

Progression of Learning in Secondary School

Geography Cycle One

August 20, 2010

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Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to “select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care.” It is therefore the teacher’s responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students’ learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students’ ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

| | |
|---|--|
| → | Student constructs knowledge with teacher guidance. |
| ★ | Student applies knowledge by the end of the school year. |
| | Student reinvests knowledge. |

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

Geography (Cycle One)

Introduction

This document is complementary to the *Geography* program. It provides information about the knowledge students must acquire in geography in Secondary Cycle One in order to develop the three competencies prescribed by the program: *Understands the organization of a territory*, *Interprets a territorial issue* and *Constructs his/her consciousness of global citizenship*. It is intended to help teachers with their lesson planning.

In Secondary Cycle One, students study how human beings use, occupy and take possession of space and transform it into a territory. Different types of territories in Québec, Canada and other parts of the world have been selected for study: urban territory (metropolises, cities subject to natural hazards and heritage cities), regional territory (tourist regions, forest regions, energy-producing regions and industrial regions), agricultural territory (agricultural territory in a national space and agricultural territory subject to natural hazards), Native territory and protected territory. Students learn to understand the organization of these territories and interpret issues associated with them. These territories are presented in the same order as in the *Geography* program, however, they may be taught in any sequence. It is up to teachers and cycle teams to decide how to distribute the content based on their planning needs.

This document contains tables of knowledge associated with the territories studied. The tables are divided into sections that are preceded by a short text describing the type of territory presented, the designated focus and the possible choices that can be made among the territories suggested. The first section situates a territory at the regional or global level. The second section presents the territory's general characteristics and the third section refers to planning and development of territories that human beings have created. The last section outlines some of the issues associated with a given type of territory or similar territories in other parts of the world. Each statement is accompanied by examples.

Continuity between the elementary and secondary levels

At the elementary level, students became familiar with the concepts of *territory*, *society*, *organization*, *change*, *diversity* and *time*. The *Geography, History and Citizenship Education* program enabled students to look at the organization of societies and some of the issues resulting from the use and development of a territory in space and time. Students studied the relationships that exist between a society and its territory. They became aware of different territorial phenomena, past and present. They studied aspects of the history and geography of Québec and Canada and began to construct an interpretation of different social and territorial phenomena. They looked at human action in territories, here and elsewhere, and became aware of the diversity of societies. They started using processes to research and work with information as well as other techniques specific to the social sciences.

Some of the knowledge prescribed by the elementary program will continue to be used at the secondary level. When students studied territories, they acquired knowledge and skills that can be applied to the study of certain territories at the secondary level. For example, understanding the organization of societies allowed students at the elementary level to use the concept of resource and acquire knowledge associated with the natural and human characteristics of a given territory. In secondary school, students further develop these concepts, in the study of forest regions, for example.

Geography (Cycle One)

Urban territory

Urbanization is an increasingly important phenomenon in the world. More than 50% of the world's population lives in cities. The study of different urban territories allows students to become aware of the various social and environmental problems created by urbanization. Three urban territories are studied in Secondary Cycle One: metropolises, cities subject to natural hazards and heritage cities.

A. Metropolis

A metropolis is a major urban centre, in which power and services are concentrated. It attracts people from the surrounding region and the national territory as a whole. It also faces many issues, such as access to housing, the organization of transportation, waste management, water supply and the health of residents.

Two of the five metropolises suggested in the program must be studied. The first, Montréal, is compulsory. Teachers may choose the second from among the following: Cairo, Mexico City, New York City and Sydney. Cycle teams may determine in which year each metropolis will be studied. It is recommended, however, that the content be spread out over the two years of the cycle.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, suburb, slums, concentration, growth, density, imbalance, urban sprawl, metropolis, multiethnicity and urbanization.

| A. KNOWLEDGE RELATED TO METROPOLISES | | |
|---|------|---|
| | Year | |
| | 1 | 2 |
| → Student constructs knowledge with teacher guidance. | | |
| ★ Student applies knowledge by the end of the school year. | | |
| 1. Location of a metropolis | | |
| a. Locates the metropolis studied in the appropriate continent and country | → | ★ |
| b. Locates major metropolises on a map of the world (e.g. Lagos, Cairo, Mexico City, Montréal, Moscow, Mumbai, New York City, Paris, São Paulo, Sydney, Tokyo) | → | ★ |
| 2. Characteristics of a metropolis | | |
| a. Describes site of the metropolis studied (e.g. Montréal is located in the St. Lawrence Plain, on an island surrounded by the St. Lawrence River and the Rivière des Prairies) | → | ★ |
| b. Lists characteristics of the metropolis studied (e.g. high population density, high land occupancy and concentration of services in New York City) | → | ★ |
| c. Lists characteristics of the population of the metropolis studied (e.g. large population size and high population density in Mexico City; multiethnicity and urban sprawl in Sydney) | → | ★ |
| d. Establishes the relative size of the population of the metropolis studied as a proportion of the country, province, state or district as a whole (e.g. the population of Montréal and its suburbs accounts for approximately 50% of the population of Québec) | → | ★ |
| e. Indicates places where power is concentrated in the metropolis studied (e.g. The United Nations headquarters is in New York City) | → | ★ |
| f. Indicates places where economic and financial power is concentrated in the metropolis studied (e.g. headquarters of large corporations in Sydney) | → | ★ |
| g. Explains the concentration of services in the metropolis studied (e.g. the size of the population in the metropolitan area explains why there are several hospitals and universities in Montréal) | → | ★ |
| 3. Planning and development of a metropolis | | |
| a. Describes different neighbourhoods of the metropolis studied (e.g. concentration of high-rise office buildings and convergence of public transit networks in Montréal's downtown core) | → | ★ |
| b. Explains the presence of disadvantaged neighbourhoods or slums in the metropolis studied (e.g. a metropolis attracts people who do not always have the resources necessary for adequate housing and who therefore settle in disadvantaged neighbourhoods in New York City, or in slums in Cairo) | → | ★ |

| | | |
|--|---|---|
| c. Describes the suburbs around the metropolis studied (e.g. the northern and southern suburbs of Montréal include several dozen municipalities, which are primarily residential in nature and have a lower population density than the metropolis) | → | ★ |
| d. Indicates types of infrastructure that stem from particular features of the metropolis studied (e.g. because of its harsh winter conditions, Montréal has developed a network of underground passageways that are connected by metro and link numerous apartment buildings to office buildings and service centres) | → | ★ |
| e. Explains the concentration of transportation networks in the metropolis studied (e.g. because of its large population, New York City has several international airports, an extensive highway system, one of the largest train stations in the world and an international port) | → | ★ |
| f. Indicates development constraints associated with urban sprawl in the metropolis studied (e.g. highway expansion and extension of mass transit lines in Cairo) | → | ★ |
| 4. Issues affecting a metropolis or metropolises | | |
| a. Describes housing-related problems in the metropolis studied (e.g. in New York City, housing is scarce, expensive and, in certain cases, unsanitary) | → | ★ |
| b. Explains why the population of the metropolis studied may be moving to the suburbs (e.g. in Sydney, some residents move to the suburbs in search of more affordable housing, while others seek a better quality of life) | → | ★ |
| c. Indicates measures taken to solve housing problems in the metropolis studied (e.g. construction of satellite cities on the outskirts of Cairo; social housing units in Montréal) | → | ★ |
| d. Explains some consequences of urban sprawl in the metropolis studied (e.g. as the city of Montréal expands, agricultural land decreases and road congestion increases as suburbanites commute to and from the metropolis) | → | ★ |
| e. Identifies problems associated with transportation in metropolises (e.g. air pollution, traffic congestion) | → | ★ |
| f. Indicates measures taken to reduce transportation problems in the metropolis studied (e.g. implementation of alternate-day driving restrictions to reduce the number of vehicles on the roads in Mexico City; improved public transit networks in Sydney; implementation of a bicycle rental program in Montréal) | → | ★ |
| g. Explains some of the repercussions of developing public transit networks in the metropolis studied (e.g. in Sydney, reducing the number of cars on the road cuts down on pollution and improves the quality of life of residents) | → | ★ |
| h. Identifies problems associated with waste management in the metropolis studied (e.g. garbage collection and disposal problems in Cairo; exporting waste to increasingly distant landfill sites in New York City) | → | ★ |
| i. Indicates measures taken to reduce waste management problems in the metropolis studied (e.g. in New York City, installation of incinerators, development of recycling and waste recovery programs) | → | ★ |
| j. Identifies problems associated with water supply in metropolises (e.g. uneven access to drinking water, depending on the level of development of the countries where metropolises are located) | → | ★ |
| k. Indicates measures taken to reduce problems related to the supply of drinking water in metropolises (e.g. installation of water meters, improved water systems) | → | ★ |
| l. Explains some effects of population density on the health of residents in metropolises (e.g. high population density increases the risk of the spread of diseases) | → | ★ |

Geography (Cycle One)

Urban territory

Urbanization is an increasingly important phenomenon in the world. More than 50% of the world's population lives in cities. The study of different urban territories allows students to become aware of the various social and environmental problems created by urbanization. Three urban territories are studied in Secondary Cycle One: metropolises, cities subject to natural hazards and heritage cities.

B. Cities subject to natural hazards

A city subject to natural hazards should be organized to ensure the safety of the population. Certain measures should be taken to limit damage resulting from natural disasters. In some parts of the world, such measures are not taken. Issues arise, such as how to deal with a natural hazard and how to ensure economic development to mitigate the consequences of a natural disaster.

The study of one of the three cities suggested in the program is compulsory. Teachers may choose from among the following: Manila, Quito and San Francisco. Cycle teams may determine in which year the city will be studied.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, suburb, concentration, density, environment, urban sprawl, instability, level of development, prevention, natural hazard and urbanization.

| B. KNOWLEDGE RELATED TO CITIES SUBJECT TO NATURAL HAZARDS | |
|--|---------------|
| → Student constructs knowledge with teacher guidance. | Year |
| ★ Student applies knowledge by the end of the school year. | 1 or 2 |
| 1. Location of a city subject to natural hazards | |
| a. Locates the city studied in the appropriate continent and country | ★ |
| b. Locates cities subject to natural hazards on a map of the world (e.g. Honolulu, Manila, Naples, Phuket, Port-au-Prince, Quito, San Francisco, Tokyo) | ★ |
| 2. Characteristics of a city subject to natural hazards | |
| a. Indicates the type(s) of natural hazards to which the city studied is subject (e.g. San Francisco: earthquakes; Quito: eruption of the Pichincha Volcano and earthquakes) | ★ |
| b. Indicates the relationship between the location of the city studied and the hazard(s) to which it is subject (e.g. San Francisco is built along a series of fault lines, the best known being the San Andreas Fault; Manila is located on an island in a volcanic archipelago and is exposed to several natural hazards: typhoons that cause floods and landslides, volcanic eruptions, earthquakes and tsunamis) | ★ |
| c. Explains why the population is attracted to the city studied despite the instability associated with the hazards (e.g. the fertile volcanic soils of the valley of the Andes attract the population around Quito; the Mediterranean climate and quality of life in California attract people to San Francisco) | ★ |
| d. Establishes the level of development of the country in which the city studied is located (e.g. San Francisco is located in a developed country) | ★ |
| e. Establishes the size of the population of the city studied as a proportion of the population of the country (e.g. in 2008, Manila accounts for 14% of the population of the Philippines; San Francisco Bay accounts for 20% of the population of California) | ★ |
| 3. Planning and development of a city subject to natural hazards | |
| a. Indicates means used to protect the residents from natural hazards in the city studied (e.g. earthquake-resistant buildings in San Francisco; stilt houses and dikes to prevent mudslides in Manila) | ★ |
| b. Explains the location of neighbourhoods in the city studied in terms of their exposure to natural hazards (e.g. in Quito, the financial district and affluent neighbourhoods are located north of the valley, far from the Pichincha Volcano; low-income neighbourhoods and slums are located on the slopes of the volcano where land is cheaper and the risk of landslides caused by erosion and mudslides or lahars is greater) | ★ |

| | |
|---|---|
| c. Indicates safety measures that the city studied can take to deal with a disaster (e.g. in San Francisco, officials have prepared evacuation plans and planned disaster shelters for displaced residents) | ★ |
| 4. Issues affecting a city or cities subject to natural hazards | |
| a. Indicates preventive measures taken to deal with hazards (e.g. designing systems to detect earthquakes, volcanic eruptions, cyclones and tsunamis) | ★ |
| b. Indicates consequences of a natural disaster for the city studied (e.g. in 1989, part of the Bay Bridge collapsed in San Francisco, killing 42 people; the earthquake caused numerous gas leaks and fires in dozens of buildings) | ★ |
| c. Explains the relationship between urbanization and the consequences of natural disasters for city populations (e.g. the more densely populated an area is, the greater the number of people affected by a natural disaster) | ★ |
| d. Explains the relationship between the level of economic development of the country where the city is located and its ability to protect residents from hazards (e.g. cities in developing countries lack resources; few measures are therefore taken to deal with natural disasters, which is less likely to be the case in developed countries) | ★ |

Geography (Cycle One)

Urban territory

Urbanization is an increasingly important phenomenon in the world. More than 50% of the world's population lives in cities. The study of different urban territories allows students to become aware of the various social and environmental problems created by urbanization. Three urban territories are studied in Secondary Cycle One: metropolises, cities subject to natural hazards and heritage cities.

C. Heritage cities

Heritage cities seek to protect sites of cultural or historical interest. Some cities request recognition from UNESCO as part of the world's heritage. The aim of such recognition is to preserve the world's cultural diversity. However, protecting these heritage sites presents special organizational challenges for cities: how to preserve heritage in an expanding city and work with the specific features of a site.

Two of the five heritage cities suggested in the program must be studied. The first, the walled city of Québec, is compulsory. Teachers may choose the second from among the following: Athens, Paris, Rome and Beijing. Cycle teams may determine in which year a heritage city will be studied; it is recommended, however, that the content be spread out over the two years of the cycle.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, suburb, change, concentration, conservation/preservation, continuity, density, urban sprawl, heritage, restoration, site and urbanization.

| C. KNOWLEDGE RELATED TO HERITAGE CITIES | | |
|--|------|---|
| | Year | |
| → Student constructs knowledge with teacher guidance. | 1 | 2 |
| ★ Student applies knowledge by the end of the school year. | | |
| 1. Location of a heritage city | | |
| a. Locates the heritage city studied in the appropriate continent and country | → | ★ |
| b. Locates, on a map of the world, heritage cities recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (e.g. Algiers, Athens, Beijing, Brasilia, Cologne, Istanbul, Havana, Reims, Venice, Zabid) | → | ★ |
| 2. Characteristics of a heritage city | | |
| a. Indicates selection criteria used to recognize world heritage sites (e.g. a site must bear exceptional testimony to an existing or former civilization) | → | ★ |
| b. Indicates what characterizes the cities that are part of the Organization of World Heritage Cities (OWHC) (e.g. Québec City, Paris and Rome are part of OWHC because the heritage sites are inhabited; Beijing and Athens are not because the heritage sites are not) | → | ★ |
| c. Names organizations that recognize the value of a heritage site in a city (e.g. UNESCO at a global level; Commission des biens culturels in Québec) | → | ★ |
| d. Describes the heritage site in the city studied (e.g. in Beijing, the site is not inhabited; it includes three sets of buildings: the Forbidden City and the Temple of the Sky in the centre of the city and the Summer Palace outside the city) | → | ★ |
| e. Names elements recognized for their heritage value in the city studied (e.g. the Ursuline Chapel and the ramparts of the walled city of Québec; the Acropolis in Athens) | → | ★ |
| f. Names cities of the world deemed to have heritage character (e.g. Agra, Brasilia, Bruges, Istanbul, Jerusalem, Prague, Timbuktu) | → | ★ |
| 3. Planning and development of a heritage city | | |
| a. Indicates development constraints that the heritage city studied must deal with (e.g. use of small buses in order not to widen the streets inside the walled city of Québec) | → | ★ |
| b. Indicates infrastructure put in place to facilitate access to the heritage site in the city studied (e.g. parking, pedestrian streets, access roads in Paris; adequate number of tourist information centres to guide visitors in Rome) | → | ★ |

| | | |
|---|---|---|
| c. Indicates measures taken to meet the needs of the residents of the heritage city studied (e.g. creation of parking areas outside the heritage site to limit buses inside the walled city of Québec) | → | ★ |
| 4. Issues affecting a heritage city or cities | | |
| a. Indicates actions to take to ensure the protection of heritage cities (e.g. limiting the number of vehicles around the heritage site to protect monuments from pollution; building underground parking lots; providing electric bus service; changing the function of certain buildings) | → | ★ |
| b. Indicates constraints that the heritage city studied must deal with (e.g. in Québec City, ensuring the peace and tranquility of residents, restoring old buildings in keeping with their style and period) | → | ★ |
| c. Lists actions that contribute to the degradation of the heritage site of the city studied (e.g. graffiti on monuments in Paris; stealing stones in Rome or Athens) | → | ★ |
| d. Explains disadvantages of having a large influx of tourists in the heritage city studied (e.g. vehicles create congestion in the narrow streets and cause transportation problems for residents in the walled city of Québec) | → | ★ |
| e. Indicates constraints imposed by UNESCO on heritage cities (e.g. obligation to conduct an archaeological investigation prior to building on a site; preserving the historical character of the city when transforming or constructing buildings) | → | ★ |
| f. Indicates limits of heritage protection by UNESCO (e.g. the fact that a city is included on UNESCO's World Heritage List attracts worldwide attention but does not guarantee that all the necessary measures will be taken to protect the heritage value of the site) | → | ★ |

Geography (Cycle One)

Regional territory

A regional territory is organized around the exploitation of a resource. Four types of regional territories are studied: tourist regions, forest regions, energy-producing regions and industrial regions. Studying these regions makes it possible to understand how a territory is organized around economic activity.

A. Tourist regions

A tourist region is organized around a major attraction. It is important to observe how tourist activities are established in a region and how they can affect the particular characteristics of the region and to consider the impact of mass tourism on different regions in the world. The study of a tourist region can also shed light on the values, attitudes and behaviours of tourists.

Two of the six tourist regions suggested in the program must be studied: the first, a tourist region in Québec or Canada, is compulsory. Teachers may choose the second from among the following: Savoie, the African Great Lakes, the Lagoon of Venice, Tahiti and Île-de-France. Cycle teams may determine in which year each tourist region will be studied; it is recommended, however, that the content be spread out over the two years of the cycle.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: acculturation, planning and development, commercialization, tourist flow, tourist destination, globalization, multinational, resource and tourism.

| A. KNOWLEDGE RELATED TO TOURIST REGIONS | | |
|--|---|--|
| | → | ★ |
| | Student constructs knowledge with teacher guidance. | Student applies knowledge by the end of the school year. |
| | 1 | 2 |
| 1. Location of a tourist region | | |
| a. Locates the tourist region studied in the appropriate continent and country | → | ★ |
| b. Locates tourist regions on a map of the world (e.g. Mediterranean coast in Spain, Phuket region in Thailand, the coasts of Florida and the Islands of Hawaii in the United States, the Atlantic coast of Senegal, the Tokyo region in Japan) | → | ★ |
| c. Indicates, on a map of the world, the major tourist flow patterns: between Western Europe and the United States, Western Europe and South-East Asia, and the United States and the Caribbean | → | ★ |
| 2. Characteristics of a tourist region | | |
| a. Lists natural tourist attractions of the region studied (e.g. the Canadian Shield landscape in the Charlevoix region along the St. Lawrence River; the lagoons of the volcanic islands of Tahiti; the fauna of the African Great Lakes region) | → | ★ |
| b. Names tourist attractions that reflect the history of the region studied (e.g. the Lido of Venice; the Palace of Versailles in the Île-de-France) | → | ★ |
| c. Explains the relationship between the types of tourism in the region studied and the region's attractions (e.g. the exotic fauna of the African Great Lakes has given rise to photo safaris, a type of adventure tourism) | → | ★ |
| d. Establishes the size of the tourist flow in relation to the population of the region studied (e.g. in 2009, the Îles-de-la-Madeleine has four times more tourists than inhabitants; the Lagoon of Venice has seven times more tourists than inhabitants) | → | ★ |
| 3. Planning and development of a tourist region | | |
| a. Indicates the infrastructure in place in the tourist region studied (e.g. campgrounds in the Gaspésie; parking lots on the outskirts of the Lagoon of Venice; national parks in the African Great Lakes region; Disneyland Paris in Île-de-France) | → | ★ |
| b. Names means used to transport tourists in the tourist region studied (e.g. gondolas or <i>vaporetti</i> in the canals of Venice; photo-safari vans in the African Great Lakes region; sightseeing buses in Île-de-France) | → | ★ |
| c. Indicates infrastructure that may contribute to the deterioration of natural sites in the tourist region studied (e.g. construction of visitor accommodations along the beaches of the African Great Lakes region; funiculars that provide access to ski resorts in Savoie) | → | ★ |

4. Issue affecting a tourist region or regions

| | | |
|--|---|---|
| a. Indicates behaviours that can contribute to the degradation of a tourist region (e.g. writing graffiti on monuments; using motor vehicles outside authorized trails; dumping oily wastes along a coastline) | → | ★ |
| b. Explains changes brought about by tourism in the region studied (e.g. job creation and infrastructure improvement to meet tourist demand in the Gaspésie; changes in the lifestyle of the Masai in the African Great Lakes region stemming from contact with visitors that may result in a type of acculturation) | → | ★ |
| c. Explains some reactions to tourism development of residents in the region studied (e.g. residents of Lac du Bourget in Savoie oppose boating activities in order to slow down the degradation of the natural environment; Tahitians oppose new developments on coral atolls to preserve these fragile environments) | → | ★ |
| d. Indicates measures taken to protect a tourist region (e.g. restricting the number of visitors on the dunes in the Îles-de-la-Madeleine; constructing an underground funicular in Savoie) | → | ★ |

Geography (Cycle One)

Regional territory

A regional territory is organized around the exploitation of a resource. Four types of regional territories are studied: tourist regions, forest regions, energy-producing regions and industrial regions. Studying these regions makes it possible to understand how a territory is organized around economic activity.

B. Forest regions

A forest region is organized around the exploitation and commercialization of a major natural resource: the forest. This organization must ensure responsible management of the resource in order to promote long-term development and reconcile forestry management and environmental protection. It should also take into account any other activities that depend on the forest, such as vacationing or recreational tourism.

The study of one of the three forest regions suggested in the program is compulsory. Teachers may choose from among the following: British Columbia, a forest region in Québec and Amazonia. Cycle teams may determine in what year the forest region will be studied.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, commercialization, deforestation, exploitation of forests, globalization, multinationals, recreational tourism, resource and silviculture.

| B. KNOWLEDGE RELATED TO FOREST REGIONS | | Year |
|---|--|---------------|
| → Student constructs knowledge with teacher guidance. | | 1 or 2 |
| ★ Student applies knowledge by the end of the school year. | | |
| 1. Location of a forest region | | |
| a. Locates the forest region studied in the appropriate continent and country | | ★ |
| b. Locates, on a map of Québec, the following forest regions: Abitibi-Témiscamingue, Côte-Nord, Outaouais, Saguenay – Lac-Saint-Jean | | ★ |
| c. Locates, on a map of the world, the main countries in which forests constitute an important resource (e.g. Brazil, Canada, China, India, Democratic Republic of the Congo, Russia, Sweden) | | ★ |
| 2. Characteristics of a forest region | | |
| a. Describes the types of forests exploited in the region studied (e.g. the boreal forest in Abitibi-Témiscamingue consists mainly of black spruce, jack pine and balsam fir; the tropical rainforest in the Amazon contains a wide variety of hardwoods, including precious woods) | | ★ |
| b. Explains the relationship between characteristics of the climate and the type of forest of the region studied (e.g. the growth of giant trees in British Columbia is mainly due to heavy annual precipitation) | | ★ |
| c. Indicates the role of the various stakeholders involved in managing the forest region studied (e.g. the governments who grant cutting rights to logging companies; environmentalists who try to ensure the sustainable development of forests in Abitibi-Témiscamingue) | | ★ |
| d. Lists methods used to exploit the forest region studied (e.g. selective cutting, thinning, clear-cutting in British Columbia) | | ★ |
| e. Lists wood processing industries associated with the forest region studied (e.g. paper industry, furniture industry, paperboard mills in British Columbia) | | ★ |
| f. Lists activities, other than forest practices, carried out in the forest region studied (e.g. vacationing and recreational tourism in Mauricie, mining in the Amazon) | | ★ |
| 3. Planning and development of a forest region | | |
| a. Indicates, for the forest region studied, the steps involved in commercializing the resource (e.g. in Mauricie, logging is carried out north of La Tuque, the logs then are transported by truck to the paper mills in Trois-Rivières; after which the manufactured products are shipped to customers by truck, train or ship) | | ★ |
| b. Indicates types of industries associated with the forest region studied (e.g. paper and saw mills in the Outaouais; saw mills in Manaus, in the Amazon) | | ★ |

| | |
|--|---|
| c. Indicates the transportation infrastructure used in the commercialization of forest products in the region studied (e.g. logging roads in Mauricie, Trans-Amazonian Highway, port facilities in British Columbia) | ★ |
| d. Indicates the infrastructure in place in the forest region studied (e.g. logging roads to access logging sites in the Charlevoix region; construction of check stations, lodging facilities and docks in an outfitting operation in the Mauricie) | ★ |
| 4. Issue affecting a forest region or regions | |
| a. Lists threats to forests in various regions of the world (e.g. tree diseases, pests, forest fires) | ★ |
| b. Indicates practices that contribute to the depletion of forest resources in the region studied (e.g. excessive logging in Abitibi-Témiscamingue; development of agricultural land to the detriment of forests in the Amazon) | ★ |
| c. Explains consequences of excessive logging for the environment (e.g. once trees are cut down, surface runoff increases, leading to soil erosion and soil nutrient depletion) | ★ |
| d. Indicates practices that help renew forest resources (e.g. reforestation using fast-growing tree species; thinning; selective cutting) | ★ |
| e. Indicates means used to reconcile the interests of different stakeholders in the forest region studied (e.g. private forest landowners in British Columbia grant access rights to recreational tourist organizations; the Brazilian government sets aside reserves in the Amazon forest for the exclusive use of the Native population) | ★ |

Geography (Cycle One)

Regional territory

A regional territory is organized around the exploitation of a resource. Four types of regional territories are studied: tourist regions, forest regions, energy-producing regions and industrial regions. Studying these regions makes it possible to understand how a territory is organized around economic activity.

C. Energy-producing regions

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

The study of one of the four energy-producing regions suggested in the program is compulsory. Teachers may choose from among the following: Alberta, the Persian Gulf, the Côte-Nord and Jamésie. Cycle teams may determine in what year the energy-producing region will be studied .

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, autonomy, commercialization, energy dependence, greenhouse effect, globalization, multinational, global warming, resource and energy source.

| C. KNOWLEDGE RELATED TO ENERGY-PRODUCING REGIONS | | Year |
|--|--|---------------|
| → Student constructs knowledge with teacher guidance. | | 1 ou 2 |
| ★ Student applies knowledge by the end of the school year. | | |
| 1. Location of an energy-producing region | | |
| a. Locates the energy-producing region studied in the appropriate continent and country | | ★ |
| b. Locates oil - and gas-producing countries on a map of the world (e.g. Saudi Arabia, Brazil, Canada, China, United Arab Emirates, Iraq, Iran, Kuwait, Nigeria, Russia, Venezuela) | | ★ |
| c. Locates, on a world map, the countries that consume the most energy per capita (e.g. in 2010: Australia, Canada, United States, Finland, Norway, New Zealand, Sweden) | | ★ |
| 2. Characteristics of an energy-producing region | | |
| a. Names the form of energy developed in the energy-producing region studied (e.g. hydroelectric power in Jamésie; oil and natural gas in the Persian Gulf) | | ★ |
| b. Indicates uses for the form of energy developed in the region studied (e.g. in Alberta, hydrocarbons are used as a source of fuel for vehicles, heating and power plants) | | ★ |
| c. Explains the relationship between certain characteristics of the natural environment and the form of energy developed in the region studied (e.g. the steep slope and strong flow of the La Grande River and the Great Whale River in Jamésie are conducive to the production of hydroelectric power; the accumulation of decayed plant and animal life on ancient seafloors helped create oil and natural gas deposits in Alberta and around the Persian Gulf) | | ★ |
| d. Indicates energy sources developed in the region studied (e.g. hydroelectric energy produced in the Côte-Nord region is a renewable energy source; hydrocarbons extracted in Alberta are a nonrenewable energy source; wind energy in Jamésie is an inexhaustible energy source) | | ★ |
| 3. Planning and development of an energy-producing region | | |
| a. Indicates infrastructure used to exploit the energy source in the region studied (e.g. derricks are used to extract oil in the Persian Gulf; open pit mines, to extract oil from tar sands in Alberta; oil rigs, to drill oil in the Persian Gulf; reservoirs and dams, to generate hydroelectric power in Jamésie) | | ★ |
| b. Indicates infrastructure used to process energy resources in the region studied (e.g. oil refinery in Alberta; hydroelectric power plants, wind farms in Québec) | | ★ |
| c. Names organizations associated with the development of the energy source exploited in the region studied (e.g. Hydro-Québec for hydroelectric power in Jamésie and the Côte-Nord; multinationals for oil production in the Persian Gulf; Organization of the Petroleum Exporting Countries [OPEC] for oil production in the Persian Gulf) | | ★ |

| | |
|---|---|
| d. Indicates means used to transport energy resources in the region studied (e.g. high-voltage power lines connect hydroelectric dams to power stations and transmission and distribution substations in Québec; oil and gas pipelines transport hydrocarbons from extraction sites to refineries in Alberta) | ★ |
| 4. Issue affecting an energy-producing region or regions | |
| a. Indicates measures taken to improve energy supply and reduce energy dependence in the region studied (e.g. search for renewable resources in Jamésie; creation of OPEC in the Persian Gulf) | ★ |
| b. Indicates measures taken to help reduce energy consumption and increase self-reliance (e.g. dual energy, hybrid vehicles, improved public transit, development of energy-efficient appliances) | ★ |
| c. Indicates the consequences of energy resource development for the region studied (e.g. flooding of vast areas of land in Jamésie; degradation of the environment and depletion of groundwater caused by tar sands oil extraction in Alberta) | ★ |
| d. Explains the impact of the development of alternative energy sources (e.g. biofuel production requires large quantities of grain and thus contributes to the world's food crisis) | ★ |
| e. Explains the impact of growing energy consumption on the environment (e.g. growing energy consumption worldwide contributes to global warming and environmental degradation) | ★ |
| f. Indicates some of the most energy-intensive industries (e.g. aluminum, steel, petrochemical plants) | ★ |

Geography (Cycle One)

Regional territory

A regional territory is organized around the exploitation of a resource. Four types of regional territories are studied: tourist regions, forest regions, energy-producing regions and industrial regions. Studying these regions makes it possible to understand how a territory is organized around economic activity.

D. Industrial regions

An industrial region is organized around production, distribution and service enterprises. It contributes to an area's economic development. Production activities associated with an industrial region have an impact on the environment. Because this type of territory is part of a global economic context that is characterized by the relocation of industries, it is important for industrial regions to maintain their place in the global context.

The study of one of the two industrial regions suggested in the program is compulsory. Teachers may choose between the American and Canadian Great Lakes region and an industrial region of Québec. Cycle teams may determine in which year the industrial region will be studied .

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, commercialization, concentration, relocation, development, industrialization, globalization, multinational, workshop country and resource.

| D. KNOWLEDGE RELATED TO INDUSTRIAL REGIONS | | Year |
|---|--|---------------|
| → Student constructs knowledge with teacher guidance. | | 1 ou 2 |
| ★ Student applies knowledge by the end of the school year. | | |
| 1. Location of an industrial region | | |
| a. Locates the industrial region studied in the appropriate continent and country | | ★ |
| b. Locates major industrial regions on a map of the world (e.g. American and Canadian Great Lakes region, southern Hokkaido in Japan, southeastern United Kingdom, São Paulo region in Brazil, Alexandria in Egypt) | | ★ |
| 2. Characteristics of an industrial region | | |
| a. Lists types industries found in the industrial region studied (e.g. aluminum smelters in Saguenay – Lac-Saint-Jean, steel mills and vehicle assembly plants in the American and Canadian Great Lakes region) | | ★ |
| b. Names the main industrial clusters of the region studied (e.g. Pittsburgh, Detroit, Kingston in the American and Canadian Great Lakes region) | | ★ |
| c. Indicates natural factors that have contributed to the development of the industrial region studied (e.g. proximity to Lakes Superior, Michigan, Huron, Erie and Ontario and the St. Lawrence River for the American and Canadian Great Lakes region; presence of mineral deposits in Abitibi-Témiscamingue; abundant energy resources in Saguenay – Lac-Saint-Jean) | | ★ |
| d. Indicates measures that have contributed to the development of the industrial region studied (e.g. government subsidies to businesses in the Montréal region) | | ★ |
| e. Explains why a particular location promotes the development of industry in the region studied (e.g. the proximity to energy sources in the Saguenay – Lac-Saint-Jean region makes aluminum less costly to produce; the concentration of skilled labour in the Québec City region promotes the development of the pharmaceutical industry) | | ★ |
| f. Indicates factors that promote the concentration of industries in the industrial region studied (e.g. proximity to agri-food markets in Montérégie; concentrated population and large pool of consumers in the American and Canadian Great Lakes region) | | ★ |
| 3. Planning and development of an industrial region | | |
| a. Indicates the specialized infrastructure used to develop the industrial region studied (e.g. aqueduct system, energy distribution networks, specialized waste collection services in the American and Canadian Great Lakes region) | | ★ |

| | |
|--|---|
| b. Explains the relationship between the industrial sites of the region studied and access to supply and distribution networks (e.g. industrial sites in the American and Canadian Great Lakes region are located next to the St. Lawrence Seaway, ports, rail lines and highways that facilitate access to raw materials and the distribution of finished products) | ★ |
| c. Indicates constraints faced by businesses in the industrial region studied (e.g. having to comply with urban planning laws and locate a plant in an industrial area in Estrie) | ★ |
| d. Indicates negative effects of industry in the region studied (e.g. acid rain caused by steel mill emissions in the American and Canadian Great Lakes region) | ★ |
| 4. Issue affecting an industrial region or regions | |
| a. Explains how the presence of industry in the region studied affects the environment (e.g. pollutants emitted into the air and water disrupt the ecological balance of the Saguenay – Lac-Saint-Jean region; burial of hazardous wastes contaminates the soil and affects the health of residents in the American and Canadian Great Lakes region) | ★ |
| b. Indicates measures taken by businesses to reduce industrial pollution in the region studied (e.g. setting up water treatment plants in the Montérégie region to purify waste materials discharged into the St. Lawrence River) | ★ |
| c. Indicates reasons for relocating a business (e.g. cheaper labour costs, less stringent environmental laws) | ★ |
| d. Indicates causes of declining industrial activity in industrial regions (e.g. relocation of industries to developing countries; resource depletion) | ★ |
| e. Explains some consequences of declining industrial activity for industrial regions (e.g. plant closures cause direct and indirect job losses, which increase unemployment and reduce the standard of living of the population in the region) | ★ |
| f. Explains some of the repercussions of relocating industries in developing countries (e.g. job creation and the development of road infrastructure and energy distribution networks improve living conditions; less stringent environmental standards increase air and water pollution) | |
| g. Indicates measures taken to attenuate the effects of declining industrial activity in the region studied (e.g. development of resource processing activities and industry diversification in the Saguenay – Lac-Saint-Jean region) | ★ |

Geography (Cycle One)

Agricultural territory

Agricultural territory is associated with a vital need — food. It is often threatened by urban expansion and can also be a source of environmental problems because of certain practices. Two types of agricultural territory are studied: agricultural territory in a national space and agricultural territory subject to natural hazards.

A. Agricultural territory in a national space

The agricultural territory of a national space consists of all its farming regions. It is sometimes necessary to create laws to protect it and ensure that other forms of land use do not reduce the area devoted to farming. However, certain farming practices also exert pressure on the environment and threaten the global food equilibrium.

Two of the three agricultural territories suggested in the program must be studied. The first, the agricultural territory of Québec, is compulsory. Teachers may choose the second from among the following: the agricultural territory of Japan and the agricultural territory of California. Cycle teams may determine in what year each agricultural territory will be studied; it is recommended, however, that the content be spread out over the two years of the cycle.

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: distribution, national agricultural space, environment, equity, exploitation, marketing, farming practice, productivity and rurality.

| A. KNOWLEDGE RELATED TO AN AGRICULTURAL TERRITORY IN A NATIONAL SPACE | Year | |
|--|------|---|
| → Student constructs knowledge with teacher guidance. | | |
| ★ Student applies knowledge by the end of the school year. | 1 | 2 |
| 1. Location of an agricultural territory in a national space | | |
| a. Locates the agricultural territory studied in the appropriate continent and country | → | ★ |
| b. Locates the main agricultural territories on a map of the world (e.g. the Great Plains of North America, the Pampas of Argentina, the Great Russian Plain, the basins of Western Europe, Southeast Asia, Western Australia) | → | ★ |
| 2. Characteristics of an agricultural territory in a national space | | |
| a. Explains the location of the main agricultural areas in the territory studied (e.g. in Japan, the agricultural territory of each island is located mainly on narrow coastal plains and along mountainsides because of the country's hilly topography) | → | ★ |
| b. Establishes the relative size of the territory devoted to agriculture in the territory studied (e.g. in 2005, the agricultural territory of Québec accounted for 2% of the national territory and that of Japan, for approximately 13% of the national territory) | → | ★ |
| c. Indicates the natural factors that influence the location of the agricultural territory studied (e.g. soil fertility, length of growing season, precipitation regime, latitude and altitude in Québec) | → | ★ |
| d. Lists the main agricultural products (crops) of the territory studied (e.g. rice, potatoes, fruit in Japan; vegetables, fruit, nuts, cotton, vines in California) | → | ★ |
| e. Establishes the proportion of the labour force employed in agriculture in the territory studied (e.g. in 2009, 5% of the population in Japan; 2% of the population in California) | → | ★ |
| f. Identifies problems that affect farmers in the territory studied (e.g. finding workers, attracting potential successors, obtaining a fair price for agricultural products in Québec) | → | ★ |
| 3. Planning and development of an agricultural territory in a national space | | |
| a. Names the main type of farming practices used in the agricultural territory studied (e.g. intensive farming practices used on small farms in Japan) | → | ★ |
| b. Establishes a connection between certain characteristics of the climate and the infrastructure of the agricultural territory studied (e.g. the desert climate of central California makes it necessary to construct dams and develop irrigation systems; Québec's harsh winter conditions make it necessary to build greenhouses to ensure year-round supply of certain vegetables) | → | ★ |
| c. Indicates infrastructure used to increase the productivity of the agricultural territory studied (e.g. irrigation canals in California; dams to control water levels in rice paddies in Japan) | → | ★ |

4. Issues affecting an agricultural territory or territories in a national space

| | | |
|--|---|---|
| a. Explains consequences of certain farming practices for the environment (e.g. intensive fruit tree cultivation requires the use of strong fertilizers, which contributes to soil nutrient depletion; annual irrigation of vegetable crops requires large amounts of water, which reduces groundwater levels) | → | ★ |
| b. Indicates infrastructure in place in agricultural areas of the territory studied (e.g. highway extension, industrial warehouses, sports centres and urban sprawl in California) | → | ★ |
| c. Names laws adopted to protect farming and restrict the development of non-agricultural activities in rural areas in the territory studied (e.g. <i>Act respecting the Preservation of agricultural land and agricultural activities</i> in Québec; <i>Farm Land Protection Policy Act</i> in California) | → | ★ |
| d. Indicates measures taken to limit the environmental impact of farming practices (e.g. passing laws to regulate farming practices; defining riparian strips; reforesting shorelines) | → | ★ |
| e. Indicates solutions to problems affecting farmers in the territory studied (e.g. to compensate for the shortage of agricultural workers in Québec, employment programs have been established to allow farmers to hire seasonal workers from Mexico) | → | ★ |
| f. Explains how certain agricultural practices affect the global food equilibrium (e.g. the use of corn and wheat in biofuel production has caused food crises and raised the price of flour worldwide) | → | ★ |

Geography (Cycle One)

Agricultural territory

Agricultural territory is associated with a vital need — food. It is often threatened by urban expansion and can also be a source of environmental problems because of certain practices. Two types of agricultural territory are studied: agricultural territory in a national space and agricultural territory subject to natural hazards.

B. Agricultural territory subject to natural hazards

Some of the world's agricultural territories develop on land that is subject to natural hazards. These territories are fragile and their development should take into account the particular conditions they face. Water management is a key issue and some farming practices may increase the risk of disaster and have a detrimental effect on the territory.

The study of one of the three agricultural territories suggested in the program is compulsory. Teachers may choose from among the following: Bangladesh, the Sahel and the Canadian prairies. Cycle teams may determine in which year the agricultural territory subject to natural hazards will be studied .

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: natural disaster, degradation, environment, environment at risk, marketing, farming practices, productivity, artificial risk, natural hazard and rurality.

| B. KNOWLEDGE RELATED TO AGRICULTURAL TERRITORY SUBJECT TO NATURAL HAZARDS | Year |
|--|---------------|
| → Student constructs knowledge with teacher guidance. | 1 ou 2 |
| ★ Student applies knowledge by the end of the school year. | |
| 1. Location of an agricultural territory subject to natural hazards | |
| a. Locates the agricultural territory studied in the appropriate continent and country | ★ |
| b. Locates, on a map of the world, agricultural territories subject to natural hazards (e.g. Northeast India; the Sahel; the Canadian prairies; areas around the Mediterranean; Bangladesh; the Mekong Basin) | ★ |
| 2. Characteristics of an agricultural territory subject to natural hazards | |
| a. Explains the relationship between the latitudinal position of the agricultural territory studied and elements of its climate (e.g. the Sahel's aridity is due to its location in sub-Saharan Africa; the heavy rains in Bangladesh are due to its location in the tropics) | ★ |
| b. Lists the natural phenomenon or phenomena to which the agricultural territory studied is subject (e.g. floods, cyclones and tsunamis in Bangladesh; desertification in the Sahel; drought in the Canadian prairies) | ★ |
| c. Explains consequences of certain natural phenomena for the agricultural territory studied (e.g. in Bangladesh, floods during monsoon season erode farm land and destroy crops) | ★ |
| d. Indicates farming or breeding practices in the agricultural territory studied (e.g. intensive rice cultivation with several harvests per year in Bangladesh; movement of livestock in search of grazing land and water in the northern part of the Sahel) | ★ |
| e. Indicates how a natural hazard can turn into a natural disaster in the agricultural territory studied (e.g. in Bangladesh, farmers looking for fertile land settle in the Ganges delta despite risks from floods and cyclones that regularly cause heavy material and human losses) | ★ |
| 3. Planning and development of an agricultural territory subject to natural hazards | |
| a. In Indicates types of farming installations in the territory studied (e.g. in Bangladesh, stilt houses surrounded by dikes minimize flood damage; in the Canadian prairies, wells and reservoirs for livestock are installed in case of droughts) | ★ |
| b. Indicates the role of transportation networks in the agricultural territory studied (e.g. in the Canadian prairies, trucks transport products to trains, which are used to ship exports) | ★ |
| c. Explains how certain practices can increase natural hazards in the agricultural territory studied (e.g. in Bangladesh, cutting mangrove trees to create shrimp basins increases the risk of flooding; in the Sahel, frequent seasonal movements of livestock to grazing lands intensify the desertification of the territory) | ★ |

| | |
|---|---|
| d. Indicates methods used to protect the agricultural territory studied from a natural hazard (e.g. in Bangladesh, dikes and dams help control flood levels; in the Canadian prairies, planting trees, irrigation and new technologies help mitigate the effects of drought) | ★ |
| 4. Issues affecting an agricultural territory or territories subject to natural hazards | |
| a. Explains how human actions can intensify a natural risk in the agricultural territory studied (e.g. deforestation accelerates erosion during floods; monoculture, i.e. the repeated planting of one crop in the same area, destabilizes soils) | ★ |
| b. Explains the relationship between human actions and the creation of an artificial risk in the agricultural territory studied (e.g. in the Canadian prairies, pesticides and fertilizers can pollute waterways; in the Sahel, digging wells for herds combined with overgrazing can deplete groundwater resources; in Bangladesh, cutting mangroves has destabilized the shorelines of the territory, making river banks more vulnerable to cyclones) | ★ |
| c. Lists problems associated with water management in the agricultural territory studied (e.g. erosion caused by poor irrigation techniques in the Canadian prairies; falling water tables caused by excessive water use in the Sahel) | ★ |
| d. Indicates measures taken to reduce problems associated with water management in the agricultural territory studied (e.g. in Bangladesh, dikes are built to prevent floods) | ★ |
| e. Names environmental problems associated with farming practices in territories subject to natural hazards (e.g. fertilizers and pesticides can pollute waterways; monoculture can deplete the soil of nutrients and contribute to its degradation) | ★ |
| f. Indicates solutions adopted to reduce environmental problems associated with farming practices (e.g. regulations to protect agricultural territories; decreased use of pesticides and fertilizers) | ★ |

Geography (Cycle One)

Native territory

Knowledge related to Native territory

A Native territory is occupied by citizens descended from a First Nation who claim autonomy over this territory. Native people of northern territories that have reached a formal agreement with the Québec or Canadian government are studied. As a result of such agreements, Native peoples have jurisdiction over almost all domains and can thus develop their territory in harmony with their way of life.

The study of one of the three Native territories suggested in the program is compulsory. Teachers may choose from among the following: Nunavut, Cree territory and Naskapi territory. Cycle teams may determine in what year the Native territory will be studied .

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: Native people, band, convention, culture, ancestral rights, nation, nordicity and claims.

| Knowledge related to Native territory | |
|---|--------|
| → Student constructs knowledge with teacher guidance. | Year |
| ★ Student applies knowledge by the end of the school year. | 1 or 2 |
| 1. Location of a Native territory | |
| a. Locates the Native territory studied in the appropriate continent and country | ★ |
| b. Locates Native territories on a map of the world (e.g. Aboriginal territory in Australia; Cree, Naskapi and Inuit territories in Canada; Chiapas in Mexico) | ★ |
| 2. Characteristics of a Native territory | |
| a. Indicates criteria used by the United Nations for the recognition of Native peoples (e.g. they must be existing descendants of peoples who inhabited a territory long before it was colonized) | ★ |
| b. Names elements of the culture of the Native people inhabiting the territory studied (e.g. Inuktitut language, inukshuk, parka in Nunavut) | ★ |
| c. Names recognized ancestral rights of the Native people in the territory studied (e.g. Crees' right to hunt, fish and exploit resources) | ★ |
| d. Names the agreements signed between Native peoples and the government of Québec: <i>Northeastern Québec Agreement</i> (for the Naskapi); <i>James Bay and Northern Québec Agreement</i> (for the Cree) | ★ |
| e. Names different institutions that regulate the Native territory studied (e.g. band council, chief, councillors among the Naskapi) | ★ |
| f. Lists activities associated with traditional life in the Native territory studied (e.g. hunting, fishing, trapping in Nunavut) | ★ |
| g. Names activities associated with modern life in the Native territory studied (e.g. hydroelectric, logging and mining sites; tourism and transportation among the Cree) | ★ |
| 3. Planning and development of a Native territory | |
| a. Lists characteristics of how the Native territory studied is organized (e.g. wide dispersal of villages and airport installations in Nunavut) | ★ |
| b. Indicates transportation infrastructure in the Native territory studied (e.g. rail system among the Naskapi; ports and airports in Nunavut) | ★ |
| c. Indicates infrastructure put in place by Native peoples in the territory studied (e.g. creation of recreational and tourist facilities and sites among the Cree) | ★ |
| d. Indicates development constraints associated with nordicity in the Native territory studied (e.g. permafrost makes it difficult to build aqueduct and sewer systems in Nunavut) | ★ |
| 4. Issue affecting a Native territory or territories | |

| | |
|---|---|
| a. Names partners with whom Native peoples share their territory (e.g. federal or provincial governments, resource companies) | ★ |
| b. Indicates human actions that have affected the Native territory studied (e.g. creation of retention lakes have disrupted the environment, flora and fauna among the Cree) | ★ |
| c. Explains some of the repercussions of measures taken to protect Native territories studied (e.g. since signing the <i>James Bay and Northern Québec Agreement</i> in 1975, the Cree have had decisional power over their territory, particularly in matters associated with resources and protection of their way of life) | ★ |
| d. Names claims of Native peoples who have still not concluded government agreements (e.g. land, economic, cultural claims) | ★ |
| e. Names organizations that address the claims of Native peoples (e.g. national governments, the United Nations) | ★ |

Geography (Cycle One)

Protected territory

Knowledge related to protected territory

A protected territory is a natural space organized according to a plan designed to ensure the protection of the natural heritage and ecosystems, its management and its economic development. Certain parks, which protect features of outstanding value or in danger of disappearing, are included on UNESCO's World Heritage List. It is important to seek a balance between the use of such parks and the protection of the natural environment. Only one type of protected territory is studied in Secondary Cycle One: natural parks.

The study of one of the two protected territories suggested in the program is compulsory. Teachers may choose between a natural park in Québec or Canada and the Galapagos Islands. Cycle teams may determine in what year the protected territory will be studied .

The concepts prescribed by the program are not described using specific statements. It is by using all of the knowledge related to a territory that students develop their understanding of the following concepts: planning and development, conservation/reservation, environment, natural park, natural heritage and regulations.

| Knowledge related to protected territory | |
|---|--------|
| → Student constructs knowledge with teacher guidance. | Year |
| ★ Student applies knowledge by the end of the school year. | 1 or 2 |
| 1. Location of a natural park | |
| a. Locates the natural park studied in the appropriate continent and country | ★ |
| b. Locates protected natural parks on a map of the world (e.g. Forillon and Banff national parks in Canada; the Galapagos National Park and Marine Reserve in Ecuador; the whale sanctuary of El Vizcaino in Mexico; Sagarmatha National Park in Nepal; Serengeti National Park in Tanzania; the Giant's Causeway in Ireland; Yellowstone National Park in the United States) | ★ |
| 2. Characteristics of a natural park | |
| a. Lists natural heritage elements in the park studied (e.g. fauna, flora, wetlands, glaciers in Banff National Park) | ★ |
| b. Indicates why the natural park studied has been created (e.g. to protect endangered species in the Galapagos National Park and Marine Reserve; to protect natural phenomena such as glaciers in Banff National Park; to protect nesting sites in the Parc national de l'Île-Bonaventure-et-du-Rocher-Percé) | ★ |
| c. Lists recreational activities authorized in the natural park studied (e.g. hiking, ecotourism, animal watching in Forillon National Park) | ★ |
| d. Indicates rules to follow to protect the natural park studied (e.g. respecting marked trails, flora, restricted areas in Banff National Park) | ★ |
| e. Explains the economic benefits for the region surrounding the natural park studied (e.g. opening Banff National Park to the public creates a demand for workers, who in turn create a demand for services, which generates new jobs) | ★ |
| 3. Planning and development of a natural park | |
| a. Names different zones of the natural park studied (e.g. conservation zones, wildlife and natural land zones, recreational activity zones at the Galapagos National Park and Marine Reserve) | ★ |
| b. Indicates measures taken to protect the natural park studied (e.g. restricted access to certain areas, use of marked trails, restricted number of visitors at Mingan Archipelago National Park Reserve) | ★ |
| c. Indicates some of the infrastructure in place in the natural park studied (e.g. reception centres, marked trails and wharfs at the Parc national de l'Île-Bonaventure-et-du-Rocher-Percé) | ★ |
| 4. Issue affecting a natural park or parks | |

| | |
|--|---|
| a. Explains why protecting the natural environment must be reconciled with recreational activities in natural parks (e.g. the ecosystems protected by natural parks are fragile and recreational activities of visitors must be controlled to avoid disrupting these environments) | ★ |
| b. Explains some of the impacts associated with visiting the natural park studied (e.g. in the Saguenay – St. Lawrence Marine Park, visitors who do not follow the regulations may disturb the balance of the flora and fauna) | ★ |
| c. Indicates natural hazards that may threaten a protected park (e.g. forest fires, erosion, flooding) | ★ |
| d. Indicates human actions that may threaten a protected park (e.g. road construction, exploitation of natural resources, poaching) | ★ |
| e. Indicates criteria established by UNESCO to include natural parks on the World Heritage List (e.g. the park must be an outstanding example of the Earth's history or of biological processes) | ★ |

Geography (Cycle One)

Appendix : Techniques used in geography

In Geography, teachers present learning and evaluation situations that allow students to use certain techniques, some of which were introduced in elementary school. They propose learning and evaluation situations requiring the interpretation of maps, the use of written documents, tables or graphs (histograms, contingency tables, bar or circle graphs). The documents used should be varied and adapted to the students' abilities.

| |
|---|
| 1. Interprets a landscape |
| a. Locates the landscape |
| b. Determines the purpose of observing the landscape |
| c. Identifies the natural and human elements in the landscape |
| d. Identifies the type of information in the landscape |
| e. If necessary, draws a sketch of the landscape in three planes : foreground, middle ground and background |
| 2. Draws a geographic sketch of the landscape |
| a. Identifies the elements to be represented (e.g. buildings, landforms, major rivers and highways, vegetation) |
| b. Orders the elements according to the purpose |
| c. Selects the essential elements |
| d. Defines the three planes: foreground, middle ground and background |
| e. Makes a simplified representation |
| f. Creates a legend |
| g. Provides a title that expresses the purpose |
| 3. Draws a simple map |
| a. Defines the purpose |
| b. Consults several information sources (e.g. maps, tables, documents) |
| c. Depending on the purpose, identifies the essential elements |
| d. Envisions the phenomena and the spaces to be mapped |
| e. Draws a simple map |
| f. Creates a legend |
| g. Indicates the scale |
| h. Represents the essential elements using signs and symbols |
| i. Provides a title that expresses the purpose |
| 4. Interprets a map |
| a. Reads the title |
| b. Locates the scale and orientation |
| c. Identifies the area mapped |
| d. Decodes the signs and symbols in the legend |

e. Recognizes the existence of spatial forms (e.g. population distribution zones, vegetation zones, activity zones)

f. Supports his/her interpretation using information from the map

5. Interprets a written document

a. Reads the title

b. Locates the name of the author and title

c. Determines the nature of the document

d. Locates the source and date

e. Determines the main subject

f. Notes the main ideas

g. Organizes and synthesizes important ideas

h. Relates and compares information from various documents

6. Interprets an illustrated document (e.g. illustration, poster, painting)

a. Reads the title

b. Determines the nature of the document

c. Locates the source and date

d. Determines the main subject

e. Determines places, actors, circumstances

7. Interprets a table and graph

a. Reads the title

b. Decodes the legend

c. Identifies the scale

d. Identifies the nature of the information

e. Finds data

8. Constructs a table and graph

a. Determines the purpose

b. Selects information

c. Indicates and names each entry

d. Establishes the scale

e. Indicates the legend

f. Indicates the data

g. Provides a title that expresses the purpose