own decisions about which actions to take in their role as citizens of the world.

Most global phenomena involve tensions (e.g. between national and international, density and dispersal, North and South) and are subject to multiple pressures. Consciousness of global citizenship can be reflected in observance of a set of rules established by human beings through organizations and in official documents, in order to live together. Students' consciousness of global citizenship is developed by encouraging their hope for a better world, based on responsible management of resources from a sustainable development perspective that will ensure future generations the appropriate conditions to satisfy their legitimate needs.

Students develop this competency by gradually becoming aware of major global phenomena. They take an interest in and wonder about them. They try to relate the behaviours adopted or the choices made by different actors, be they groups, businesses or states, to the values underlying their forms of social organization. They observe, for example, that a society that bases its organization on the immediate and individualistic satisfaction of needs may lead its members to take action that could have serious consequences for the entire world. By examining human actions from the perspective of sustainable development, they endeavour to identify those that promote responsible management and rational use of

resources. They recognize human actions that are economically equitable, environmentally friendly, socially just and culturally appropriate to the societies that occupy the territories. In short, they learn to be citizens of the world.

Key Features of Competency 3

Shows the global nature of a geographic phenomenon

Observes that a given geographic phenomenon occurs in many territories • Recognizes instances of inequality and mutual benefit among territories • Recognizes the networks and movements that arise among territories



Evaluates solutions to global issues

Recognizes possible solutions • Shows that the commitment of communities is essential for solving global problems • Adopts a position that takes into account the effectiveness of the various solutions proposed • Defends his/her position

Examines human actions in terms of the future

Associates human actions with forms of social organization • Shows that actions taken by human beings in a territory have repercussions on other territories • Identifies implications of these actions for the planet from the perspective of responsible management and sustainable development

End-of-Cycle Outcomes

The student shows the global nature of a phenomenon by taking into account:

- the diversity of manifestations of this phenomenon in the world
- the establishment of networks and movements among territories

The student considers the impact of human actions on the future of the planet by taking into account:

- the consistency of these human actions with their underlying values
- the relationship between these human actions and sustainable development
- the need for concerted action to solve global problems
- the contribution of international rules, conventions and organizations

The student defends his/her opinion by basing it on:

- the effectiveness of the solutions proposed
- sustainable development

Evaluation Criteria

- Expression of the global nature of a geographic phenomenon
- Consideration of the impact of human actions on the future of the planet
- Justification of his/her opinion

Program Content

The development of the competencies in the Geography program is based on the study of types of territories. This approach makes it possible to group the territories studied in such a way as to structure learning and facilitate the students' transfer of learning to other territories in the same category. The selected territories give students an opportunity to become familiar with different parts of the world. By examining types of territories, the program directs students' attention toward various forms of territorial organization that can be studied by means of various designated focuses. The program presents four main categories of territorial issues: environmental issues (e.g. providing sustainable energy development), quality-of-life issues (e.g. finding housing in an urban setting), development issues (e.g. developing tourism while preserving the special characteristics of a region) and identity issues (e.g. sharing a territory and developing it in harmony with a particular way of life). It also raises issues relating to global phenomena present in many territories around the world.

By studying types of territories in terms of different designated focuses, students develop the competency *Understands the organization of a territory*. The competency *Interprets a territorial issue* is developed by examining issues that arise in the territories studied, based on the designated focus, while the competency *Constructs his/her consciousness of global citizenship* is developed by studying geographic phenomena that occur worldwide in several territories of the same type. A single territory serves as the basis for developing the first two competencies. For example, in terms of organization, Mexico City is an urban territory. The designated focus used to study it is that of a metropolis. On the basis of their understanding of this type of territory, students interpret a related issue.

However, to develop the third competency, *Constructs his/her consciousness of global citizenship*, students need to study several of the world's metropolises in order to demonstrate that a given geographic phenomenon occurs in many different places around the world.

Five types of territories representing different forms of territorial organization have been selected: urban territory, regional territory, agricultural territory, Native territory and protected territory. An illustration of the program content appears on page 274. It shows the types of territories studied and provides the teacher and students with an overview of the program.

Urban territory is ever increasing, given the worldwide population shift to the city. All countries are affected by this trend. The study of this type of territory leads to the consideration of new social and environmental problems brought on throughout the world by the phenomenon of urbanization. There are three designated focuses: metropolises, cities subject to natural hazards and heritage cities.

Regional territory is related to basic economic activities associated with the forest, industry and energy, or expanding sectors such as tourism. Studying regional territories makes it possible to look at different forms of economic activity, the driving force of the contemporary world. There are four designated focuses: tourist regions, forest regions, energy-producing regions and industrial regions.

Agricultural territory is associated with a vital need, food. It is often threatened by urban expansion and is also a source of environmental problems, which are regularly reported in the news. There are two designated focuses: agricultural territory in a national space and agricultural territory in an environment at risk.

Native territory is a contemporary reality in many parts of the world. There is one designated focus: northern Native territories that have reached a formal agreement with the Québec or Canadian government.

Protected territory is related to the present-day threats to the world's ecosystems and the consequent need to protect them. Natural parks are the only designated focus because they are protected territories even though they may be developed.

The presentation of types of territories does not follow a particular order. It is the responsibility of the cycle team to distribute the content over the two years of the cycle according to its complexity, the students' level and their areas of interest. Planning should promote the progressive consolidation of learning and its application.

When a selection of territories or issues is suggested for Competencies 1 and 2, the teacher or students may choose one of them. However, in the case of four types of territories, the study of two territories is compulsory for the development of Competencies 1 and 2. Furthermore, over the two years of the cycle, the students must become familiar with territories in different parts of the world and different parts of Québec and Canada.

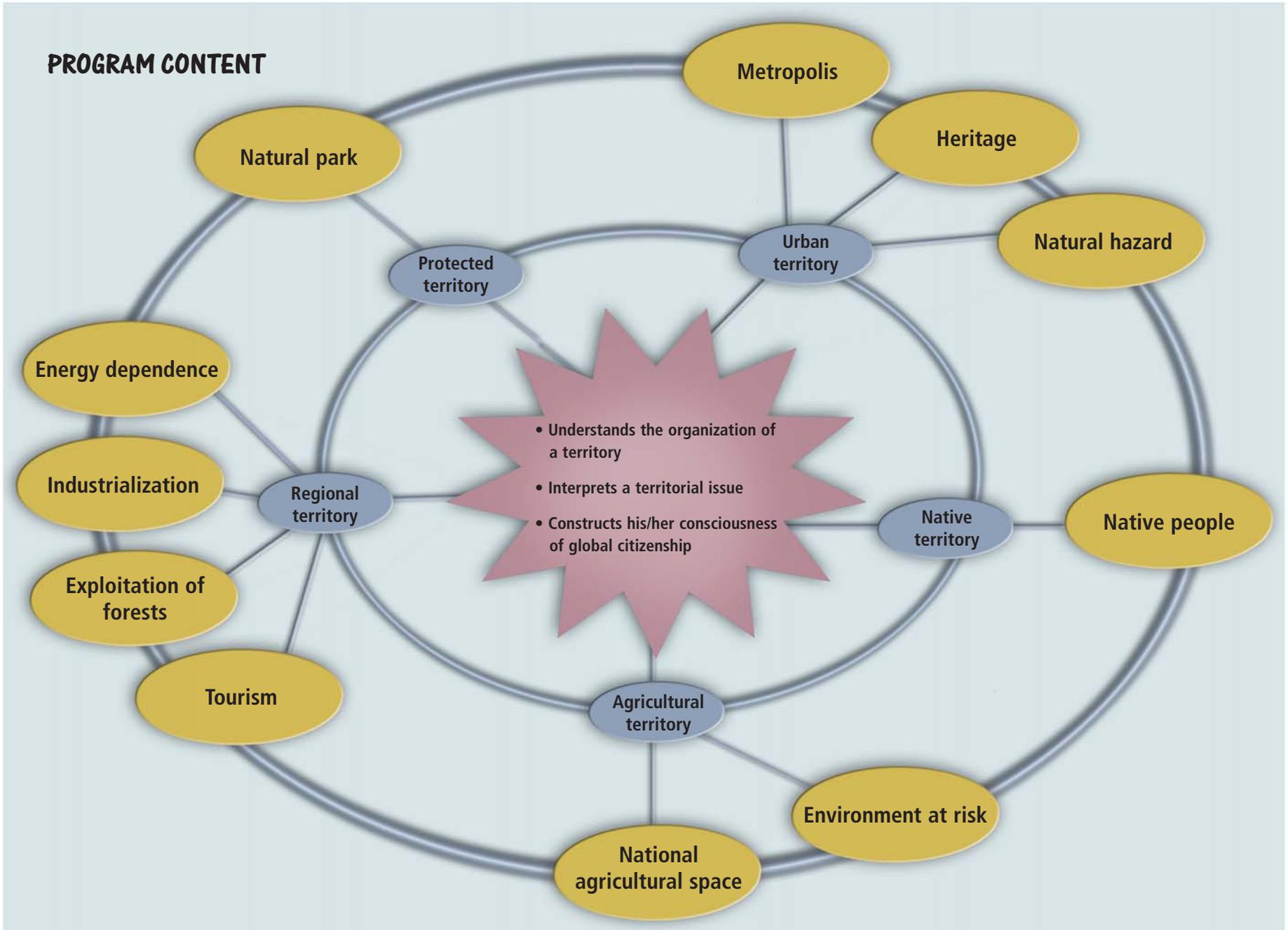
The three competencies do not have to be addressed in any predetermined order. Any one competency may serve as a starting point for learning. The study of a territory may begin with an issue or the exploration of a global phenomenon. It is a question of teaching approach.

The study of the territories prescribed by the program allows students to construct a conceptual framework for the representation of territorial phenomena. The program

content does not by any means cover all geographic phenomena or all places in the world. The elements chosen are considered representative of geographic phenomena throughout the world. They allow Secondary Cycle One students to use geographic reasoning with regard to phenomena that, while relatively complex, are nevertheless accessible to them.

Program content is presented in the form of diagrams showing the connections between the competencies. The type of territory is identified at the top of each diagram. It is accompanied by a list of concepts common to all the focuses for this type of territory. Other concepts are indicated in the centre of the diagram. They refer more specifically to the designated focus. Students work with these concepts when studying a territory. As some of the concepts will already have been covered at the elementary level, students now have an opportunity to further develop their understanding. Other concepts are new and students will construct them gradually over the two years of the cycle.

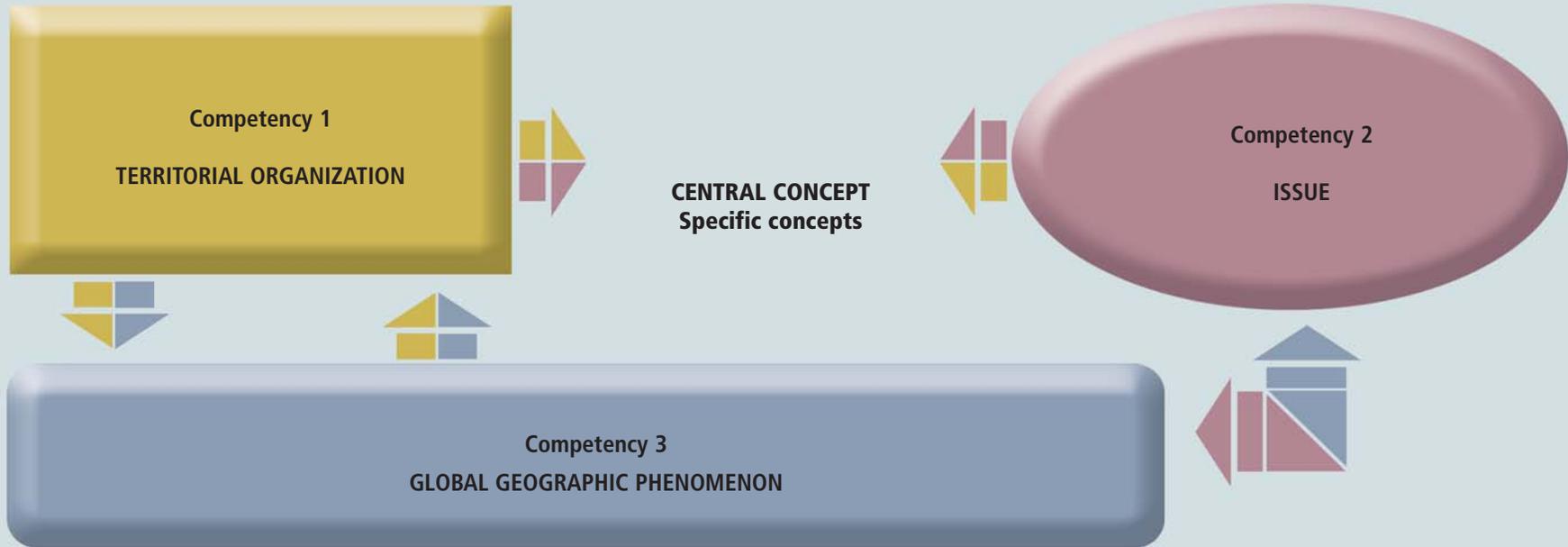
The program content includes cultural references. When developing an understanding of the organization of a territory, interpreting a territorial issue and constructing their consciousness of global citizenship, students enrich their world-views with appropriate cultural references. These references, presented as examples at the bottom of each diagram, have been chosen for their relevance to the study of the particular territory. It is important to note that these references are not meant to be memorized, studied or researched. Their purpose is to enable students to broaden their understanding of a territory.



CONNECTIONS BETWEEN THE SUBJECT-SPECIFIC COMPETENCIES AND THE PROGRAM CONTENT

TYPE OF TERRITORY: CONCEPTS COMMON TO ALL DESIGNATED FOCUSES RELATING TO THE TYPE OF TERRITORY

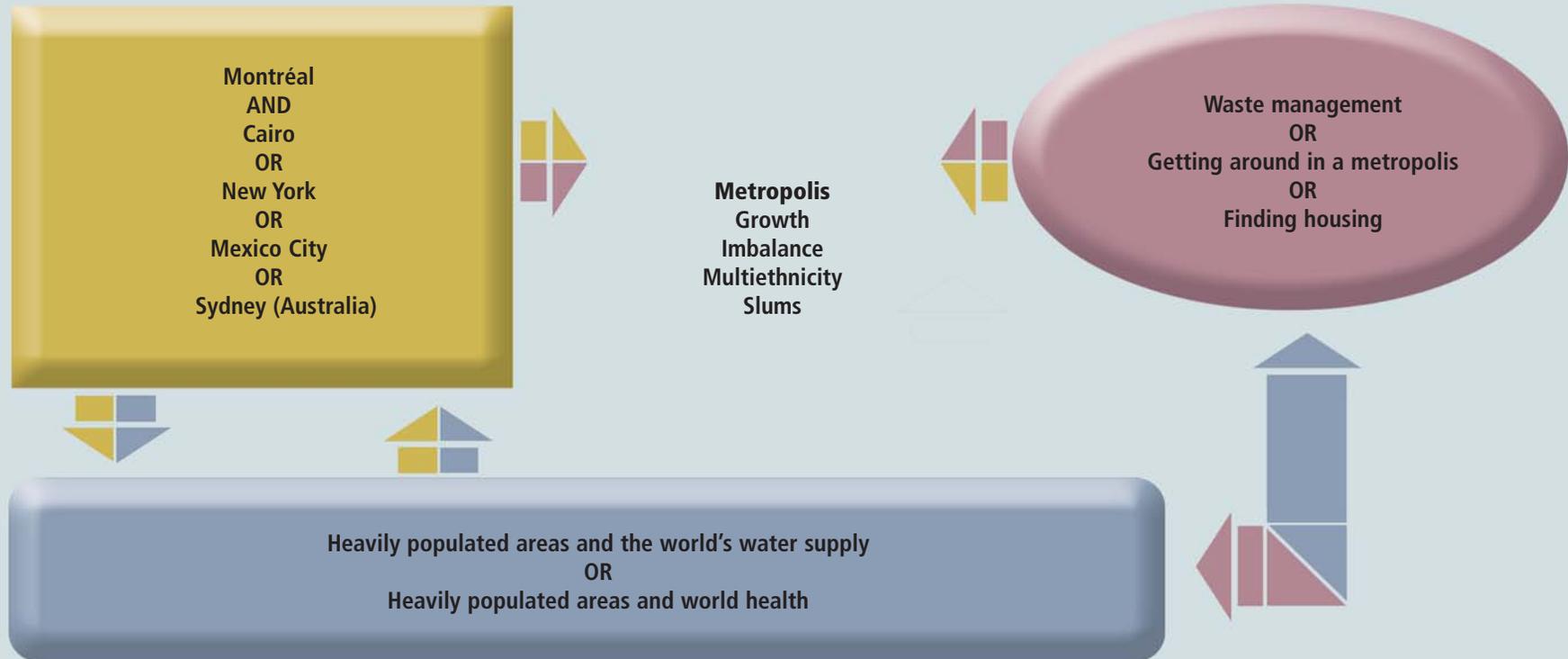
Designated focus



CULTURAL REFERENCES

URBAN TERRITORY: Concentration, density, development, planning, suburbs, urbanization, urban sprawl

A metropolis is a major urban centre where power and services are concentrated, and where issues abound. People in the surrounding region and even in the national territory as a whole are drawn to it. Today metropolises are increasingly powerful, which has repercussions for the entire planet.



CULTURAL REFERENCES:

MONTRÉAL

- The St. Lawrence River
- Mont Royal
- The underground city
- Boul. Saint-Laurent
- The Olympic Stadium
- Jean Drapeau

CAIRO

- The Nile River
- The Mediterranean
- The Citadel of Saladin
- The Al-Azhar Mosque
- Old Cairo
- The ramparts

NEW YORK

- Manhattan
- The Hudson River
- The Empire State Building
- The Statue of Liberty
- Rudolph Giuliani

MEXICO CITY

- Our Lady of Guadalupe
- Zocalo
- The 1985 earthquake
- Chapultepec Park
- The streets Insurgentes Norte and Insurgentes Sur
- Paseo de la Reforma

SYDNEY

- The Opera House
- The Pacific
- The Blue Mountains
- Hyde Park Barracks
- The harbour

URBAN TERRITORY: Concentration, density, development, planning, suburbs, urbanization, urban sprawl

A city subject to natural hazards should be organized in such a way as to ensure the population's safety. Certain measures should be taken to limit damage resulting from natural disasters. This is not the case in some parts of the world.



CULTURAL REFERENCES:

MANILA

- The South China Sea
- The Philippine archipelago
- The Ring of Fire
- Mount Pinatubo
- The mouth of the Pasig River

QUITO

- The Andes Cordillera
- Guagua Pichincha volcano
- Colonial Quito
- The equator

SAN FRANCISCO

- Earthquakes (The Big One)
- Cable cars
- The Golden Gate Bridge
- The San Andreas fault
- The Pacific

URBAN TERRITORY: Concentration, density, development, planning, suburbs, urbanization, urban sprawl

Many cities seek to protect sites of cultural and historical interest by having them recognized as part of the world's heritage. Protecting these heritage sites presents special organizational challenges for these cities.



CULTURAL REFERENCES:

THE WALLED CITY OF QUÉBEC

- The ramparts
- The Saint-Jean and Saint-Louis gates
- Dufferin Terrace
- Place d'Armes
- Cap Diamant
- The Château Frontenac
- Lord Dufferin

ATHENS

- The Parthenon
- The Acropolis
- The Pnyx
- The Agora
- The Museum of Cycladic Art

PARIS

- The banks of the Seine
- Notre Dame Cathedral
- The Arc de triomphe
- The Louvre
- The Champs-Élysées
- The Eiffel Tower
- G. E. Haussmann
- Robert Doisneau

ROME

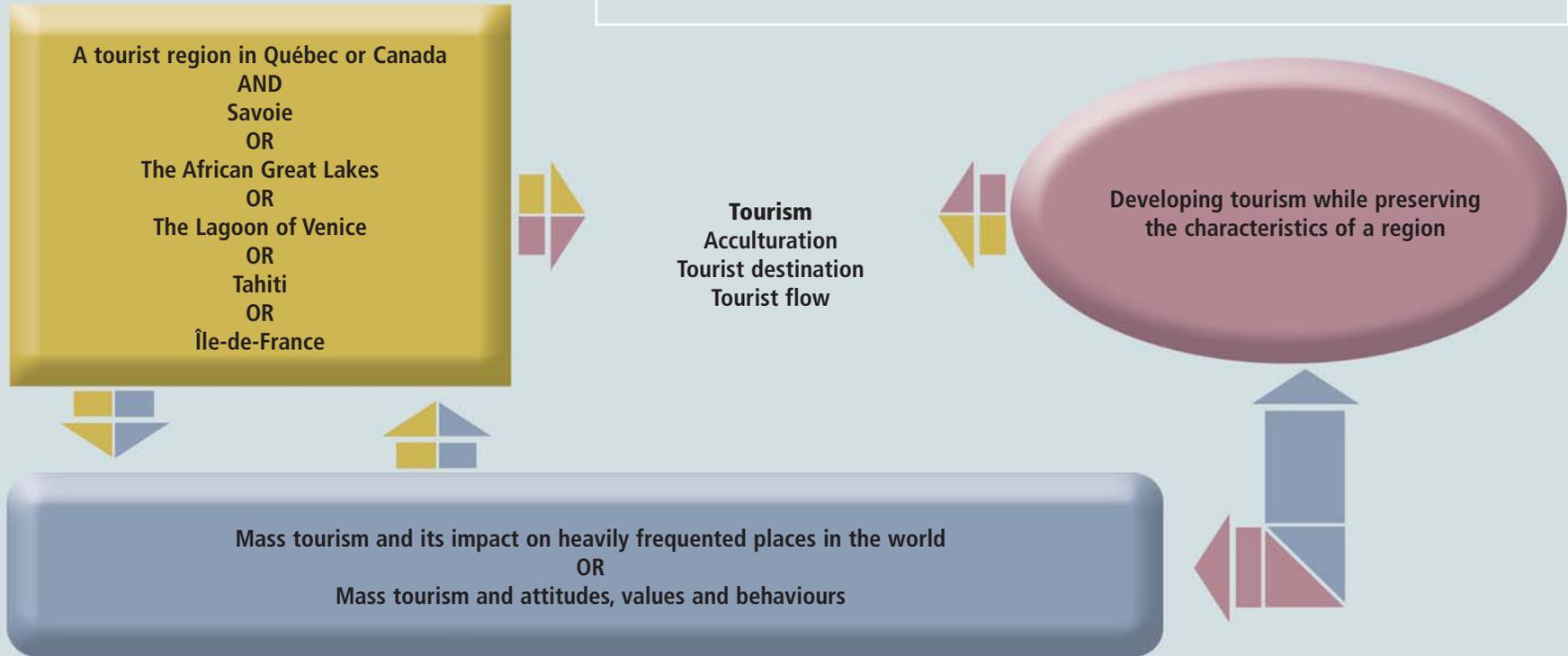
- The Coliseum
- The Forum
- The Seven Hills
- The Vatican
- The Risorgimento

BEIJING

- The Forbidden City
- The Temple of the Sky
- Tienanmen Square
- The Summer Palace
- The Ming dynasty

REGIONAL TERRITORY: Commercialization, development, globalization, multinationals, planning, resources

A tourist region is organized around a major attraction. It is important to observe how tourist activities are established in a region and to consider the impact of modern-day tourism on that region.



CULTURAL REFERENCES:

A TOURIST REGION IN QUÉBEC OR CANADA

- Natural attractions
- Traces of the past
- Specialized infrastructures
- Cultural features

SAVOIE

- The Alps
- Lac du Bourget
- Val-d'Isère
- La Plagne
- Albertville

THE AFRICAN GREAT LAKES

- Lakes Victoria, Tanganyika, Albert, Edward and Kivu
- Safaris
- The Serengeti
- The Masai
- Mount Kilimanjaro
- David Livingstone
- Sir H. M. Stanley

THE LAGOON OF VENICE

- The Adriatic
- The Lido
- The Grand Canal
- The Doge's Palace
- St. Mark's Square
- Gondolas and vaporettos
- Canaletto

TAHITI

- French Polynesia
- The Society Islands
- Papeete
- Atolls
- Volcanoes
- Paul Gauguin
- The South Pacific

ÎLE-DE-FRANCE

- Paris
- The Seine
- Disneyland Paris
- Versailles and Fontainebleau

REGIONAL TERRITORY: Commercialization, development, globalization, multinationals, planning, resources

A forest region is organized around the exploitation of a major natural resource: the forest. This organization, regardless of where the forest region is located in the world, must ensure responsible management of the resource in order to promote long-term development. It should also take into account any other activities that depend on the forest.



CULTURAL REFERENCES:

BRITISH COLUMBIA

- The Canadian Cordillera
- The Coast Mountains
- The west coast forest
- Douglas fir
- Fiords

A FOREST REGION IN QUÉBEC

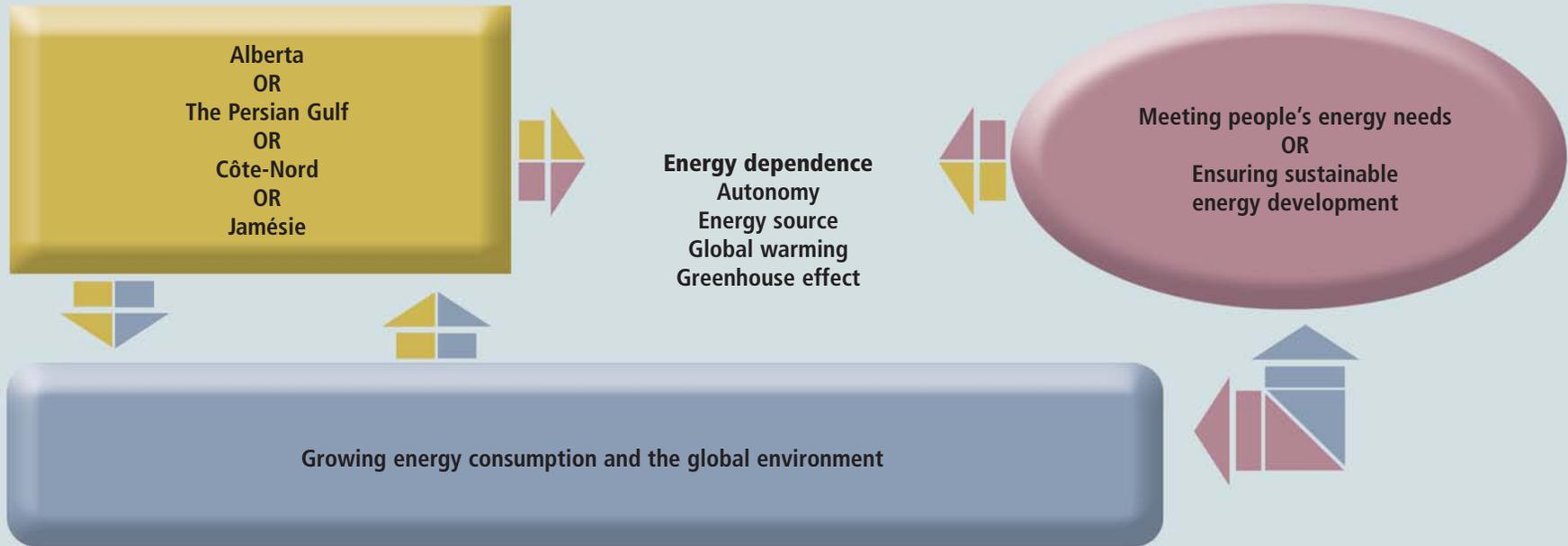
- Boreal forest
- Mixed forest
- Logging camp
- Paper manufacturer
- Towns and cities associated with the forest
- Outfitters

AMAZONIA

- Tropical rainforest
- The Amazon River
- The Trans-Amazonian Highway
- Brazil
- The Andes Cordillera
- Manaus

REGIONAL TERRITORY: Commercialization, development, globalization, multinationals, planning, resources

An energy-producing region, regardless of location, is organized around the exploitation and commercialization of a natural resource. It is important to promote the long-term development of the resource through responsible management that shows respect for the environment.



CULTURAL REFERENCES:

ALBERTA

- Calgary
- Edmonton
- Oil companies
- Derricks

THE PERSIAN GULF

- Saudi Arabia
- Iraq
- Kuwait
- The United Arab Emirates
- The Gulf of Aden
- Organization of Petroleum Exporting Countries (OPEC)

CÔTE-NORD

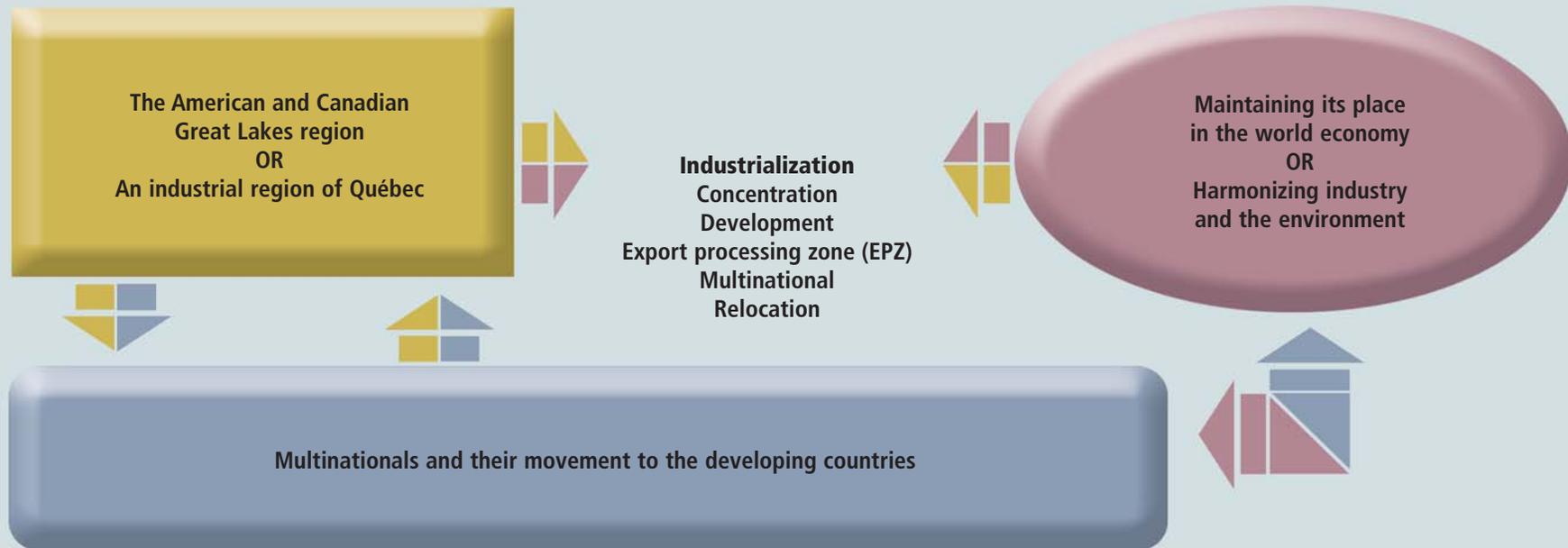
- The Rivière Manicouagan
- The Rivière aux Outardes
- The Rivière Betsiamites
- The Rivière Sainte-Marguerite
- The Daniel Johnson dam

JAMÉSIE

- James Bay
- The Rivière la Grande
- The Grande rivière de la Baleine
- The Robert Bourassa reservoir
- Robert Bourassa

REGIONAL TERRITORY: Commercialization, development, globalization, multinationals, planning, resources

An industrial territory contributes to a region's economic development. The production associated with this industrial territory has an impact on the environment, regardless of the scale under consideration. It must be taken into account that the territory is part of a global economic context.



CULTURAL REFERENCES:

THE AMERICAN AND CANADIAN GREAT LAKES REGION

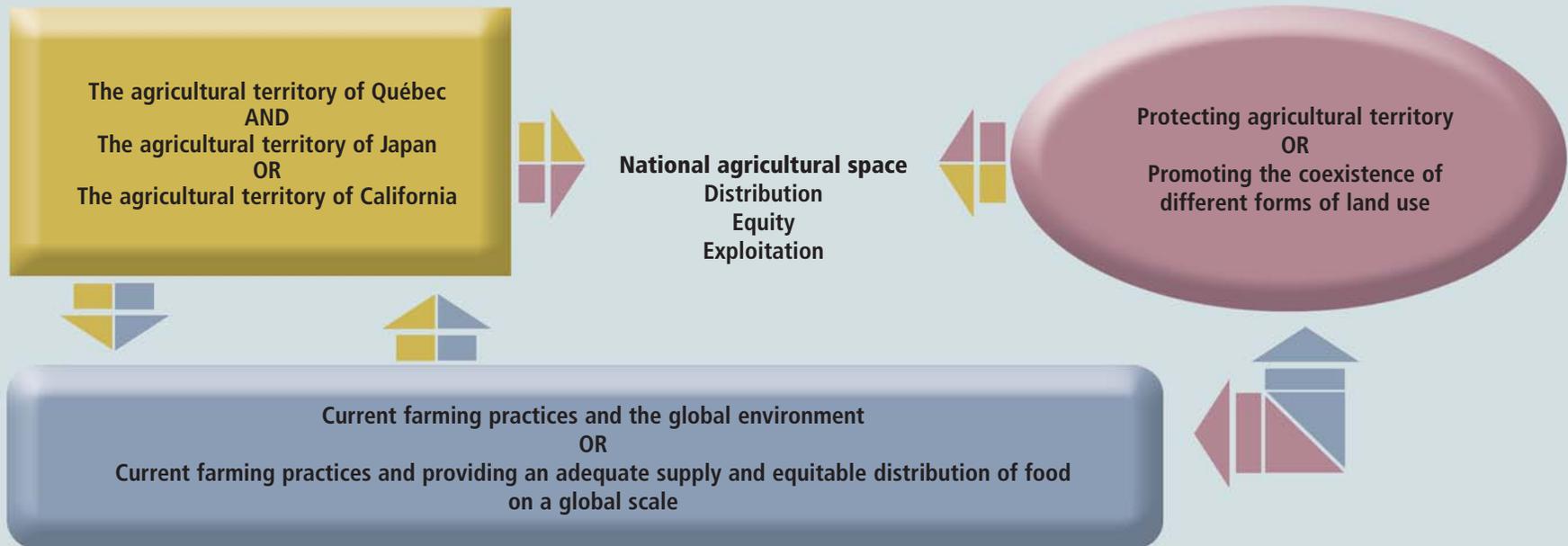
- Ontario
- The states of New York, Pennsylvania, Ohio, Michigan, Indiana, Illinois and Wisconsin
- The St. Lawrence Seaway
- The Great Lakes
- The St. Lawrence River

AN INDUSTRIAL REGION OF QUÉBEC

- Specialized infrastructures
- Towns and cities associated with industry

AGRICULTURAL TERRITORY: Environment, farming practices, marketing, productivity, rurality

The agricultural territory of a national space consists of all its farming regions. In all parts of the world, the development of farm production often exerts pressure on the environment. It also gives rise to conflict with other forms of national territorial organization over the use of land.



CULTURAL REFERENCES:

THE AGRICULTURAL TERRITORY OF QUÉBEC

- The *rang*
- Townships
- Built heritage
- Marc-Aurèle de Foy Suzor-Côté

THE AGRICULTURAL TERRITORY OF JAPAN

- The island of Honshu
- The Kanto Plain
- Ricefields

THE AGRICULTURAL TERRITORY OF CALIFORNIA

- The Napa, Sonoma, San Joaquin and Sacramento valleys
- Wine
- The Shasta Dam
- The Sierra Nevada
- The Coast Range

AGRICULTURAL TERRITORY: Environment, farming practices, marketing, productivity, rurality

Some of the world's agricultural territories develop on land that is subject to natural hazards. They are fragile and their development should take into account these particular conditions. Sometimes farming practices may increase the risk and have a detrimental effect on the territory.



CULTURAL REFERENCES:

THE SAHEL

- The Sahara
- Lake Chad
- The countries of the Sahel
- The sub-Saharan region
- The Peuls
- The Touaregs

BANGLADESH

- The Ganges, Brahmaputra and Meghna rivers
- The mouths of the Ganges
- The Chittagong plain
- Monsoons
- The Himalayas
- The Gulf of Bengal

THE CANADIAN PRAIRIES

- Alberta and Saskatchewan
- The Badlands
- The Interior Plains
- Gabrielle Roy
- W. O. Mitchell

NATIVE TERRITORY

A Native territory is occupied by citizens descended from a First Nation who claim autonomy over this territory. As a result of agreements reached between the Canadian or Québec government and some Native peoples, these territories are now subject to Native jurisdiction in almost all domains.



CULTURAL REFERENCES:

NUNAVUT

- Hudson Bay
- The Arctic
- Iqaluit
- Baffin Island
- Pangnirtung

CREE TERRITORY

- James Bay
- The Broadback, Nottaway and Rupert rivers
- The Transtaiga road
- Eastmain
- Waskaganish
- Chisasibi

NASKAPI TERRITORY

- The Rivière Caniapiscau
- Kawawachikamach

PROTECTED TERRITORY

A protected territory is a natural space organized according to a plan designed to ensure the protection of the natural heritage, its management and its economic development.



CULTURAL REFERENCES:

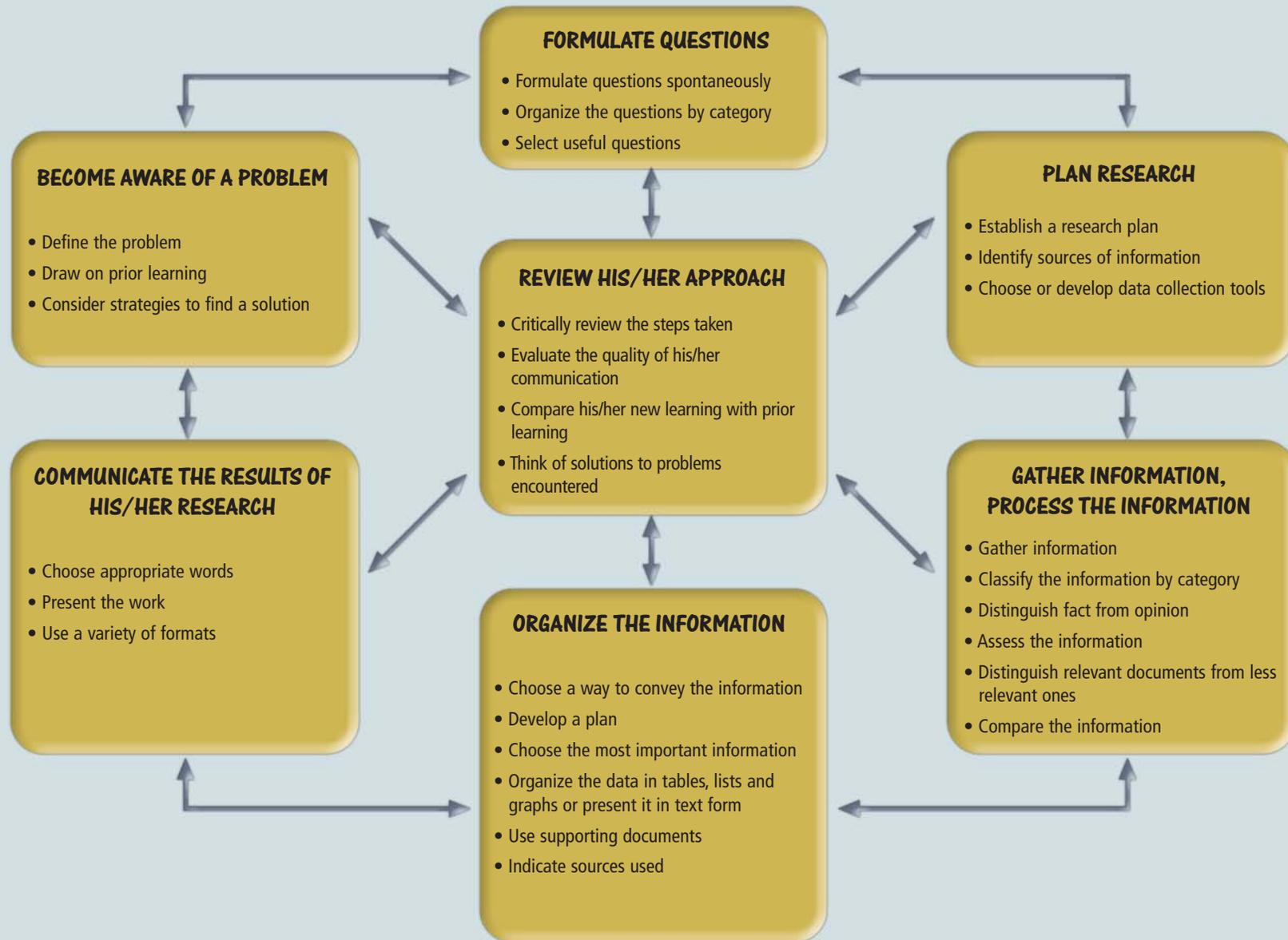
A NATURAL PARK IN QUÉBEC OR CANADA

- Natural attractions
- Fauna
- Flora

THE GALAPAGOS ISLANDS

- Turtles
- Iguanas
- Volcanoes
- Mangroves
- Charles Darwin

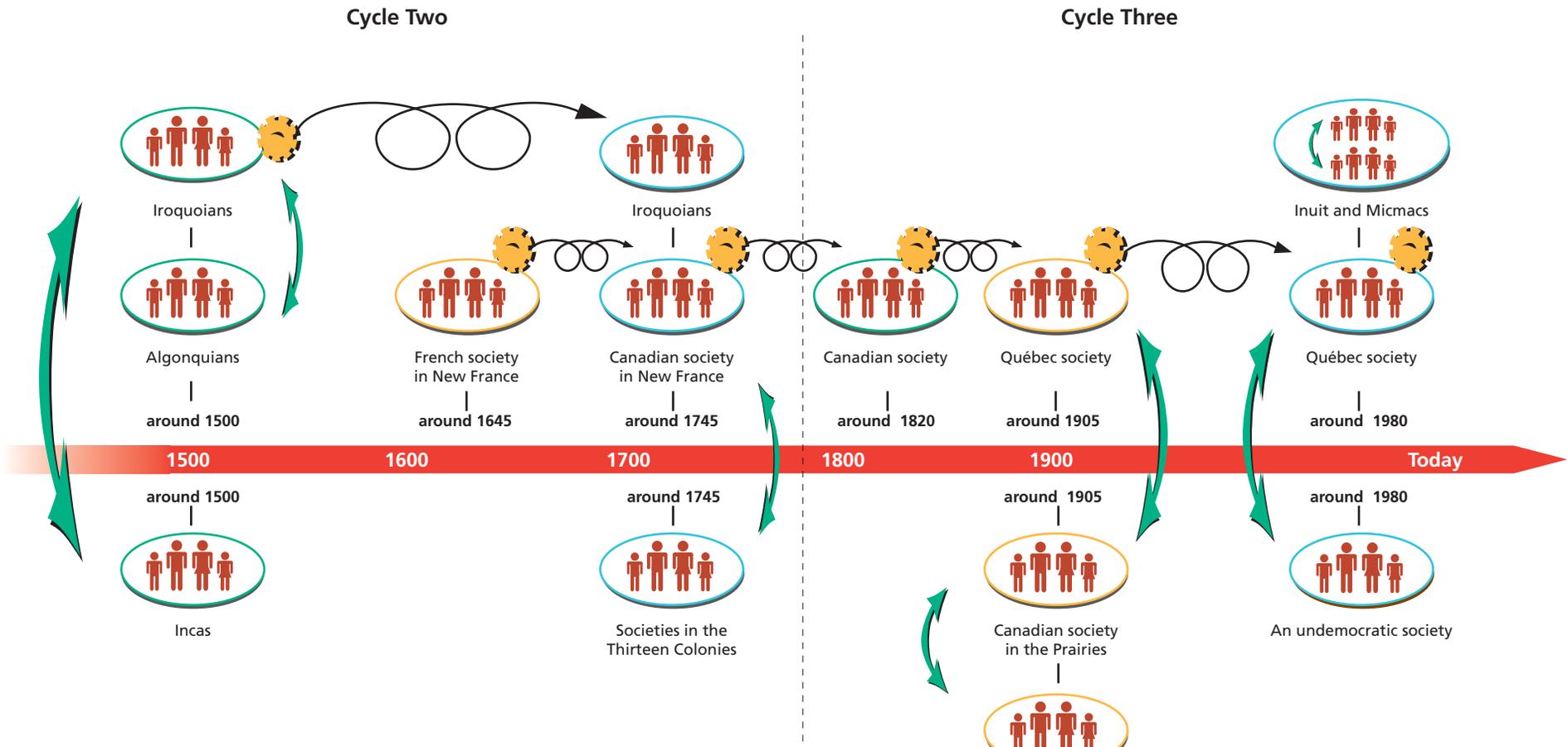
THE RESEARCH PROCESS



Techniques

- ▶ Technique for making a geographic sketch
 - Identify the elements to be represented (e.g. buildings, landforms, major rivers and highways, vegetation)
 - Order the elements according to the purpose
 - Select the essential elements
 - Define the three planes: foreground, middle ground and background
 - Make a simplified representation
 - Provide a title that expresses the purpose
 - Create a legend
- ▶ Technique for making a simple map
 - Define the purpose
 - Consult several information sources (e.g. maps, tables, documents)
 - Depending on the purpose, identify the essential elements
 - Envision the phenomena and the spaces to be mapped
 - Draw a simple map
 - Give it a title
 - Indicate the scale
 - Represent the essential elements, using signs and symbols
 - Create a legend
- ▶ Technique for interpreting a map
 - Note the title, scale and orientation
 - Identify the area mapped
 - Decode the signs and symbols in the legend
 - Recognize the existence of spatial forms (e.g. population distribution zones, activity zones, vegetation zones)
 - Construct a line of reasoning using information from the map

Content of the Geography, History and Citizenship Education Program at the Elementary Level



L E G E N D

		Competency 1 ORGANIZATION
		Competency 2 CHANGE
		Competency 3 DIVERSITY

A society in its territory

Bibliography

- Agnew, John A. *Human Geography: An Essential Anthology*. Edited by Alisdair Rogers and David N. Livingstone. Oxford and Cambridge, Mass.: Blackwell Publishers, 1996.
- Audigier, François. *Didactique de l'histoire, de la géographie, des sciences sociales: concepts, modèles, raisonnements*. Eighth symposium, March 27-29, 1996. Paris: Institut National de Recherche Pédagogique, 1997.
- Bergman, Edward F. *Human Geography: Cultures, Connections, and Landscapes*. Englewood Cliffs, N. J.: Prentice Hall, 1995.
- Bradford, Michael, and Ashley Kent. *Understanding Human Geography: People and Their Changing Environments*. Oxford: Oxford University Press, 1993.
- Clark, Audrey N. *The Penguin Dictionary of Geography*. 2nd ed. New York: Penguin Books, 1998.
- Cloke, Paul, Chris Philo, and David Sandler. *Approaching Human Geography: An Introduction to Contemporary Theoretical Debates*. New York: The Guilford Press, 1991.
- Daniels, Peter et al., eds. *Human Geography: Issues for the 21st Century*. Upper Saddle River, N. J.: Prentice Hall, 2001.
- De Blij, H. J., and Alexander B. Murphy. *Human Geography: Culture, Society, and Space*. 7th ed. New York and Chichester: Wiley, 2003.
- Douglass, Malcolm P. *The History, Psychology, and Pedagogy of Geographic Literacy*. Westport, Conn.: Praeger, 1998.
- Dunbar, Gary S., ed. *Modern Geography: An Encyclopedic Survey*. New York: Garland, 1991.
- Fielding, Gordon J. *Geography As Social Science*. New York: Harper & Row, 1974.
- Geography Education Standards Project. *Geography for Life: National Geography Content Standards*. Washington, D.C.: National Geographic Research and Exploration, 1994.
- Gerber, Rod, ed. *International Handbook on Geographical Education*. Geojournal Library, no. 73. Dordrecht: Kluwer Academic Publishers, 2003.
- Gould, Peter. *Becoming a Geographer*. Syracuse, N. Y.: Syracuse University Press, 1999.
- Hardwick, Susan Wiley, and Donald G. Holtgrieve. *Geography for Educators: Standards, Themes, and Concepts*. Upper Saddle River, N. J.: Prentice Hall, 1996.
- Harper, Charles L. *Environment and Society: Human Perspective on Environmental Issues*. Upper Saddle River, N. J.: Prentice Hall, 1996.
- Jackle, John A. *The Visual Elements of Landscape*. Boston: University of Massachusetts Press, 1987.
- Johnston, R. J., ed. *The Challenge for Geography: A Changing World; A Changing Discipline*. Institute of British Geographers Special Publication, no. 28. Oxford: Blackwell, 1993.
- Johnston, R. J., Derek Gregory, and David M. Smith, eds. *The Dictionary of Human Geography*. 3rd ed., rev. and updated. Oxford and Cambridge, Mass.: Blackwell Reference, 1994.
- Kent, Ashley, ed. *Reflective Practice in Geography Teaching*. Paul Chapman Educational Publishing, 2001.
- Klein, Juan-Luis, Suzanne Laurin, and Carole Tardif. *Géographie et société*. Montréal: PUQ, 2001.
- Kneale, Pauline E. *Study Skills for Geography Students: A Practical Guide*. London: Arnold Publishers, 1999.
- Mayhew, Susan. *A Dictionary of Geography*. Oxford: Oxford University Press, 1997.
- Merenne-Schoumaker, Bernadette. *Didactique de la géographie*. Paris: Nathan Pédagogie, 1994.
- Meyer, William B. *Human Impact on the Earth*. New York: Cambridge University Press, 1996.
- Molines, Gérard. *Raisonnements géographiques ou raisonnements en géographie?* Eighth symposium, March 27-29, 1996. Paris: Institut National de Recherche Pédagogique, 1997: 346-360.
- Naish, Michael, ed. *Geography and Education: National and International Perspectives*. London: Institute of Education, University of London Press, 1992.
- National Research Council. *Rediscovering Geography: New Relevance for Science and Society*. Washington, D.C.: National Academy Press, 1997.
- Peet, Richard. *Modern Geographical Thought*. Oxford: Blackwell Publishers, 1998.

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 7th ed. Upper Saddle River, N. J.: Prentice Hall, 2002.
- Sack, R. D. *Homo Geographicus: A Framework for Action, Awareness and Moral Concern*. Baltimore and London: Johns Hopkins University Press, 1997.
- Sager, Robert J., David M. Helgren, and Alison S. Brooks. *Holt People, Places and Change: An Introduction to World Studies; Western World*. Austin, Texas: Holt, Rinehart and Winston, 2003.
- Searle, J. R. "How to Study Consciousness Scientifically." In *Toward a Science of Consciousness: The Second Tucson Discussions and Debates*, edited by S. R. Hameroff, A. W. Kasniak and A. C. Scott, 15-30. Cambridge and London: MIT Press, 1998.
- Slater, Frances. *Learning Through Geography*. Pathways in Geography. National Council for Geographic Education, Indiana University of Pennsylvania, 1993.
- Small, John, Michael Witherick, and Simon Ross. *A Modern Dictionary of Geography*. London: Arnold, 2001.
- Smith, Margaret. *Teaching Geography in Secondary Schools: A Reader*. Routledge Falmer, 2002.
- Van der Schee, Joop, ed. *Innovation in Geographical Education*. 28th International Geographical Congress, Utrecht: Koninklijk Nederlands Aardrijkskundig Genootschap; [Nürnberg]: International Geographical Union, Commission on Geographical Education; Amsterdam: Centrum voor Educatieve Geografie, Vrije Universiteit Amsterdam, 1996.

Web Sites

Council of Europe. *European Land Convention*.

<http://conventions.coe.int/Treaty/en/Treaties/Html/176.htm>

Devaux, Frédérique, and Christiane Partoune. *Recherche sur les compétences terminales en géographie: Le chantier de conception pédagogique et une série d'activités disciplinaires innovantes*. Liège: Laboratoire de méthodologie des sciences géographiques (LMG) de l'Université de Liège, 1999.

<http://www.ulg.ac.be/geoeco/lmg/competences/chantier/capacites/seperdre.htm>