SS6G1 The student will locate selected features of Latin America and the Caribbean.

The intent of this standard is for students to be able to locate selected countries and major physical features in Latin America and the Caribbean using a world and regional political-physical map.

a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

Students are expected to be able to use a world and regional political-physical or physical map to locate listed physical features in Latin America and the Caribbean.

For the CRCT, students will be provided a political-physical or a physical map and asked to locate a specific physical feature from the element. There are two ways this element may be assessed. The question may name a physical feature and ask students to locate the feature on a map, or a physical feature will be pointed to on a map and the student will be asked to give the name.

b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti,

Students are expected to be able to use a world and regional political-physical map to locate listed countries in Latin America and the Caribbean.

For the CRCT, students will be provided a political-physical map and asked
Mexico, Panama, and Venezuela.

EU- Location

to locate a specific country from the element. There are two ways this element may be assessed. The question may name a country and ask students to locate this place on a map, or a country will be pointed to on a map and the student will be asked to give the name.

SS6G2 The student will discuss environmental issues in Latin America.
The standard is asking students to take a broad approach to the environmental issues in Latin America. Students should be able to provide some background information on the environmental issues listed in the element and the consequences (effect on the economies and populations) of Latin America.

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

EU-Human Environmental Interaction

In this element the student is being asked to explain the impact of three significant issues: air pollution, destruction of the rain forest, and oil-related pollution. The first is the issue of air pollution in Mexico City, Mexico. Students should have a very basic understanding of what causes the air pollution, such as overcrowding, industrialization, vehicle emissions, and location at the base of mountains which traps emissions producing a heavy overlay of smog.

Students should be able to explain/describe/discuss/evaluate...

* The major environmental concerns surrounding air pollution in Mexico City, Mexico, such as damage to vegetation, harm to the atmosphere, and harm to human beings.
* The connection between air pollution and acid rain.
* The damage caused by this acid rain, such as harm to buildings and ancient monuments/ruins in Mexico.
* Reasons driving restrictions have been placed on people in Mexico City.
(Reference-SCIS Latin America in Transition p. 82-83)

Another issue is the destruction of the rain forest in Brazil. Students should be able to explain/describe/discuss/evaluate...

* Factors causing destruction of the rain forest.
* The concerns regarding the destruction of the rain forest in Brazil.
* The issues/consequences associated with this destruction.
(Reference-SCIS Latin America in Transition, pgs. 80-81.)

Students should also have a basic understanding of the causes of oil-related pollution in Venezuela. What are the issues/consequences of this oil-pollution in Venezuela and the impact on surrounding areas?

Sample Question for G2a (OAS Database)
Which poses the greatest threat to the rain forest in Brazil?
A. drilling for oil

Sample Question for G2a
A leading cause of deforestation in the Amazon rainforest is
A. Mining
B. pollution of rivers  
C. logging in the rain forest*  
D. growth of large industries

Sample Question for G2a (OAS Database)  
The ecology of Brazil’s rain forest is most threatened by which of these human activities?  
A. building dams  
B. drilling for oil  
C. cutting down trees*  
D. draining swamps

SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.  
This standard requires students to explain how location, climate, and distribution of natural resources have impacted population distribution and trade in Latin America and the Caribbean.

a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

EU- Location

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

The same depth of knowledge and procedures should be used for element b- compare Brazil and Cuba.
Sample Question for G3b
As with any small island country, Cuba has fewer natural resources than countries such as Brazil. This affects their trade in that
Cuba  A. Exports only manufactured products.  B. Should import fewer products.  C. Needs to import more products.*
D. Does not import or export.

SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.
The intent of this standard is for students to get a general idea of the cultural diversities in Latin America and the Caribbean. It is not necessary for students to understand all of the nuances of the various cultures of Latin America and the Caribbean. They should know how colonization led to cultural blending and that some aspects of a culture are retained, some are blended, and some may even be lost over time.

a. Describe the results of blending of ethnic groups in Latin America and the

Students should describe the impact that European colonization and the slave trade had on Latin American ethnic groups. Students should
Caribbean.

EU - Culture

understand that the blending of indigenous people with Africans, British, Portuguese, and other European countries created a very diverse, culturally blended group of people in this region. Discuss the various aspects of cultures that are blended when cultures mix, such as language, religion, etc., and how this blending creates unique, diverse cultural groups. (Activity - SCIS Latin America in Transition, Lesson 1, Activity 3 pgs. 19-243. Even though the revised GPS no longer asks for identifying ethnic groups, such as mestizos and mulattos, this activity helps students to understand the cultural diversity in Latin America.)

<table>
<thead>
<tr>
<th>Sample Question for G4a</th>
<th>Sample Question for G4a (OAS Database)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America is ethnically diverse because of a blending of: A. Indigenous Americans, Asians, Africans. B. Indigenous Americans, Asians, and Europeans. C. Indigenous Americans, Europeans, and Africans.* D. Europeans, Africans, and Asians</td>
<td>Latin America and the Caribbean are very diverse, culturally blended areas. One reason for this diversity is the: A. conquest of the Aztecs by the Mayans. B. migration of ancient peoples from Asia. C. importation of Aborigine slaves to the West Indies. D. intermarriage of European settlers and indigenous peoples.*</td>
</tr>
</tbody>
</table>

b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.

EU - Culture

“Latin America” refers to the Spanish-speaking, Portuguese-speaking, and French-speaking countries (except Canada) of North America, South America, Central America, and the West Indies. The name Latin America is tied to the fact that Spanish, Portuguese, and French are derived from the Latin language. French, Italian, Portuguese, Romanian, and Spanish are called Romance languages because they are all derived from medieval Latin dialects spoken in areas of Europe governed by the Roman Empire. (Reference - Columbia and Compton’s Encyclopedia)

Students should explain why Spanish is the predominant language spoken in Latin America and how European countries that conquered other regions often usurped the native language and religion of that region. Students should explain why Portuguese is the official language of Brazil. Though the Treaty of Tordesillas and Line of Demarcation will not be specifically mentioned in testing, they provide pertinent background information to explain why Portuguese is the official language of Brazil.

<table>
<thead>
<tr>
<th>Sample Question for G4b (OAS Database)</th>
<th>Sample Question for G4b (OAS Database)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain colonized many countries in Latin America. How is Spain’s influence still seen in these countries today? A. No Native American customs and languages have survived. B. The king of Spain is still the head of state of most of these countries.</td>
<td>Which country had the most significant impact on the language and religion of Latin America? A. Britain. B. France. C. Spain.* D. Portugal.</td>
</tr>
</tbody>
</table>
C. Most of the people in these countries are Roman Catholic.*
D. Most of these countries have a strong democratic tradition.

Sample Question for G4b (OAS Database)
Which Latin American country is the only one whose language and culture have been greatly influenced by Portugal, because it was the only colony of Portugal in the region? A. Brazil* B. Panama C. Argentina D. Chile

c. Evaluate how the literacy rate affects the standard of living.

EU- Culture

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

A good contrast of two islands in the Caribbean would be Puerto Rico and Haiti.

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

These are just a few factors to help gauge Standard of Living. For updated data or to find additional factors that represent standard of living, use the CIA World Factbook and/or the US State Department Background Notes. The SCIS Europe in Transition book has a good activity which can be adapted to this region and standard/element- see pages 147-150.