



Geography

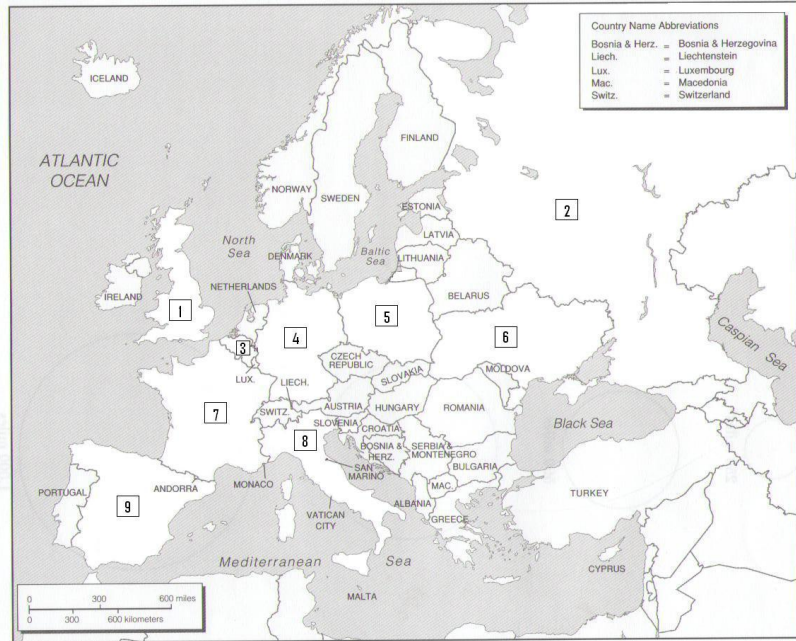
Latin America

Canada

Europe

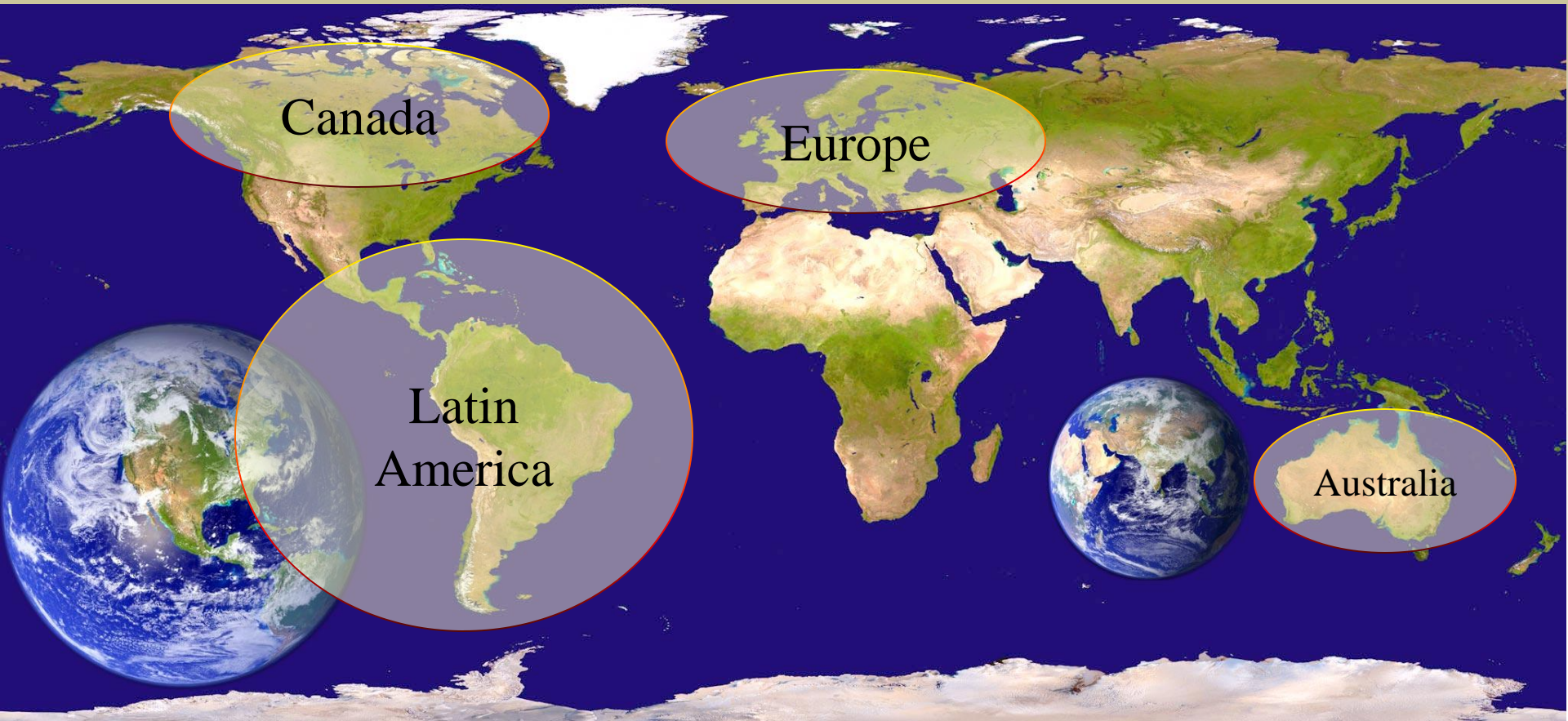
Australia

Maps



Maps

- These are the easiest standards to master. Just be able to locate the physical and political features on a world map, too.





G2a—Environmental Concerns: Latin America

- Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.



G2a—Environmental Concerns: Latin America

- **In this element the student is being asked to explain the impact of three significant issues: air pollution, destruction of the rain forest, and oil-related pollution. The first is the issue of air pollution in Mexico City, Mexico. Students should have a very basic understanding of what causes the air pollution, such as overcrowding, industrialization, vehicle emissions, and location at the base of mountains which traps emissions producing a heavy overlay of smog.**
- Students should be able to explain/describe/discuss/evaluate...
- *** The major environmental concerns surrounding air pollution in Mexico City, Mexico, such as damage to vegetation, harm to the atmosphere, and harm to human beings.**
- * The connection between air pollution and acid rain.
- * The damage caused by this acid rain, such as harm to buildings and ancient monuments/ruins in Mexico.
- * Reasons driving restrictions have been placed on people in Mexico City.
- **Another issue is the destruction of the rain forest in Brazil.**
- * Factors causing destruction of the rain forest.
- * The concerns regarding the destruction of the rain forest in Brazil.
- * The issues/consequences associated with this destruction.
- **Students should also have a basic understanding of the causes of oil-related pollution in Venezuela.**
- *What are the issues/consequences of this oil-pollution in Venezuela and the impact on surrounding areas?



G7a Environmental Concerns: Canada

- Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.



G7a Environmental Concerns: Canada

- **In this element the student is being asked to explain the impact of three significant issues: acid rain and pollution of the Great Lakes, extraction and use of natural resources on the Canadian Shield, and timber resources. Air pollution and resulting acid rain severely affect lakes and damage forests; metal smelting, coal-burning utilities, and vehicle emissions impact agricultural and forest productivity;**
- Students should be able to explain/describe/discuss/evaluate...
- * How acid rain and pollution have severely affected the Great Lakes.
- * The causes of this pollution, the consequences of this pollution to the environment, wildlife, and humans.
- * The issues pollution has caused with neighboring U.S.
- * The concerns associated with the extraction and use of natural resources on the Canadian Shield and timber resources.



G9a: Environmental Concerns: Europe

- Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.



G9a: Environmental Concerns: Europe

- **In this asked to explain the impact of three significant issues: acid rain, air pollution and a nuclear disaster. element the student is being** The first is the issue of acid rain in Germany.
- Students should be able to....
- * Have a very basic understanding of what causes acid rain.
- * Discuss the issues associated with acid rain such as damage to vegetation and aquatic life, contamination of drinking water, and damage to physical structures such as buildings and monuments.
- * Discuss how sulfur deposits from Germany have become a problem to neighboring countries when they are carried through the air causing acid rain in those countries as well. (Reference-Encyclopedia of Public Health, Geography Dictionary, Columbia Encyclopedia)
- * Discuss the concerns surrounding air pollution in the United Kingdom.
- * Students should understand the primary causes of air pollution in the UK- power stations (industry and power generation) and vehicle emissions.
- * Discuss the issues associated with air pollution such as damage to vegetation, harm to the atmosphere, and harm to human beings.
- * Understand the connection between air pollution and acid rain, further compounding problems in the U.K.
- * Discuss how air pollution from the U.K. is carried to nearby countries. (Reference-Sci-Tech Encyclopedia)
- * Have a basic understanding of the Chernobyl nuclear accident.
- * Discuss the consequences of this disaster such as land evacuation, land contamination, economic impact on East and North Europe farmers, and the health issues such as high rates of cancer, birth defects and in some cases death.
- * Discuss how this problem was not isolated to Chernobyl, but rather spread to surrounding countries through the air currents and how this disaster still affects people and land today.



Impact: Location, Climate, Resources, Population Latin America

- **SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**
- a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.
- b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.



Impact: Location, Climate, Resources, Population Latin America

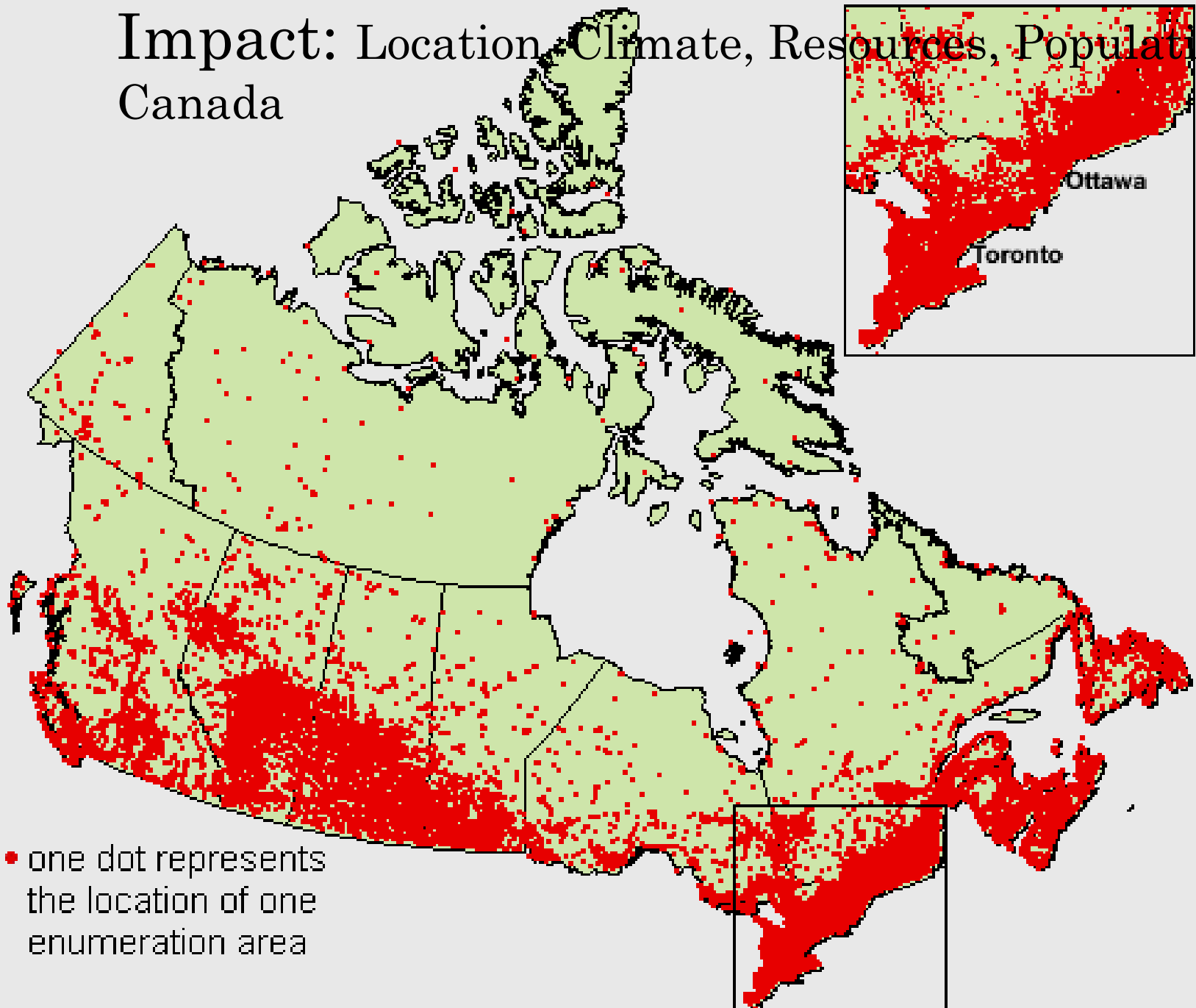
- **Look at a population density map, a climate map, a natural resource map, a physical map, and a world map to determine how these features are interrelated and the impact they have on one another.**
- Students should locate Mexico and Venezuela on a map and determine the impact both countries' physical location has on the climate, trade with other countries, and where people live. How does the climate of these two countries affect trade and where people live? How do natural resources impact trade and where people live? Students should compare the two countries based on the criteria in the element and draw conclusions. (Resources- Teachers can access a variety of maps on the Internet by typing in key words such as "Mexico population density map," in a search engine. Additional resources for specific countries can be found at CIA World Factbook online.)
- The same depth of knowledge and procedures should be used for element b- compare Brazil and Cuba.



Impact: Location, Climate, Resources, Population Canada

- **SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**
- a. Describe how Canada's location, climate, and natural resources have affected where people live.
- b. Describe how Canada's location, climate, and natural resources impact trade.

Impact: Location, Climate, Resources, Population Canada





Impact: Location, Climate, Resources, Population Canada

- **Look at a population density map, a climate map, a natural resource map, a physical map, and a world map to determine how these features are interrelated and the impact they have on one another.**
- Canada's climate varies from temperate in south to subarctic and arctic in north. Approximately 90% of the population is concentrated within 100 miles of the US border. Continuous permafrost in the north is a serious obstacle to development. Canada has a wealth of natural resources, and exports account for roughly a third of its GDP. Canada enjoys a substantial trade surplus with the US, which absorbs nearly 80% of Canadian exports each year. Canada is the US's largest foreign supplier of energy, including oil, gas, uranium, and electric power.
- Students should be able to explain/describe/discuss/evaluate...
- * How Canada's location and climate have affected trade and where people live.
- * Why most Canadians live in the Southern part of Canada.
- * How permafrost in the north is a serious obstacle to development.
- * How Canada's natural resources have affected trade and where people live.
- * How Canada's proximity (location) to the U.S. affects Canada's trade and economy.
- * How Canada's location near major bodies of water encourages trade. (Resources- Teachers can access a variety of maps on the Internet by typing in key words such as "Canada population density map" in a search engine. Additional country specific resources (location, climate, trade, economy) can be found at CIA World Factbook online).



Impact: Location, Climate, Resources, Population Europe

- **SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.**
- a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
- b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.



Impact: Location, Climate, Resources, Population Europe

- **Look at a population density map, a climate map, a natural resource map, and a physical map to determine how these features are interrelated and the impact they have on one another.**
- Students should locate the U.K. and Russia on a map and determine the impact both countries' physical location has on the climate, such as Siberia which is so cold the soil over much of the area is permanently frozen which inhibits farming and economic development in the region. Russia is unfavorably located in relation to major sea lanes of the world which further inhibits trade. Russia has formidable obstacles of climate, terrain, and distance which hinder exploitation of natural resources. Lack of access to natural resources also hinders trade. Russia has scattered areas of intense radioactive contamination. Looking at a population density map, students should notice where the majority of people live and draw conclusions about Russia's population density based on location, climate, and population density.
- Students should next evaluate the U.K. and how location, climate, and natural resources affect where people live and how they trade. Finally, students should compare the two countries and draw conclusions, such as why the U.K. has a much higher population density than Russia.
- (Resources- Access a variety of maps on the Internet by typing in key words such as "Russia population density map" in a search engine.



Impact: Location, Climate, Resources, Population Europe

- Look at a **population density map**, a **climate map**, a **natural resource map**, and a **physical map** to determine how these features are interrelated and the impact they have on where people live.
- * Students should explain why most people live along the coast, particularly the Eastern and Southeastern coastline.
- * Why do so few people live in Australia's interior?
- * Extension activity- why do many large cities develop near bodies of water? (rivers, oceans, lakes)
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Culture: Latin America

- **SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**
- **a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.**
- **b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.**
- **c. Evaluate how the literacy rate affects the standard of living.**



Culture: G4a:Latin America

- Students should describe the impact that European colonization and the slave trade had on Latin American ethnic groups. Students should understand that the blending of indigenous people with Africans, British, Portuguese, and other European countries created a very diverse, culturally blended group of people in this region. Discuss the various aspects of cultures that are blended when cultures mix, such as language, religion, etc., and how this blending creates unique, diverse cultural groups.
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Culture: G4b:Latin America

- “Latin America” refers the Spanish-speaking, Portuguese-speaking, and French-speaking countries (except Canada) of North America, South America, Central America, and the West Indies. The name Latin America is tied to the fact that Spanish, Portuguese and French are derived from the Latin language. French, Italian, Portuguese, Romanian, and Spanish are called Romance languages because they are all derived from medieval Latin dialects spoken in areas of Europe governed by the Roman Empire. (Reference- Columbia and Compton’s Encyclopedia)
- Students should explain why Spanish is the predominant language spoken in Latin America and how European countries that conquered other regions often usurped the native language and religion of that region. Students should explain why Portuguese is the official language of Brazil. Though the Treaty of Tordesillas and Line of Demarcation will not be specifically mentioned in testing, they provide pertinent background information to explain why Portuguese is the official language of Brazil..
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Culture: G4c:Latin America

- This element should be taught using graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. Any country in Latin America and the Caribbean can be used to teach this element, as questions will ask students to draw conclusions based on the use of data, graphs and charts. The intent is for students to understand the relationship of literacy to the standard of living and the cultural development of a country. When studying this element, students should link to SS6E3a and explain how literacy rate is a factor affecting human capital which in turn impacts standard of living and culture.
- A good contrast of two islands in the Caribbean would be Puerto Rico and Haiti. Category

Category Puerto Rico Haiti	Category Puerto Rico Haiti	Category Puerto Rico Haiti
Literacy Rate 94.1%; 52.9%	Literacy Rate 94.1%; 52.9%	Literacy Rate 94.1%; 52.9%
GDP per Capita \$18,700 \$1,400	GDP per Capita \$18,700 \$1,400	GDP per Capita \$18,700 \$1,400
Life Expectancy 78.58 57.56	Life Expectancy 78.58 57.56	Life Expectancy 78.58 57.56
Unemployment Rate 12% widespread unemployment and underemployment; more than two-thirds of the labor force do not have formal jobs	Unemployment Rate 12% widespread unemployment and underemployment; more than two-thirds of the labor force do not have formal jobs	Unemployment Rate 12% widespread unemployment and underemployment; more than two-thirds of the labor force do not have formal jobs




Culture: G11 Europe

- **SS6G11 The student will describe the cultural characteristics of Europe.**
- a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
- b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
- c. Explain how the literacy rate affects the standard of living in Europe.



Culture: G11a:Europe

- Students should notice that there have been many changes to Europe's political boundaries over the last 2,000 years. Since many countries in Europe are the size of states in the United States, this has created difficulty in trade as there was no shared currency for many years. The diversity of languages, closeness of countries, and lack of common currency have created many unique challenges over the years.
- Extension question- How has the Euro helped to overcome some of these issues?



Culture: G11b:Europe

- This element is not an evaluation of any religion, nor is it a course in the belief system of any religion. It is important that students understand the differences between each of these religions to help them understand the tensions that exist in the region. Students should understand the following aspects: all three are monotheistic, all three acknowledge Abraham as the patriarch of their faith, each has a holy book, each has a specific place of worship, each one has a different view about Jesus Christ, and some of these religions share common holy sites in the region but also have their own unique holy sites. This element is not about the issues that produce conflict between these religions; rather students should understand the major differences between these religions.
- Some brief information on these religions is available at:

http://www.religionfacts.com/big_religion_chart.htm



Culture: G11c:Europe

- This element should be taught using graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. Any country in Europe can be used to teach this element, as questions will ask students to draw conclusions based on the use of data, graphs, and charts. The intent is for students to understand the relationship of literacy to the standard of living and the cultural development of a country. When studying this element, students should link to SS6E7a and explain how literacy rate is a factor affecting human capital which in turn impacts standard of living and culture.
- Europe is unique because most countries that comprise this continent have approximately a 99% literacy rate. Therefore, there are obviously other factors which contribute to the standard of living. Moldova has a \$2,500 GDP per capita, while Liechtenstein has \$118,000 GDP per capita.
- These are just a few factors to help gauge Standard of Living.
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Culture: G11c:Europe

- | Category | Moldova | Germany | Liechtenstein |
|-------------------|-----------------------|------------------------|-------------------------|
| Literacy Rate | 99.1% | 99% | 100% |
| GDP per Capita | \$2,500
(2008 est) | \$34,800
(2008 est) | \$118,000
(2007 est) |
| Life Expectancy | 70.8 | 79.26 | 80.06 |
| Unemployment Rate | 2.1% (2007 est) | 9% (2007 est) | 1.5% (2007 est) |



Culture: G14 Australia

- **SS6G14 The student will describe the cultural characteristics of people who live in Australia.**
- a. Explain the impact of English colonization on the language and religion of Australia.
- b. Evaluate how the literacy rate affects the standard of living.



Culture: G14a:Australia

- Students should understand that when the British arrived in Australia, it was already inhabited by Aborigines. Students should understand the impact colonization had on the culture of Australia. Utilize CIA World Factbook for information on religions, languages, and ethnic groups of Australia.
- Explain the impact of English colonization on the languages of Australia.
- Australia's languages: (2006 Census- CIA World Factbook)
- English 78.5%, Chinese 2.5%, Italian 1.6%, Greek 1.3%, Arabic 1.2%, Vietnamese 1%, other 8.2%, unspecified 5.7%
- Australia's ethnic groups:
- White 92%, Asian 7%, aboriginal and other 1%.
- Explain the impact of English colonization on the religion of Australia.
- Australia's religions: (2006 Census- CIA World Factbook)
- Christian 63.8% (Catholic 25.8%, Anglican 18.7%, Uniting Church 5.7%, Presbyterian and Reformed 3%, Eastern Orthodox 2.7%. other Christian 7.9%), Buddhist 2.1%, Muslim 1.7%, other 2.4%, unspecified 11.3%, none 18.7%
- (This is not an expectation for students to memorize a long list of statistics regarding the languages and religions of Australia but to understand the impact of English colonization on these aspects of culture.)
- Extension activity: What impact did colonization have on the Aboriginal culture and the Aboriginal people? Students should notice similar trends, regarding impact on culture, as they study other regions/countries around the world colonized by Europeans.
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Culture: G14b:Australia

- This element should be taught using graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. The intent is for students to understand the relationship of literacy to the standard of living and the cultural development of a country. When studying this element, students should link to SS6E10a and explain how literacy rate is a factor affecting human capital, which in turn impacts standard of living and culture.

A good contrast to Australia is the island of Vanuatu

Category	Australia	Vanuatu
Literacy Rate	99%;	74%
GDP per Capita	\$38,100	\$4,600
Life Expectancy	81.63	63.98
Unemployment Rate	4.5% (2008)	1.7% (1999)



Culture: G14c:Australia

- Students should understand that when the British arrived in Australia, it was already inhabited by Aborigines. Students should understand the impact colonization had on the culture of Australia. Utilize CIA World Factbook for information on religions, languages, and ethnic groups of Australia.
- Explain the impact of English colonization on the languages of Australia.
- Australia's languages: (2006 Census- CIA World Factbook)
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