



**Adapted Curriculum Framework**

# **World Geography Reformatted**

**3<sup>rd</sup> Edition**

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## Preface: World Geography Curriculum Reformatted

Since 2001, PWCS has been using the Virginia World Geography Curriculum Framework document published by the Virginia Department of Education as the core planning document for geography instruction. Over the years, it became apparent to teachers of this course, that the document was poorly organized. The majority of the document was arranged thematically while the largest single standard was organized regionally. After numerous conversations with PWCS teachers, it became clear that nearly all of them taught the course using a regional approach. The adopted textbooks support the regional approach as well.

During the summer of 2006, a team of teachers met to reorganize the World Geography curriculum document to make it more teacher-friendly. The group had representatives from nine high schools. It was agreed that any new document needed to accomplish the following objectives:

- Retain ALL of the content found in the state curriculum framework- without exception.
- Reflect the regional approach used by most of our teachers while weaving thematic elements throughout the document.
- Clearly articulate the skills required for developing geospatial understanding.
- Identify topics for case studies in each region to further examine important geographic concepts and themes.
- Provide a format that would make it easy for a brand new teacher to use efficiently.

One unfortunate aspect of the reorganization of the document is the loss of consistency between the World Geography curriculum document and other courses in the high school social studies program, (although the document was not fully consistent to being with). The identification of Essential Understandings, Essential Questions, Essential Knowledge and Essential Skills falls then to the classroom teacher until further revisions can be made. This document is a work in progress. It was edited again in July of 2007 when case studies from the Southern Center for International Studies were incorporated in the curriculum.

Thanks to the teachers who have contributed to this document over the past two years. Without their experience and suggestions, this improvement would not have been possible:

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The following pages provide geography teachers with a simple outline of the National Geography standards and important considerations to keep in mind when teaching any geography course.

***The National Geography Content Standards. ERIC Digest.***

*“Geography for Life: National Geography Standards 1994” is a major contribution to social studies and geographical education. It specifies what students in American schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped.*

***ELEMENT 1: THE WORLD IN SPATIAL TERMS***

*Maps, photographs, and satellite images are principal tools for investigating the relationships between people, places, and environments. When information is shown using those tools, it is in a spatial context. The spatial context for geography is the Earth. The geographically informed person knows and understands: (Standard 1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. (Standard 2) How to use mental maps to organize information about people, places, and environments in a spatial context. (Standard 3) How to analyze the spatial organization of people, places, and environments on Earth’s surface.*

***ELEMENT 2: PLACES AND REGIONS***

*People are attached to particular places and regions. Regions and places have been given meaning by people, and in turn those places and regions help people to organize and understand the complex world. The geographically informed person knows and understands: (Standard 4) The physical and human characteristics of places. (Standard 5) That people create regions to interpret Earth’s complexity. (Standard 6) How culture and experience influence people’s perceptions of places and regions.*

***ELEMENT 3: PHYSICAL SYSTEMS***

*The Earth is always changing. Many of the changes are the result of physical processes. Geography includes four types of physical processes that are important to understanding the Earth. The atmosphere (weather and climate), the lithosphere (plate tectonics, erosion), the hydrosphere (oceans, water cycle), and biosphere (ecosystems, vegetation) are the physical systems that shape and change the surface of the Earth. The geographically informed person knows and understands: (Standard 7) The physical processes that shape the patterns of Earth’s surface. (Standard 8) The characteristics and spatial distribution of ecosystems on Earth’s surface.*

***ELEMENT 4: HUMAN SYSTEMS***

*Human systems are in constant change on the Earth. People migrate, increase, decrease, or stabilize their numbers in different places, and learn ways of living that distinguish a group from other groups. Human systems are comprised primarily of population, culture, settlement, and the cooperation, conflicts, and relationships among those components. The geographically informed person knows and understands: (Standard 9) The characteristics, distribution, and migration of human populations on Earth’s surface. (Standard 10) The characteristics, distribution, and complexity of Earth’s cultural mosaics. (Standard 11) The patterns and networks of economic interdependence on Earth’s surface. (Standard 12) The processes, patterns, and functions of human settlement. (Standard 13) How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.*

### **ELEMENT 5: ENVIRONMENT AND SOCIETY**

*Human history has witnessed many different instances of people interacting with the environment. People sometimes adjust their lives to fit the environmental conditions, while in other settings the natural environment has been greatly altered to meet the needs of people. Some societies have benefited greatly from environmental resources and others have created environmental hazards and crises in the way the resources have been used. The geographically informed person knows and understands: (Standard 14) How human actions modify the physical environment. (Standard 15) How physical systems affect human systems. (Standard 16) The changes that occur in the meaning, use, distribution, and importance of resources.*

### **ELEMENT 6: THE USES OF GEOGRAPHY**

*Geography provides a means to look at the past, present, and future. Events and issues, regardless of their past, present, or future nature, have a geographical context. The geographical context is important to explaining what happened and where, and what the consequences were or might be, both historically and geographically. The geographically informed person knows and understands: (Standard 17) How to apply geography to interpret the past. (Standard 18) How to apply geography to interpret the present and plan for the future.*

### **DEVELOPING GEOGRAPHIC SKILLS**

Five skill sets for geography are presented with the content standards. The skills are (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. This distinction between skills and content is important. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences.

### **APPLYING THE STANDARDS TO CURRICULUM AND INSTRUCTION**

Across the K-12 range of curricula, a serious effort should be made to include content standards from geography at every grade level. There are several compelling reasons why geography standards should be used: (1) The standards reflect the scholarly contributions of geography to student learning in grades K-12. (2) There is considerable agreement among constituent groups that the standards include what young people in the United States should know and be able to do in using geography. (3) The universe of geographic content is reduced to a manageable level within the standards. (4) The standards may be mixed and matched in various scopes and sequences to provide for a content rich social studies. (5) The standards will link all schools that use them with common threads in the curriculum and will provide continuity in content selection for students who change residences and schools during their K-12 educational experience.

The true test of using a content standard from geography is its application with students in classrooms. They are inclusive of the five fundamental themes of geography that have been widely accepted and especially useful to teachers since 1984 (Joint Committee on Geographic Education). These themes are location, place, human/environment relationships, movement, and regions.

“Geography for Life: National Geography Standards 1994” is available for \$9.00 from the National Geographic Society, Post Office Box 1640, Washington, DC 20013-1640. Credit card holders may call 800/368-2728 to place an order.

## REFERENCES AND ERIC RESOURCES

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2842; telephone numbers are (703) 440-1440 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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Reinhartz, Dennis, and Judy Reinhartz. GEOGRAPHY ACROSS THE CURRICULUM. Washington, DC: National Education Association, 1990. ED 332 885.

Salter, Kit, and Cathy Riggs-Salter. "Yet Another Perspective on Educational Reform: Ten Verities." JOURNAL OF GEOGRAPHY 92 (July-August 1993): 155-56. EJ 475 044.

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**ERIC Identifier:** ED381480

**Publication Date:** 1995-03-00

**Author:** Stoltman, Joseph P.

**Source:** ERIC Clearinghouse for Social Studies/Social Science Education Bloomington IN.

## CASE STUDIES

In each region studied in this survey course, there are specific topics or geographic themes that are identified in the standards and are associated with specific regions. These regional case studies offer teachers an excellent opportunity to provide students with an authentic problem solving activity that will develop the skills and knowledge that are the principle aim of this course. The case studies identified below are aligned with the state standards. Excellent supporting materials published by the Southern Center for International Studies have been provided to each high school by the PWCS Social Studies Office (delivered in August 2007). Other valuable case studies are available from Annenberg Media's The Power of Place: Geography for the 21<sup>st</sup> Century via the internet at the links below.

**REGION: United States and Canada** (3 weeks or 5 weeks if integrated with intro unit)\*

**Focus:** Economic Development / Interdependence

U.S. Interests in Latin America

When Should the United States Intervene in Latin America and the Caribbean?

Lesson 6, Activity 1 in SCIS, Latin America in Transition.

**Focus:** Urban Development

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page24.html>

Program 24 – Unit 10 – North America - Cityscapes, Suburban Sprawl – Boston & Chicago

**REGION: Latin America and Caribbean** (4 weeks)\*

**Focus:** Resources / Economic Development

Economic Development and Regional Integration in Latin America.

What are the pros and cons of NAFTA?

Lesson 3, Activity 2 in SCIS, Latin America in Transition.

**Focus:** Migration

U.S. Interests in Latin America

What is the impact of illegal drugs and illegal immigration on U.S. – Latin American Relations?

Lesson 6, Activity 3 in SCIS, Latin America in Transition

**REGION: North Africa and Southwest Asia** (5 weeks)\*

**Focus:** Resources / Cooperation & Conflict

U.S. Interests in the Middle East

What is the Significance of Middle Eastern Oil?

Lesson 1, Activity 2 in SCIS, The Middle East in Transition

**Focus:** Resources / Cooperation & Conflict

Other Middle Eastern Issues

Why has water become a political issue in the Middle East?

Lesson 4, Activity 3 in SCIS, Middle East in Transition

**REGION: Sub-Saharan Africa (5 weeks)\***

**Focus: Resources / Migration**

Health, the Environment and the Impact of War.

How are some of the major health issues in Africa being addressed?

Lesson 4, Activity 1 in SCIS, [Africa in Transition](#).

**Focus: Resources / Migration**

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page19.html>

Program 19 – Strength to Overcome - Unit 8 – Africa South of the Sahara

**REGION: South, Southeast, and East Asia (5 weeks)\***

**Focus: Population**

Population, Health, Environment, and Conflict

Why does India have so many people, and can it turn its growing population into a competitive advantage?

Lesson 4, Activity 1 in SCIS, [South Asia in Transition](#).

**Focus: Urban Development**

Population, Health, Environment, and Conflict

How does life along the Ganges River illustrate the problems facing India today?

Lesson 4, Activity 2 in SCIS, [South Asia in Transition](#).

**REGION: Australia, Pacific Islands and Antarctica (2 weeks)\***

**Focus: Interdependence / Population**

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page15.html>

Program 15 – Global Interaction - Unit 5 – Southeast Asia and South Pacific

**REGION: Europe (2 weeks)\***

**Focus: Interdependence**

Economics and the Environment

What are the key characteristics of European economies?

Lesson 3, Activity 1 in SCIS, [Europe in Transition](#).

**Focus: Urban Development**

Europe in World Affairs

What are the major issues between Europe and the U.S. in the 21<sup>st</sup> century and how has the war on terrorism changed their relationship?

Lesson 6, Activity 2 in SCIS, [Europe in Transition](#).

**REGION: Russia and Central Asia (3 weeks)\***

**Focus: Economic Development / Conflict Cooperation**

Society, Culture and the Environment in Russia and the former Soviet Republics.

What efforts will be required to address the environmental problems in the region?

Lesson 4, Activity 3 in SCIS, [Russia and the Former Soviet Republics in Transition](#).

**Focus: Conflict & Cooperation**

Foreign Policy Issues

What type of foreign policy does Russia have today?

Lesson 5, Activity 2 in SCIS, [Russia and the Former Soviet Republics in Transition](#).

## ESSENTIAL SKILLS

A proper approach to teaching this course will emphasize the development of a wide range of skills, as identified in the state's curriculum framework. The list below provides teachers with each skill identified in the framework and the number of times it is referenced in the document. Using this list, teachers should design instructional activities to assist students with developing and mastering these skills. Classroom assessment should reflect the measurement of the skills list below, with emphasis given to those skills that are listed frequently in the state curriculum framework. Note: Several of the skills listed below are quite similar. Skills identified as only appearing in the framework a few times may be very closely associated with other skills with similar low numbers. The use of carefully selected case studies offers excellent opportunities for students to demonstrate mastery of these skills.

### Map Skills

- Identify and interpret regional patterns on maps. 13
- Compare maps and globes and make inferences. 15
- Identify regional patterns on maps and globes. 6
- Locate areas (regions) on maps and globes. 6
- Compare & contrast information found on different types of maps (*thematic*). 4
- Interpret regional patterns on maps and globes. 4
- Apply latitude to identify climate zones. 2
- Compare maps of different scales. 2
- Draw maps from memory. 2
- Identify and explain distortions in map projections. 2
- Interpret maps and globes. 2
- Locate places using latitude/longitude on maps and globes. 2
- Use compass rose to identify and use cardinal direction 2
- Identify/locate regions, continents, oceans, major features on maps and globes. 1
- Use maps/other geog. resources to obtain information and draw conclusions 1

### Identification, Analysis and Interpretation of Sources

- Gather, classify and interpret information. 21
- Identify primary ideas expressed in graphic data. 8
- Interpret cartoon, picture, or other graphic media. 4
- Select the appropriate geographic resource to draw conclusions 4
- Identify regional patterns. 2
- Interpret charts, diagrams, and climographs. 2
- Analyze photographs and pictures and make inferences. 1
- Compare and contrast differing sets of ideas, beliefs, and behaviors. 1
- Explain charts comparing two or more concepts. 1
- Interpret charts and graphs. 1
- Interpret population pyramids. 1
- Organize and interpret information. 1

## **Evaluation & Synthesis of Geographic Information**

- Explain cause and effect relationships. 19
- Draw conclusions and make generalizations about data. 17
- Draw conclusions and make generalizations about information. 4
- Draw conclusions and make inferences about data. 4
- Participate in problem solving and decision making. 3
- Evaluate information. 2
- Sequence events and information. 2
- Analyze and evaluate information. 1
- Analyze data to determine patterns. 1
- Examine cause and effect relationships. 1

## **Sources of Geographic Information and Skills Practice**

Use of a variety of sources of geographic information supports the process of geographic inquiry and enables student practice and mastery of the Essential Skills. Such sources included but are not limited to those appearing in WG.1a:

- GIS
- Field work
- Satellite Images
- Photographs
- Maps, globes
- Databases
- Primary sources

Relevance can be enhanced for students through the study of practical applications of geography, enabling students to interpret the past, understand the present, and plan the future. Geographic applications for problem solving and decision making at local and regional levels (WG.12a) include: recycling programs, land use, water sources (e.g. dams, wells, etc), airport expansions, air quality, boundaries (e.g. school zones), bicycle paths, mass transit, city planning and zoning laws, location and size of public buildings (e.g. schools, hospitals, etc), and selection of locations for new stores and businesses.

## **Introduction to Geographic Concepts Unit**

### **Geographic Information & Map Skills**

- **Map Concepts (WG.1a):** Scale, Latitude, Longitude, Relative Location, Orientation, Mental Maps
- **Mental Maps (WG.1b):** indicators of how well people know the spatial characteristics of places
- **Standard ways that maps show information (WG.1c):** symbols, color, lines, boundaries, contours
- **Types of thematic maps (WG.1c):** Be sure that students have exposure to several thematic maps on population, economic activity, resources, language, ethnicity, climate, precipitation, vegetation, physical and political, in each region studied.
- **Perspectives of place names (WG.1d):** In some regions, there are specific examples of how place names reflect different points of view about ownership and control of space. i.e.; Arabian Gulf vs. Persian Gulf
- **Map Projections (WG.1e):** Mercator, Robinson, Polar

### **Physical Geography - Physical & Ecological Processes that Shape the Earth and Its Regions**

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Temperature, Precipitation, Seasons
- **Climate Elements:** Influence of latitude, landforms, mountains, oceans, bodies of water, winds, elevation, manmade landscape
- **World Climate regions:** Low, middle and high latitude
- **Vegetation Regions:** Rain forest, Savanna, Desert, Steppe, Middle latitude forests, Taiga, Tundra
- **Weather Phenomena:** Monsoons, Typhoons, Hurricanes, Tornadoes
- **Effects of Climate:** crops, clothing, housing, natural hazards

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Physical & ecological processes:** Earthquakes, floods, volcanoes, erosion
- **Water diversion/management:** Some regions will have examples of human influence on the environment as related to the critical resource water. Some examples include the shrinking of the Aral Sea and the building of dams.
- **Changing landscapes:** Some regions will have examples of natural and man made alterations to the physical environment that are of significant note. i.e.; terracing in the Andes
- **Environmental changes:** Many regions have experienced environmental changes due to pollution and acid rain.
- **Technology & Environment:** Significant regional technological advances such as the Channel linking the UK with Europe are noted in this section.
- **Environmental impact on humans:** Settlement patterns, Housing materials, Agricultural activity. Types of recreation and Transportation patterns.

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):** Cultural characteristics can link or divide regions (e.g. Yugoslavian Serb, Croats, Bosnians & Albanians or the Hutu & Tutsi of Burundi & Rwanda)
- **Landscapes (WG.3b)**
  - **Architectural structures:** Religious buildings (e.g. churches, mosques, etc) and Dwellings (e.g. tiled roofs, chalets, etc)
  - **Statues & monuments:** Local, national & global significance (e.g. Eiffel Tower, Pyramids, etc.)
- **Language (WG.3a,c):** Major languages can link or divide regions (e.g. Latin America, Francophone World)
- **Religion (WG.3c):** Religion can act as a unifying force but also as a divisive one (E.G. Hindu-Muslim conflicts in Pakistan & India)

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural. Urban settlement, Capital resources, Conflicts
- **Characteristics of human populations:** Birth & death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:** are influenced by human, environmental economic, and political factors such as modern medicine, Education, Industrialization, Economic development, Government policy, Role of women

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

### Push Factors

- Overpopulation
- Religious persecution
- Lack of job opportunities
- Agricultural decline
- Conflicts
- Natural Hazards (e.g. droughts, floods, etc)
- Limits on personal freedoms
- Environmental degradation

### **Pull Factors**

- Religion
- Economic opportunity
- Land availability
- Political freedom
- Ethnic and family ties
- Arable land

## **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including its absolute location, its special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city, i.e.; Pittsburgh was an ideal site because of the defense offered by the 3 rivers at that location.
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; its relative location or regional position with reference to other non local places. Example- Pittsburgh's situation provided cheap river transport of the raw materials necessary for manufacturing steel while connecting the city's steel mills to many of America's growing cities in the mid west via the Ohio River.
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include Security/defense, Religious centers, Trade centers (local and long distance), Government administration, Manufacturing centers and Service centers. An example of changes in cities' functions over time includes Rio de Janeiro—Move of Brazil's capital city from Rio de Janeiro to Brasilia or the development of mining towns, "ghost" towns—Resource depletion, changes in the environment.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States

- **National/International Level**
  - Countries
  - Alliances: economic and political
  - North Atlantic Treaty Organization (NATO)
  - European Union (EU)
  - Organization of Petroleum Exporting Countries (OPEC)
  - North American Free Trade Agreement (NAFTA)
  - Commonwealth of Nations
  - United Nations
  - Red Cross/Red Crescent
  - Organization of American States (OAS)
  - League of Arab States
  - Association of Southeast Asian Nations (ASEAN)
  - African Union (AU)
- **Reasons for Spatial Divisions**
  - **Local Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
  - **National/International Level**
    - Competition for scarce resources
    - Political advantages (e.g., gerrymandering)
    - Boundary and territorial disputes (Syria/Israel, Western Sahara/Morocco, China/Taiwan, India/Pakistan, Iraq/Kuwait)
    - Cultural differences (language, religion)
      - Indonesia
      - Canada (Quebec)
      - Ireland
      - Sudan
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)

- Ethnic differences
    - Balkans
    - Cyprus
    - Rwanda and Burundi
    - Kashmir
  - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)
    - Cultural alliances—e.g., Francophone world, Commonwealth of Nations
    - Military alliances—e.g., North Atlantic Treaty Organization (NATO)
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers
    - Programs to promote international understanding—e.g., Peace Corps
    - Alliances for environmental preservation
    - Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources, which depends on a nation's culture, values, access to technology, and governmental priorities.

- Use of energy resources and technology (as it has changed over time)
  - Wood (deforestation)
  - Coal (pollution, mining problems, competition with oil and gas)
  - Petroleum (transportation, environmental consideration)
  - Nuclear (contamination/waste)
  - Solar, wind (cost, aesthetics)
- **Natural resources**
  - Renewable- Soil, water, forests
  - Nonrenewable- Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)

- **Human resources**
  - Levels of education
  - Skilled and unskilled laborers
  - Entrepreneurial and managerial abilities
- **Capital resources**
  - Availability of money for investment
  - Level of infrastructure
  - Availability and use of tools, machines, and technologies
- **Levels of economic activity (all countries have each of these to varying degrees)**
  - Primary- dealing directly with resources (fishing, farming, forestry, mining)
  - Secondary- Manufacturing and processing (steel mills, automobile assemble, sawmills)
  - Tertiary- Services (transportation, retail trade, info. tech., teaching, medical)
- **Effects of unequal distribution of resources**
  - Interdependence of nations/trade in goods, services, and capital resources
  - Uneven economic development
  - Energy producers and consumers
  - Imperialism
  - Conflict over control of resources
- **Patterns of land use**
  - Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydroelectric power, aluminum smelting
  - Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry
- **Social and economic priorities that influence a culture's perspective on resources**
  - Economic development priorities
  - Environmental conservation priorities
  - Priorities of indigenous minorities
- **Examples of technologies that have created demand for particular resources**
  - Steam engine—Demand for coal
  - Internal combustion engine (cars and trucks)—Demand for gasoline (petroleum)
  - Computer chips—Demand for skilled labor
- **Costs**
  - Resource depletion
  - Environmental degradation
  - Health problems
- **Benefits**
  - Production of goods and services
  - Employment opportunities
  - Development of technologies

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the developed World consists of developed nations where most of the population is involved in secondary

economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development
  - Standards of living and quality of life
  - Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, Natural resources, Access to new technologies, Transportation and communication networks, and Availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, Coastal and island countries, Proximity to shipping lanes, and Access to communication networks)
  - Membership in political and economic alliances that provide access to markets [(e.g., European Union (EU), North American Free Trade Agreement (NAFTA))]
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Some countries' use of resources**
  - Japan—Highly industrial nation despite limited natural resources
  - Russia—Numerous resources, many of which are not economically profitable to develop
  - United States—Diversified economy, abundant natural resources, specialized industries
  - Côte d'Ivoire—Limited natural resources, cash crops in exchange for manufactured goods

- Switzerland—Limited natural resources, production of services on a global scale
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - EU—European Union
  - NAFTA—North American Free Trade Agreement
  - ASEAN—Association of Southeast Asian Nations
  - OPEC—Organization of Petroleum Exporting Countries
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms
  - Difficulty in agreeing on common economic policies

## **REGION: United States and Canada**

### **Selected Countries In the Region**

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

United States and Canada

### **Physical Geography**

#### **Abundant natural resources**

- **Rivers**
  - Mississippi
  - St. Lawrence
  - Colorado
  - Columbia
  - Rio Grande
- **Other bodies of water**
  - Gulf of Mexico
  - Great Lakes
  - Arctic Ocean
  - Pacific Ocean
  - Atlantic Ocean
  - Hudson Bay
- **Land forms**
  - Aleutian Islands
  - Hawaiian archipelago
  - Appalachian Mountains
  - Pacific Coastal Ranges
  - Basin and Range
  - Rocky Mountains
  - Great Plains
  - Interior lowlands
  - Atlantic and Gulf coastal plains
  - Canadian Shield
  - Grand Canyon
  - Continental Divide

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:**
  - Varied Climate regions – Ranging from tundra in Alaska to tropical wet in Hawaii
  - Rain shadow effect – Leeward and Windward – Created by Rocky Mts.
  - Rust Belt
- **Weather Phenomena**
  - Hurricanes (Atlantic Ocean)
  - Tornadoes (United States)
  - Flooding and drought
  - Earthquakes
  - Volcanoes

**Human-Environmental Impacts (WG.2b, c):**

- **Physical & ecological processes:** Earthquakes, floods, volcanoes, erosion
- **Water diversion/management:** dams (i.e. Colorado River, Hoover Dam)
- **Environmental changes:**
  - Acid Rain – Burning of fossil fuels and pollution
  - Environmental conservation priorities
  - Waste management
  - Recycling programs
  - Conversion of land from agricultural use

## **Cultural Geography**

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Colonized by Europeans
  - Multicultural society
  - Increasingly diverse population
  - Canada's struggle to maintain a national identity (Quebec)
  - Highly mobile populations
  - Arts that reflect the cultural heritage of multicultural societies
  - Democratic form of government
  - United States, Switzerland – Unity in multiple ethnic countries
  - Chinatowns
  - Role of women in society
  - Priorities of indigenous minorities
  - Magnet schools
  - Diffusion of U.S. culture to other regions (globalization & cultural diffusion)
  - Popularization of other cultures' traditions in the United States

- **Landscapes (WG.3b)**
  - **Architectural structures:**
    - U.S. Capitol Building
    - Golden Gate Bridge
    - Independence Hall
    - St. Louis Arch
    - Wheat fields
    - Skyscrapers, shopping malls
  - **Statues & monuments:**
    - Bilingual signs
    - Statue of Liberty
    - Lincoln Memorial
    - White House
    - Washington Monument
    - Virginia State Capitol Building
- **Language (WG.3a,c):**
  - High literacy rates
  - English – World Language
  - Quebec – French
  - Canada – French/English
- **Religion (WG.3c):** Christian – Protestant and Catholic

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural/Urban settlement, Capital resources, Conflicts
  - **Selected Cities and centers of culture and trade:**
    - Washington, D.C.
    - Chicago
    - New York City
    - Los Angeles
    - Houston
    - Toronto
    - Montreal
    - Ottawa
    - Quebec
    - Vancouver, British Columbia
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:** are influenced by human, environmental economic, and political factors such as modern medicine, Education, Industrialization, Economic development, Government policy, Role of women
- **Density/Distribution**
  - Highly urbanized

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

Influence of the automobile (e.g., gas station, motels, interstate highways, drive-up services)

**Push Factors** None listed

**Pull Factors**

- Economic opportunity
- Political freedom
- Highly mobile populations

## Political Geography

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including its absolute location, its special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city, i.e.; Pittsburgh was an ideal site because of the defense offered by the 3 rivers at that location. Examples:
  - **Harbor site:** New York City (Changes in trade patterns, trade and finances)
  - **Fall line site:** Richmond, VA
  - **Confluence site:** Pittsburgh, PA (Early function connected to defense, then became steel manufacturing and later shifted to diverse services)
  - **Sites where rivers narrow:** Quebec
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; its relative location or regional position with reference to other non local places. Examples:
  - Pittsburgh's situation provided cheap river transport of the raw materials necessary for manufacturing steel while connecting the city's steel mills to many of America's growing cities in the mid west via the Ohio River.
  - Omaha, NE; Sacramento, CA; Cities along U.S. Transcontinental Railroad
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers and service centers. An example of changes in cities' functions over time are mining towns and "ghost" towns.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level Neighborhoods**
    - Election districts
    - School districts

- Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
- Cities, Counties, States
- **National/International Level**
  - Countries
  - Alliances: economic and political
  - North Atlantic Treaty Organization (NATO)
  - North American Free Trade Agreement (NAFTA)
  - United Nations
  - Red Cross/Red Crescent
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Political advantages (e.g., gerrymandering)
    - Cultural differences (language, religion)
    - Canada (Quebec)
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—e.g., North American Free Trade Agreement (NAFTA)
    - Military alliances—e.g., North Atlantic Treaty Organization (NATO)
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN)
    - Programs to promote international understanding—e.g., Peace Corps
    - Alliances for environmental preservation

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- United States—Diversified economy, abundant natural resources, specialized industries
- Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)
- Widespread marketing of products (e.g., Nike, United Colors of Benetton)
- Sprawl results in conversion of agricultural land to urban uses.
- Rust Belt
- Wheat Belts
- High standard of living
- Major exporters of technology, consumer goods, information systems, and foodstuffs
- Highly developed infrastructures
- Highly diversified economies
- Rich supply of mineral, energy, and forest resources
- Center of world financial markets (New York Stock Exchange) – Investment capital
- Sustained economic growth
- Widening gap between rich and poor
- Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca Cola, music, blue jeans)
- Fuel resources: coal, petroleum, nuclear
- Arable land
- Energy consumers and producers
- Uneven economic development
- Access to new technologies
- Industrial labor systems

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- Highly developed infrastructure
- High standard of living
- Highly urbanized
- Levels of economic activity: primary, secondary, tertiary
- Per Capita GDP
- Economic development priorities
- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development
  - Standards of living and quality of life
  - Relationships between economic development and quality of life

- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Economic Union
  - Alliances (political & social unions)
  - Membership in political and economic alliances that provide access to markets
  - North Atlantic Treaty Organization (NATO)
  - North American Free Trade Agreement (NAFTA)
  - Multinational corporations
  - Reasons for importing and exporting
- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, Natural resources, Access to new technologies, Transportation and communication networks, and Availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, Coastal and island countries, Proximity to shipping lanes, and Access to communication networks)
  - Membership in political and economic alliances that provide access to markets [(e.g., European Union (EU), North American Free Trade Agreement (NAFTA))]
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Some countries' use of resources**
  - United States—Diversified economy, abundant natural resources, specialized industries
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit

- Influences development of industries (e.g., steel, aircraft, automobile, clothing)
- Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - NAFTA—North American Free Trade Agreement
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms
  - Difficulty in agreeing on common economic policies

## SKILLS

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## CASE STUDIES

**United States and Canada** (3 weeks or 5 weeks if integrated with intro unit)\*

**Focus:** Economic Development / Interdependence

U.S. Interests in Latin America

When Should the United States Intervene in Latin America and the Caribbean?

Lesson 6, Activity 1 in SCIS, [Latin America in Transition](#).

**Focus:** Urban Development

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page24.html>

Program 24 – Unit 10 – North America - Cityscapes, Suburban Sprawl – Boston & Chicago

## **REGION: Latin America and Caribbean**

### **Selected Countries In the Region**

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### **Mexico & Central America**

- Mexico
- Belize
- Guatemala
- El Salvador
- Honduras
- Nicaragua
- Costa Rica
- Panama

### **South America**

- Colombia
- Venezuela
- Guyana
- Suriname
- French Guiana
- Ecuador
- Peru
- Bolivia
- Brazil
- Paraguay
- Uruguay
- Argentina
- Chile

### **Caribbean**

- Cuba
- Haiti
- Jamaica
- Dominican Republic
- Puerto Rico (U.S.)

## Physical Geography

### Mountains

- Andes
- Sierra Madres

### Bodies of water

- Amazon River
- Caribbean Sea

### Regional Features

- Coastal desert—Atacama
- Rainforest
- Grasslands: pampas, llanos
- Archipelagoes (Caribbean)

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content. Climate Characteristics: Reversed seasons south of the equator

Tropical climates predominant

- **Climate Elements:** Vertical zonation (tierra caliente, tierra templada, tierra fria)
- **Vegetation Regions:** Rain forest

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Physical & ecological processes:** Earthquakes, volcanoes
- **Changing landscapes:** Deforestation (Brazil, Amazon Basin), slash & burn agriculture, destruction of rainforests, terracing (Andes Mts.)
- **Environmental changes:** Pollution (Mexico City)

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Haciendas
  - Cattle ranges, gauchos
  - Indian civilizations
  - African traditions
  - Influence of European colonization
  - Music—African influences, calypso, steel drum bands, reggae
  - Traditional dances
  - Rigid social structure
  - Mestizos
- **Landscapes (WG.3b):**
  - **Architectural structures & Statues & monuments:**
    - Haciendas, *ejidos* (communal land)

- Pyramids, cathedrals
- Machu Picchu
- Tikal
- **Language (WG.3a,c):**
  - Spanish – Hispanic America
  - Portuguese - Brazil
- **Religion (WG.3c):** Predominance of Roman Catholic religion

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural/Urban settlement, Capital resources, Conflicts
- **Location of settlements:** coastal in South America
  - Selected Cities and centers of culture and trade
    - Mexico City
    - Buenos Aires
    - Santiago
    - Rio de Janeiro—Move of Brazil’s capital city from Rio de Janeiro to Brasilia
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:** Rapid urbanization results in “shantytowns” in Latin America, growth of Megacities, squatter settlements

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

**Push Factors**

- Overpopulation – rapid population growth
- Megacities, squatter settlements
- Lack of job opportunities
- Limits on personal freedoms
- Environmental degradation

**Pull Factors**

None identified for this region

### **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - none identified for this region
- **Situation (WG.11a):** none identified for this region

- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers and service centers. An example of changes in cities' functions over time is Rio de Janeiro—Move of Brazil's capital city from Rio de Janeiro to Brasilia.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level**
    - Countries
    - Alliances: economic and political
    - Organization of Petroleum Exporting Countries (OPEC)
    - North American Free Trade Agreement (NAFTA)
    - United Nations
    - Red Cross/Red Crescent
    - Organization of American States (OAS)
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
  - **National/International Level**
    - Competition for scarce resources
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Nationalism

- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—e.g., North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers
    - Programs to promote international understanding
    - Alliances for environmental preservation
    - Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- Diverse economies
- Subsistence farming
- Plantation agriculture
- Slash and burn agriculture
- Cash crops and food crops
- Haciendas
- Cattle ranges, gauchos
- Oil resources: Ecuador, Venezuela, and Mexico
- Disparity of income distribution
- Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)
  
- **Costs**
  - Resource depletion
  - Environmental degradation
  - Health problems
- **Benefits**
  - Production of goods and services
  - Employment opportunities

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed

World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development
  - Standards of living and quality of life – Megacities, squatter settlements
  - Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)
  - Membership in political and economic alliances that provide access to markets (e.g., North American Free Trade Agreement (NAFTA))
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - NAFTA—North American Free Trade Agreement
  - OPEC—Organization of Petroleum Exporting Countries
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms
  - Difficulty in agreeing on common economic policies

## **SKILLS**

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Compare maps and make inferences.
- Identify and interpret regional patterns on maps
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## **CASE STUDIES**

### **Latin America and Caribbean (4 weeks)\***

#### **Focus:** Resources / Economic Development

Economic Development and Regional Integration in Latin America.

What are the pros and cons of NAFTA?

Lesson 3, Activity 2 in SCIS, Latin America in Transition.

#### **Focus:** Migration

U.S. Interests in Latin America

What is the impact of illegal drugs and illegal immigration on U.S. – Latin American Relations?

Lesson 6, Activity 3 in SCIS, Latin America in Transition

## **REGION: North Africa and Southwest Asia (Middle East)**

### **Selected Countries In the Region**

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### **Selected Nations for Study**

- **GDP:** Kuwait, United Arab Emirates, Qatar, Israel
- **Land Size:** Algeria, Saudi Arabia, Libya
- **Population:** Iran, Turkey, Egypt

## **Physical Geography**

### **Crossroads of Europe, Africa, and Asia**

- **Mountains**
  - Atlas
  - Taurus
  - Zagros
- **Bodies of water**
  - Mediterranean Sea
  - Red Sea
  - Black Sea
  - Arabian Sea
  - Persian/Arabian Gulf
  - Strait of Hormuz
  - Bosphorus Strait
  - Dardanelles Strait
  - Nile River
  - Tigris River
  - Euphrates River
  - Jordan River
- **Other Features**
  - Seasonal flooding
  - alluvial soils
  - delta regions
  - oases
  - wadis

**Perspectives of place names (WG.1d):** Maps can reflect change over time, providing evidence of how different cultures develop different perspectives on the world and its problems.

- Arabian Gulf v. Persian Gulf
- Middle East v. North Africa and Southwest Asia
- Place names: Palestine, Israel, Occupied Territories

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Desert and semiarid climates
- **Vegetation Regions:** Desert (Sahara), sahel, Steppe
- **Weather Phenomena:** Drought
- **Effects of climate:** reduced agricultural productivity due to drought

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Physical & ecological processes:**
  - Earthquakes (Iran, Turkey)
  - Seasonal flooding, alluvial soils. Delta regions, oases, wadis
- **Water diversion/management:**
  - Aswan High Dam (positive and negative effects – decreased soil fertility)
  - Suez Canal (enhanced shipping routes in region)
- **Environmental changes:** Desertification

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Legacy of Boundaries – change over time - Africa—1914, 1990s
  - Modernization centered in urban areas while traditional life continues in rural areas
  - Africa--1914, 1990's
  - Middle East –Before 1948, after 1967
  - Non-Arab countries: Turkey, Iran, Israel
  - Nomadic lifestyles
  - Ethnic Regions-Kurdistan
  - Role of women in society
  - Conflict over Palestine
- **Landscapes (WG.3b)**
  - **Architectural structures**
    - Mosques, minarets
    - Hagia Sophia
    - Bazaars, *sucs*
    - Oil rigs
    - Walled cities

- **Statues & monuments**
  - Kaaba (Mecca)
  - Western or Wailing Wall (Jerusalem)
  - Dome of the Rock (Jerusalem)
  - Church of the Holy Sepulcher (Jerusalem)
  - Pyramids (Egypt)
- **Language (WG.3a,c):** Arabic (also Farsi, Hebrew and Turkish)
- **Religion (WG.3c):**
  - Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam
  - Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural/Urban settlement, Capital resources, Conflicts
  - **Selected Cities and centers of culture and trade**
    - Baghdad
    - Cairo
    - Istanbul
    - Jerusalem
    - Mecca
    - Tehran
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:**
  - Large percentage of population under age 15
  - Population unevenly distributed
  - Density/Distribution
  - Rapid urbanization
  - Modernization centered in urban areas while traditional life continues in rural areas

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide

**Push Factors**

- Conflicts
- Natural Hazards (droughts)
- Limits on personal freedom

**Pull Factors**

- Religion
- Economic opportunity
- Ethnic and family ties

## Political Geography

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including its absolute location, its special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city. Examples:
  - Harbor sites: Alexandria, Egypt; Istanbul, Turkey
  - Hilltop site: Jerusalem
  - Oasis site: Damascus, Syria
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; its relative location or regional position with reference to other non local places. Examples:
  - Baghdad—Command of land between the Tigris and Euphrates rivers
  - Istanbul—Command of straits and land bridge to Europe
  - Mecca, Saudi Arabia, Jerusalem —Focal point of pilgrimage
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers, and service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level**
    - Countries
    - Alliances: economic and political
    - Organization of Petroleum Exporting Countries (OPEC)
    - United Nations
    - Red Crescent
    - League of Arab States
    - African Union (AU)
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently

- **National/International Level**
  - Differences in culture, language, religion
  - Retention of historical boundaries
  - Imperial conquest and control
  - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes (Palestine, Syria/Israel, Western Sahara/Morocco, Iraq/Kuwait)
    - Cultural differences (religious conflict between Jews, Christians & Muslims all claiming Jerusalem as their religious heritage site)
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Ethnic differences
    - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Crescent
    - Economic alliances—Organization of Petroleum Exporting Countries (OPEC)
    - Problem-solving alliances—United Nations (UN) peacekeepers
    - Programs to promote international understanding—
    - Alliances for environmental preservation
    - Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)

- Major producers of world's oil (non-renewable resources)

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Oil revenues—Positive and negative effects
- Water—The region’s most precious resource
- United Arab Emirates (UAE)—Oil, lack of industry
- Regional conflicts, political unrest that affects tourism
- Trade important to region from earliest time
- Contemporary trade routes (sea lanes)
- Guest workers
  
- **Cost-** Resource depletion
- **Benefits-** Employment opportunities

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Great variation in standard of living—Ranging from relatively high to poverty-stricken
  - Wide range of per capita income and levels of development
  - Large percentage of population under age 15
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)

- Location and ability to exchange goods (e.g. Landlocked countries, coastal and island countries, proximity to shipping lanes, and Access to communication networks)
- Membership in political and economic alliances that provide access to markets (e.g., OPEC – Organization of Petroleum Exporting Countries, African Union (AU))
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - OPEC—Organization of Petroleum Exporting Countries
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Difficulty in agreeing on common economic policies

## **SKILLS**

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## **CASE STUDIES**

### **North Africa and Southwest Asia (5 weeks)\***

**Focus:** Resources / Cooperation & Conflict

U.S. Interests in the Middle East

What is the Significance of Middle Eastern Oil?

Lesson 1, Activity 2 in SCIS, The Middle East in Transition

**Focus:** Resources / Cooperation & Conflict

Other Middle Eastern Issues

Why has water become a political issue in the Middle East?

Lesson 4, Activity 3 in SCIS, Middle East in Transition

## REGION: Sub-Saharan Africa

### Selected Countries In the Region

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### Selected Nations for Study

- **GDP:** South Africa, Gabon, Botswana
- **Land Size:** Democratic Republic of Congo, Sudan, Chad, Mozambique, Madagascar
- **Population:** Nigeria, Ethiopia, Democratic Republic of Congo, Tanzania, Kenya

### Physical Geography

- Continent composed of a huge plateau, escarpments
- River transportation impeded by waterfalls and rapids
- Smooth coastline; few harbors
- Large number of landlocked states
- Storehouse of mineral wealth
- Limited fertility of rainforest soils

- **Bodies of water**

- Atlantic Ocean
- Indian Ocean
- Red Sea
- Lake Victoria
- Lake Tanganyika
- Nile River
- Zambezi River- Water power
- Niger River
- Congo River

- **Other Features**

- Kalahari Deserts
- Namib Deserts
- Nature preserves and national parks

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Location of equator through middle of region; similar climate patterns north and south of the equator
- **Vegetation Regions:** Rain forest (but soils of limited fertility), Savanna, Desert, Sahel

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Water diversion/management:** Some regions will have examples of human influence on the environment as related to the critical resource water. Sub-Saharan Africa faces several challenges related to water:
  - River transportation impeded by waterfalls and rapids
  - Smooth coastline with few harbors
  - Large number of landlocked states
- **Environmental changes:** Desertification

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Africa Boundaries-1914, 1990s
  - Knowledge of history through oral tradition
  - Country names related to historical empires—Mali, Ghana, Zimbabwe
  - Imperialism
  - Large number of refugees
  - Diversity of Africans reflected in cultural heritage
  - Masks
  - Sculpture
  - Dance
  - Music
  - Colorful dress
  - Jewelry
- **Landscapes (WG.3b)**
  - **Architectural structures & Statues & monuments**
    - Markets
    - Churches
    - Mosques, minarets
    - Villages
    - Modern city cores
- **Language (WG.3a,c):** Many ethnic groups—Languages, customs, etc. (Swahili, mixture of Bantu & Arabic; Afrikaans, spoken by Dutch in S. Africa).
- **Religion (WG.3c):** none identified for this region

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural/Urban settlement, Capital resources, Conflicts

- **Selected Cities and centers of culture and trade:**
  - Lagos
  - Dakar
  - Johannesburg
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:**
  - Few cities with population over one million
  - Productivity that lags behind population growth
- **Density/Distribution:** Uneven population distribution

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

- Large number of refugees
- Rapid immigration results in “shantytowns” on the edges of cities in Africa

#### **Push Factors**

- Lack of job opportunities
- Agricultural decline
- Conflicts

#### **Pull Factors**

- Ethnic and family ties

## **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including it’s absolute location, it’s special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city. Example:
  - Confluence site: Khartoum, Sudan
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; it’s relative location or regional position with reference to other non local places. Examples:
  - Capetown, South Africa—Supply station for ships;
  - Timbuktu, Mali—City that grew up around Trans-Saharan trade routes (the Silk Road; Trans-Saharan trade; maritime trade)
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers, and service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level Countries**
    - Alliances: economic and political
    - Red Cross/Red Crescent
    - African Union (AU)
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes (Western Sahara)
    - Cultural differences (language, religion) – Sudan (Darfur)
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Ethnic differences
    - Rwanda and Burundi
    - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods

- Addressing regional issues (e.g., waste management, magnet schools, transportation)
- **National/International Level**
  - Humanitarian initiatives—e.g., Red Cross/Red Crescent
  - Economic alliances—e.g., African Union (AU)
  - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers
  - Programs to promote international understanding—e.g., Peace Corps
  - Alliances for environmental preservation
  - Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- Large percentage of population engaged in agriculture (primary activity)
- Subsistence agriculture
- Nomadic herding
- Slash and burn agriculture
- Plantation agriculture
- Cash crops and food crops
- Poorly developed infrastructure
- Substantial mineral wealth (diamonds, gold, alloys, copper)
- Major exporters of raw materials
- Wide range of per capita income
- Côte d'Ivoire—Limited natural resources, cash crops in exchange for manufactured goods
  
- **Costs:** Resource depletion
- **Benefits:** None

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development

- Standards of living and quality of life
- Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, coastal and island countries, proximity to shipping lanes, and access to communication networks)
  - Membership in political and economic alliances that provide access to markets (e.g., African Union (AU))
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Some countries' use of resources**
  - Côte d'Ivoire—Limited natural resources, cash crops in exchange for manufactured goods
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - AU—African Union
- **Advantages of economic union**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Difficulty in agreeing on common economic policies

## **SKILLS**

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## **CASE STUDIES**

**Sub-Saharan Africa (5 weeks)\***

**Focus:** Resources / Migration

Health, the Environment and the Impact of War.

How are some of the major health issues in Africa being addressed?

Lesson 4, Activity 1 in SCIS, [Africa in Transition](#).

**Focus:** Resources / Migration

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page19.html>

Program 19 – Strength to Overcome - Unit 8 – Africa South of the Sahara

## **REGION: South Asia, Southeast Asia, and East Asia**

### **Selected Countries In the Region**

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

- **South Asia**
  - Afghanistan
  - Pakistan
  - Nepal
  - Bhutan
  - Bangladesh
  - India
  - Sri Lanka
- **Southeast Asia**
  - Malaysia
  - Thailand
  - Cambodia
  - Burma (Myanmar)
  - Laos
  - Vietnam
  - Singapore
  - Brunei
  - Philippines
  - Indonesia
- **East Asia**
  - Mongolia
  - China (People's Republic of China)
  - Japan
  - Taiwan (Republic of China)
  - North Korea
  - South Korea

### **Physical Geography**

- **Mountains**
  - Himalayas—Block moisture to create steppes and deserts in Central Asia
  - Western and Eastern Ghats
  - Mount Fuji
- **Bodies of water**
  - Ganges and Brahmaputra rivers— Flood hazard
  - Arabian Sea
  - Indian Ocean

- Bay of Bengal
- Ganges River
- Indus River
- Brahmaputra River
- Pacific Ocean
- Yangtze River (Chang Jiang)
- Mekong River
- Yellow River (Huang He)
- **Landforms & Features**
  - Loess
  - Plateau of Tibet
  - Gobi Desert

**Perspectives of place names (WG.1d):** Maps can reflect change over time, providing evidence of how different cultures develop different perspectives on the world and its problems.

- Sea of Japan v. East Sea

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Varied climate regions ranging from tropical wet to humid continental
- **Climate Elements:** Influence of mountains on population, settlements, movement, climate
- **Weather Phenomena:** Monsoons (South and Southeast Asia), Typhoons (Pacific Ocean)

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

Physical & ecological processes: Earthquakes, volcanoes

- **Water diversion/management:** Some regions will have examples of human influence on the environment as related to the critical resource water.
- **Changing landscapes:** Some regions will have examples of natural and man made alterations to the physical environment that are of significant note:
  - Terracing to grow rice and tropical crops (China, Southeast Asia)
  - Deforestation (e.g., Nepal, Malaysia)
  - Environmental changes/degradation
  - Acid rain (e.g., China)
- **Environmental impact on humans:** Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation
- **Technology & Environment:** Agricultural advancements and technology, enabling greater food production – “Green Revolution” in India

## **Cultural Geography**

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Caste system in India
  - Respect for ancestors
  - Silks
  - Batik
  - Wood and ivory carving
  - Ideograms, unique alphabets
  - Jewels
  - Korea and Japan—Predominantly single ethnicity
- **Landscapes (WG.3b)**
  - **Architectural structures & Statues & monuments:**
    - Taj Mahal (India)
    - Angkor Wat (Cambodia)
    - Great Wall of China
    - Floating markets
    - Mosques, minarets
    - Pagodas
    - Temples and shrines
    - Terraced rice fields
    - Yurt tents in Mongolia
- **Language (WG.3a,c):** None identified for this region
- **Religion (WG.3c):** Religious diversity—Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural. Urban settlement, Capital resources, Conflicts
  - **Selected Cities and centers of culture and trade**
    - Tokyo
    - Beijing
    - New Delhi
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:**
  - Rapid urbanization results in “shantytowns” in Asia
  - Density/Distribution
  - Areas of extremely dense and sparse population
  - Contrast between rural and urban areas

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

### **Push Factors**

- Overpopulation
- Religious persecution
- Lack of job opportunities
- Conflicts
- Political Persecution
- Natural Hazards (e.g. droughts, floods, volcanic eruptions)
- Limits on personal freedoms
- Environmental degradation

### **Pull Factors**

- Religion
- Economic opportunity
- Political freedom
- Ethnic and family ties

## **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including its absolute location, its special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city. Example:
  - Island sites: Hong Kong, Singapore
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; its relative location or regional position with reference to other non local places. Examples:
  - Varanasi (Benares), India—Focal point of pilgrimage;
  - Xi'an, China; Singapore—Cities that grew up around trade routes (the Silk Road and maritime trade)

**Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers and service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- Examples of Spatial Divisions
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States

- **National/International Level**
  - Countries
  - Alliances: economic and political
  - United Nations
  - Red Cross/Red Crescent
  - Association of Southeast Asian Nations (ASEAN)
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes (China/Taiwan, Korea, India/Pakistan, Kashmir)
    - Cultural differences (language, religion) – Hindu-Muslim conflicts in India & Pakistan
    - Indonesia
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Ethnic differences
    - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—e.g., Law of Sea, China and United States, multinational corporations, ASEAN
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN)
    - Programs to promote international understanding
    - Alliances for environmental preservation

## **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing
- Participation in global markets
- China in transition from a centrally planned economy to limited capitalization special economic zones (SEZs)
- Fishing
- Rice, tropical crops
- Japan—Limited natural resources, major manufacturing region
- Widespread marketing of products (e.g., Fuji film)
  
- **Patterns of land use**
  - Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydroelectric power, aluminum smelting
  - Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region
- **Social and economic priorities that influence a culture's perspective on resources**
  - Economic development priorities
  - Environmental conservation priorities
  - Priorities of indigenous minorities
- **Examples of technologies that have created demand for particular resources**
  - Computer chips—Demand for skilled labor (call centers in India)
- **Costs**
  - Environmental degradation
  - Health problems
- **Benefits**
  - Production of goods and services
  - Development of technologies

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Japan – Economic leader despite limited natural resources
  - “Asian Tigers”
  - Access to capital resources (investment in technology and infrastructure)

- Numbers and skills of human resources
- Newly industrialized countries – South Korea, Taiwan, Singapore
- Levels of economic development
- Standards of living and quality of life
- Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, coastal and island countries, proximity to shipping lanes, and access to communication networks)
  - Membership in political and economic alliances that provide access to markets (e.g., Association of Southeast Asian Nations - ASEAN)
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Some countries' use of resources**
  - Japan—Highly industrial nation despite limited natural resources
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - ASEAN—Association of Southeast Asian Nations
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms

## **SKILLS**

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## **CASE STUDIES**

**South, Southeast, and East Asia (5 weeks)\***

**Focus:** Population

Population, Health, Environment, and Conflict

Why does India have so many people, and can it turn its growing population into a competitive advantage?

Lesson 4, Activity 1 in SCIS, South Asia in Transition.

**Focus:** Urban Development

Population, Health, Environment, and Conflict

How does life along the Ganges River illustrate the problems facing India today?

Lesson 4, Activity 2 in SCIS, South Asia in Transition.

## **REGION: Australia, Pacific Islands & Antarctica**

### **Selected Countries In the Region**

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### **Selected Nations for Study**

- Australia
- New Zealand
- Papua New Guinea

### **Physical Geography**

- The Great Dividing Range
- The Great Barrier Reef
- Australia's isolation, resulting in unique animal life
- Pacific islands—Volcanic, coral, or continental

**Perspectives of place names (WG.1d):** Maps can reflect change over time, providing evidence of how different cultures develop different perspectives on the world and its problems.

- Sea of Japan v. East Sea

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Wide range, from tropical rain forests to desert scrub
- **Climate Elements:** Antarctica, the world's coldest, driest, windiest continent; icecap
- **Vegetation Regions:** Rain forest, Desert (Australia mostly desert)

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Environmental changes:** Upset of environmental balance, caused by the introduction of non-native plants and animals
- **Environmental impact on humans:** Dry areas of Australia well suited to cattle and sheep ranching

### **Cultural Geography**

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines)
  - Traditional culture continues to shape life in the Pacific islands
  - Lifestyles range from subsistence farming to modern city living
- **Landscapes (WG.3b)**
  - **Architectural structures & Statues & monuments:**
    - Sydney Opera House
    - Cattle and sheep stations (Australia)
    - Research stations (Antarctica)
    - Thatched roof dwelling (Pacific islands)
- **Language (WG.3a,c):** none identified for this region
- **Religion (WG.3c):** none identified for this region

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources, Climate, Economic development, Government policy, Rural/Urban settlement, Capital resources, Conflicts
  - **Selected Cities and centers of culture and trade**
    - Canberra, A.C.T. (Australian Capital Territory)
    - Sydney
    - Melbourne
- **Characteristics of human populations:** Birth and death rates, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:** none identified for this region
- **Density/Distribution:**
  - Pacific islands are sparsely populated.
  - Most of Australia's population lives near the coast.
  - Antarctica has no permanent residents.

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

#### **Push Factors**

- Environmental degradation

#### **Pull Factors**

- Economic opportunity
- Political freedom

## **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - None identified for this region
- **Situation (WG.11a):** None identified for this region

- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include Security/defense, Religious centers, Trade centers (local and long distance), Government administration, Manufacturing centers and Service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level**
    - Countries
    - Alliances: economic and political
    - United Nations
    - Red Cross/Red Crescent
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes
    - Cultural differences (language, religion)
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Ethnic differences
    - Indigenous populations v. Europeans
    - Nationalism

- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—e.g., Law of Sea, , multinational corporations,
    - Cultural alliances—e.g., Commonwealth of Nations
    - Military alliances—e.g., North Atlantic Treaty Organization (NATO)
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers
    - Programs to promote international understanding—e.g., Peace Corps
    - Alliances for environmental preservation
    - Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- Cities as centers of culture and trade
- Air and water travel that bring goods and services to remote areas
- Dry areas of Australia well suited to cattle and sheep ranching
- Ranching, mining (primary activities)
- Lifestyles range from subsistence farming to modern city living.
- Costs
- Environmental degradation
- Benefits
- Employment opportunities

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources

- Levels of economic development
- Standards of living and quality of life
- Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, coastal and island countries, Proximity to shipping lanes, and Access to communication networks)
  - Membership in political and economic alliances that provide access to markets
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
  - Some countries' use of resources
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms
  - Difficulty in agreeing on common economic policies

## **SKILLS**

- Compare maps and make inferences
- Interpret maps and globes
- Identify patterns on a map
- Apply latitude to identify climate patterns
- Draw conclusions and make generalization about data
- Explain charts comparing two or more concepts
- Explain cause and effect relationship
- Interpret charts and graphs
- Interpret population pyramids
- Analysis and evaluate economic information
- Participate in problem solving
- Identify regional patterns

## **CASE STUDIES**

**Australia, Pacific Islands and Antarctica** (2 weeks)\*

**Focus:** Interdependence / Population

The Power of Place: Geography for the 21<sup>st</sup> Century (from Annenberg media)

<http://www.learner.org/powerofplace/page15.html>

Program 15 – Global Interaction - Unit 5 – Southeast Asia and South Pacific

## REGION: Europe

### Selected Countries In the Region

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### Selected Nations for Study

- **GDP:** Switzerland, Luxembourg, Sweden
- **Land size:** Ukraine, France, Spain
- **Population:** Germany, United Kingdom, Italy, France

## Physical Geography

- **Peninsulas**
  - Iberian
  - Italian
  - Scandinavian
  - Jutland
  - Islands
  - Great Britain
  - Ireland
  - Sicily
- **Landforms**
  - Alps
  - Pyrenees
  - North European plain
  - Fjords
- **Rivers**
  - Danube
  - Rhine
  - Seine
  - Volga
  - Thames
- **Seas**
  - Adriatic
  - Aegean
  - Mediterranean
  - Baltic
  - Black
  - North

- **Oceans**
  - Atlantic
  - Arctic
  - Strait of Gibraltar
  -

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:**
  - Varied climate regions – Tundra to Mediterranean
  - Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Water diversion/management:** Rivers and canals serve as major transportation links
- **Changing landscapes:** Some regions will have examples of natural and man made alterations to the physical environment that are of significant note. i.e.; reclaimed land - polders in the Netherlands.
- **Environmental changes:**
  - Areas threatened by air and water pollution due to industrialization.
  - Forests (Black Forest in Germany and forests in Scandinavia) - Acid rain
  - Cities (Venice)
  - Rivers (Rhine, Danube, Seine)
- **Technology & Environment:** Significant regional technological advances such as the Channel linking England and France are noted in this section.

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Birthplace of Industrial Revolution
  - Many ethnic groups—Languages, religions, customs
  - Birthplace of western democracy— Greece and Rome
  - Spread of European culture to many other parts of the world (exploration, colonization, imperialism)
- **Landscapes (WG.3b)**
  - **Architectural structures & Statues & monuments:**
    - Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower (Paris)
    - Colosseum, Leaning Tower of Pisa, St. Peter's Basilica
    - Parthenon
    - Westminster Abbey, Big Ben
    - Windmills
    - Castles

- Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, castles in Europe)
- **Language (WG.3a,c):**
  - Francophone world (cultural region-language)
  - Switzerland—Multiple languages
  - (Italian, French, German, Romansch)
  - English—World language
- **Religion (WG.3c):** Many religions, example of religion as a divisive force: Conflicts between Catholics and Protestants in Northern Ireland

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural Resources, Climate, Economic development, Government Policy, Rural/Urban settlement, Capital resources, Conflicts
  - **Selected Cities and centers of culture and trade**
    - Berlin
    - London
    - Paris
    - Madrid
    - Rome
    - Athens
    - Warsaw
    - Switzerland
    - Luxembourg
    - Sweden
- **Characteristics of human populations:** Birth and death rates, Age distribution, Male/female distribution, Life expectancy, Infant mortality, Urban/rural, GDP, Ethnicity and Education
- **Population growth rates:**
  - Low population growth rate
  - Low infant mortality
  - Low percentage of population under age 15
- **Density/Distribution:**
  - Highly urbanized
  - One of the world's most densely populated areas

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

**Push Factors**

- Conflicts

**Pull Factors**

- Economic opportunity
- Education
- Political freedom

## Political Geography

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - Site is the actual location of a city. It is the internal physical attributes of a place, including its absolute location, its special characteristics and physical setting. Site is often referred to in the context of selecting a location for a city. Examples:
  - Island site: Paris (originally located on an island in the Seine River)
  - Hilltop sites: Rome, Athens
  - Site where river narrows: London on the Thames River
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; its relative location or regional position with reference to other non local places.
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers and service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- Examples of Spatial Divisions
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level**
    - Countries
    - Alliances: economic and political
    - North Atlantic Treaty Organization (NATO)
    - European Union (EU)
    - United Nations
    - Red Cross/Red Crescent
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries

- Imperial conquest and control
- Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes – Europe before WWII and after WWII, since 1990
    - Cultural differences (language, religion)
    - Ireland – Catholics vs. Protestants
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) – replacement of Communism with capitalism in Eastern Europe
    - Ethnic differences
    - Balkans: Serbs, Croats, Bosnians, Albanians
    - (orthodox)
    - Cyprus – Greeks (Muslims) v. Turks
    - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)
  - **National/International Level**
    - Humanitarian initiatives—e.g., Red Cross/Red Crescent
    - Economic alliances—European Union (EU)
    - Cultural alliances—e.g., Francophone world
    - Military alliances—e.g., North Atlantic Treaty Organization (NATO)
    - Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN)
    - Programs to promote international understanding
    - Alliances for environmental preservation

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time. Mountain regions—Tourism, recreation, and mineral resources

- Development of industrial & transportation centers near mineral deposits, coal & iron ore

- Ruhr Valley
- Po Valley
- Oil reserves in the North Sea
- Well-educated workforce— Industrial and technological societies, banking in Switzerland
- Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*)
- Large role of government in some economies (Sweden and Denmark).
- Switzerland—Limited natural resources, production of services on a global scale

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the Developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Well-developed infrastructure
  - Differences in Western and Eastern European industrial development due to differing economic systems in prior years
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement
- **Indicators of standards of living and quality of life**
  - Population growth rate (natural increase)
  - Population age distribution
  - Literacy rate
  - Life expectancy
  - Infant mortality
  - Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Access to human, natural, and capital resources (e.g. Skills of the work force, natural resources, access to new technologies, transportation and communication networks, and availability of investment capital)
  - Location and ability to exchange goods (e.g. Landlocked countries, coastal and island countries, proximity to shipping lanes, and access to communication networks)
  - Membership in political and economic alliances that provide access to markets (e.g., European Union (EU))
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.

- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
  - Trade especially important to island nations
- **Some countries' use of resources**
  - Switzerland—Limited natural resources, production of services on a global scale
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - EU—European Union
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind
  - Agribusiness replacing family farms
  - Difficulty in agreeing on common economic policies

## SKILLS

- Locate places on maps and globes
- Interpret maps and globes
- Evaluate information
- Compare and contrast information found on different types of maps (population, ethnicity, precipitation, economic activity, vegetation, resource, climate, physical, political)
- Compare maps and make inferences
- Draw conclusions and make inferences about data
- Apply latitude to identify climate zones
- Interpret charts, diagrams and climographs
- Analyze photographs and pictures and make inferences
- Interpret ideas, concepts, events expressed by cartoon, picture, and other media.
- Compare and contrast different sets of beliefs, ideas, and behaviors.
- Identify primary ideas expressed in graphic ideas
- Sequence information
- Identify and interpret regional patterns on maps
- Interpret population pyramids
- Compare maps and make inferences
- Interpret charts and graphs
- Analyze data to determine patterns
- Explain cause and effect relationships
- Compare and contrast differing sets of ideas, beliefs, and behaviors.
- Explain cause and effect relationships
- Analyze and evaluate information
- Draw conclusions and make generalizations from data
- Participate in problem solving
- Explain cause and effect relationships
- Identify regional patterns

## CASE STUDIES

### Europe (2 weeks)\*

#### Focus: Interdependence

Economics and the Environment

What are the key characteristics of European economies?

Lesson 3, Activity 1 in SCIS, Europe in Transition.

#### Focus: Urban Development

Europe in World Affairs

What Are the Major Issues Between Europe and the U.S. in the 21<sup>st</sup> Century and How Has the War on Terrorism Changed Their Relationship

Lesson 6, Activity 2 in SCIS, Europe in Transition.

## REGION: Russia and Central Asia

### Selected Countries In the Region

Each region will have certain specific countries named for students to locate and identify. The specified countries are required to be taught but teachers may add to the list of countries in a region if they wish. The broad nature of the scope of this course may not make it feasible for teachers to expect students to locate every country in a region. Use discretion. Updated data on specific countries can be found at: [www.southerncenter.org](http://www.southerncenter.org) or <http://online.culturgrams.com> or <http://web.worldbank.org>.

### Selected Nations for Study

- **GDP:** Kazakhstan, Russia, Turkmenistan
- **Land Size:** Russia, Kazakhstan
- **Population:** Russia, Kazakhstan, Uzbekistan

### Physical Geography

- Vast land area—Spans two continents, Europe and Asia (covers 11 time zones)
- Black earth belt (rich *chernozem* soil)
- Resources
- Siberia (the sleeping land), located east of the Urals
- Major oil, natural gas, and mineral resources
  
- **Lakes & Rivers**
  - Volga River
  - Ob River
  - (Flows northward into Arctic Ocean)
  - Amur River
  - Lake Baikal
- **Vegetation Regions**
  - Steppe
  - Taiga
  - Tundra
- **Seas**
  - Caspian Sea
  - Aral Sea
  - Bering Strait
- **Mountains**
  - Caucasus
  - Ural Mountains (divide Europe from Asia)
- **Oceans**
  - Pacific Ocean
  - Arctic Ocean

**Climate & Weather Phenomena (WG.2a):** Each region's climate characteristic will be described in this field. The characteristics listed are required content.

- **Climate Characteristics:** Varied climate regions
- **Vegetation Regions:** Vast areas of Permafrost, Steppe, Taiga, Tundra

**Human-Environmental Impacts (WG.2b, c):** In each region there are specific ways humans interact with the environment.

- **Water diversion/management:** Some regions will have examples of human influence on the environment as related to the critical resource water. Some examples include the shrinking of the Aral Sea and the building of dams.
- **Environmental changes:** Many regions have experienced environmental changes due to pollution and acid rain (e.g. Chernobyl)
- **Technology & Environment:** Energy resources – Hydroelectric power, oil and natural gas

## Cultural Geography

**Regional Characteristics (WG.3):** - regions are organizing concepts used to simplify the world for study and understanding. Physical regions (e.g. Sahara, Taiga, Rainforest, Great Plains and Low Countries) can be studied based on physical characteristics, whereas cultural regions are classified based on language, ethnic composition, etc.

- **Ethnic heritage (WG.3a, c):**
  - Diverse ethnic groups, customs and traditions (many of Turkic and Mongol heritage)
  - Ballet
  - Fabergé eggs
  - Music
  - Matrioshka dolls
  - Oriental carpets
  - Samovars
- **Landscapes (WG.3b)**
  - **Architectural structures & Statues & monuments**
    - Oniondomes
    - Russian Orthodox churches
    - St. Basil's Cathedral
    - Red Square
    - Mosques, minarets
    - Dwellings
    - Siberian villages
    - Soviet style apt blocks
    - Tents & yurts in Central and southwest Asia
    - Statues and monuments of local, national, or global significance
    - Kremlin (Moscow)
  - **Language (WG.3a,c):** none identified for this region
  - **Religion (WG.3c):** Icons (Representative of Russian orthodox religion)

**Demographic Characteristics (WG.5):** Population distribution is described according to location and density. This can vary over time.

- **Factors that influence population distribution:** Natural resources (oil, arable land, water) Climate (Hot/cold; wet/dry), Economic development, Government policy, Rural/urban settlement, Capital resources (transportation technology), Conflicts (refugees)
  - **Selected Cities as centers of culture and trade:** (most populated cities)
    - Moscow
    - St. Petersburg
    - Novosibirsk
- **Characteristics of human populations:** Negative population growth rate, literacy rate, life expectancy, infant mortality, age distribution, GNP
- **Population growth rates:** are influenced by human, environmental economic, and political factors such as modern medicine, Education, Industrialization, Economic development, Government policy, Role of women
- **Density/Distribution:** high population density in European Russia because of Siberian climate

**Migration (WG.6):** - social, economic, political, and environmental factors influence migration. This movement of people has influenced cultural landscapes via the spread of languages, religion, and customs/traditions. Modern transportation and communications are encouraging higher levels of cultural interaction worldwide.

#### **Push Factors**

- Limits on personal freedoms
- Environmental degradation

#### **Pull Factors**

- Ethnic and family ties
- Arable land

## **Political Geography**

**Patterns of Urban Development (WG.11):** Patterns of urban development occur according to site and situation.

- **Site (WG.11a):** - None identified for this region.
- **Situation (WG.11a):** Situation is another name for the relative location – the location of a city with respect to other geographic features, regions, resources, and transport routes. Situation is the external location attributes of a place; it's relative location or regional position with reference to other non local places. Examples:
  - Samarkand (Uzbekistan)—City that grew up around trade routes (the Silk Road)
  - Novosibirsk (Russia), Vladivostok (Russia)—Cities that grew up along the Trans-Siberian Railroad
- **Functions of towns and cities (WG.11b):** The functions of cities and towns change over time. Some of these include security/defense, religious centers, trade centers (local and long distance), government administration, manufacturing centers and service centers.

**Spatial Divisions (WG.10):** Different spatial divisions at the local, regional, national and international levels generate conflict and cooperation.

- **Examples of Spatial Divisions**
  - **Local/Regional Level**
    - Neighborhoods
    - Election districts
    - School districts
    - Regional districts (Bus lines, waste disposal, conservation districts, planning districts, area code zones, etc)
    - Cities, Counties, States
  - **National/International Level**
    - Countries
    - Alliances: economic and political
    - United Nations
    - Red Cross/Red Crescent
- **Reasons for Spatial Divisions**
  - **Local/Regional Level**
    - Desire for government closer to home
    - Need to solve local problems
    - Need to administer resources more efficiently
  - **National/International Level**
    - Differences in culture, language, religion
    - Retention of historical boundaries
    - Imperial conquest and control
    - Economic similarities and differences
- **Reasons for Conflict**
  - **Local/Regional Level**
    - Boundary disputes
    - Cultural differences
    - Economic differences
    - Competition for scarce resources
  - **National/International Level**
    - Boundary and territorial disputes – Chechnya, Russia & former Soviet Republics
    - Cultural differences (language, religion)
    - Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
    - Ethnic differences – culture regions such as Chechnya, Kurdistan
    - Nationalism
- **Reasons for Cooperation**
  - **Local/Regional Level**
    - Natural disasters
    - Economic advantages (attract new businesses)
    - Cultural similarities, ethnic neighborhoods
    - Addressing regional issues (e.g., waste management, magnet schools, transportation)

- **National/International Level**

- Humanitarian initiatives—e.g., Red Cross/Red Crescent
- Economic alliances—e.g., multinational corporations
- Cultural alliances—e.g.,
- Military alliances
- Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN)
- Programs to promote international understanding
- Alliances for environmental preservation
- Foreign aid

### **Economic Geography (WG.7, .8, .9)**

**Resources & Activities (WG.7):** - Patterns of economic activity and land use are influenced by the availability of natural, human and capital resources. The value of these resources may change over time and influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. There are costs and benefits in the use of resources. The use of resources depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.

- Transition from communist to free market economies
- Russia—Numerous resources, many of which are not economically profitable to develop due to climate, limited transportation links, and vastness of the country
- Farming and industry concentrated in the Fertile Triangle region, rich, *chernozem* soils (wheat farming)
- Infrastructure—Trans-Siberian Railroad, systems of rivers and canals and railroads
- Cotton production in Central Asia

**Economic Development (WG.8):** Economic development varies from one part of the world to another. There are indicators of economic development that are used to assess standard of living and quality of life. The Developing World consists of underdeveloped & developing nations where most of the population is engaged in primary economic activity, whereas the developed World consists of developed nations where most of the population is involved in secondary economic activity as well as post industrial nations where most of the population is involved in tertiary economic activity.

- **Differences between developing and developed nations**
  - Access to natural resources
  - Access to capital resources (investment in technology and infrastructure)
  - Numbers and skills of human resources
  - Levels of economic development
  - Standards of living and quality of life
  - Relationships between economic development and quality of life
- **Indicators of economic development**
  - Urban/rural ratio
  - Labor force characteristics (primary, secondary, tertiary sectors)
  - GDP per capita
  - Educational achievement

- **Indicators of standards of living and quality of life**

- Population growth rate (natural increase)
- Population age distribution
- Literacy rate
- Life expectancy
- Infant mortality
- Percentage of urban population

**Interdependence (WG.9):** Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. Since no country has all the resources it needs to survive and grow, global patterns and networks of economic interdependence have developed.

- **Criteria that influence economic activity (WG.9a)**
  - Foreign competition for investment in the region (oil pipelines)
  - Political and economic difficulties after the breakup of the Soviet Union
  - Alliances: economic and political (example of spatial division)
  - Commonwealth of Nations (example of spatial division)
- **Comparative advantage and international trade (WG.9b):** Countries will export goods and services that they can produce at lower relative costs than other countries.
- **Effects of unequal distribution of resources**
  - Specialization in goods and services that a country can market for profit
  - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)
- **Some countries' use of resources**
  - Russia—Numerous resources, many of which are not economically profitable to develop
- **Reasons why countries engage in trade**
  - To import goods and services that they need
  - To export goods and services that they can market for profit
- **Effects of comparative advantage on international trade**
  - Enables nations to produce goods and services that they can market for profit
  - Influences development of industries (e.g., steel, aircraft, automobile, clothing)
  - Supports specialization and efficient use of human resources

**Economic Unions (WG.9d):** As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.

- **Examples of economic unions**
  - EU—European Union
- **Advantages of economic unions**
  - More efficient industries
  - Access to larger markets
  - Access to natural, human, and capital resources without restrictions
  - Greater influence on world market
- **Disadvantages of economic unions**
  - Closing of some industries
  - Concentration of some industries in certain countries, leaving peripheral areas behind

- Agribusiness replacing family farms
- Difficulty in agreeing on common economic policies

## **SKILLS**

- Locate places on maps and globes
- Interpret maps and globes
- Evaluate information
- Compare and contrast information found on different types of maps (population, ethnicity, precipitation, economic activity, vegetation, resource, climate, physical, political)
- Compare maps and make inferences
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- Compare maps and make inferences
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- Analyze data to determine patterns
- Explain cause and effect relationships
- Compare and contrast differing sets of ideas, beliefs, and behaviors.
- Explain cause and effect relationships
- Analyze and evaluate information
- Draw conclusions and make generalizations from data
- Participate in problem solving
- Participate in problem solving
- Explain cause and effect relationships
- Identify regional patterns

## **CASE STUDIES**

### **Russia and Central Asia (3 weeks)\***

**Focus:** Economic Development / Conflict Cooperation

Society, Culture and the Environment in Russia and the former Soviet Republics.

What efforts will be required to address the environmental problems in the region?

Lesson 4, Activity 3 in SCIS, Russia and the Former Soviet Republics in Transition.

**Focus:** Conflict & Cooperation

Foreign Policy Issues

What type of foreign policy does Russia have today?

Lesson 5, Activity 2 in SCIS, Russia and the Former Soviet Republics in Transition.