



## Learning to Be Acquired in Secondary School

### Cultural Geography Secondary V

October 2014

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## Learning to Be Acquired in Secondary School

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

### The role of knowledge in learning

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

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

### Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to “select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care.” (Section 19). It is therefore the teacher’s responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

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

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

### Structure

The learning to be acquired is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs.

## Introduction

This document is complementary to the *Cultural Geography* program. It provides information about the knowledge students must acquire in this Secondary V program and about the development of the two competencies prescribed by the program: *Understands the organization of a cultural area* and *Interprets the dynamics of a cultural area*. It is intended to assist teachers with their lesson planning.

The program helps students to grasp the diversity and the complexity of the world today; to develop a geographic perspective oriented to an understanding of other places. They understand the organization of a cultural area and interpret their dynamics. The order in which the cultural areas are presented in this document is the same as in the *Cultural Geography* program. It is not prescribed. Teachers must choose at least four of the six cultural areas in order to support the development of the competencies and the acquisition of knowledge related to the geography of the cultural areas.

This document contains tables divided into sections presenting, in the form of statements, knowledge related to the six cultural areas. A brief description of each cultural area is provided.

## From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students were encouraged to open up to the world. They learned to understand the organization of territories and to interpret issues associated with it. They became aware of the importance of human action as the motor of social change. The techniques used in Secondary V build on those developed over the previous years.

## African Cultural Area

The African cultural area has many different territories and societies. Their ways of life, languages and religions vary according to the country, and even within the same country. This cultural area is experiencing rapid demographic growth. Its economic development is very uneven. The students study the *African cultural area* in terms of the designated focus *The construction of Africanity*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the geography of the cultural area that students develop their understanding of the following concepts:

**Africanity**<sup>1</sup>, border, culture, diaspora, globalization, independence, plurality, urbanization.

<b>1. Location of the African cultural area</b>
a. Indicates, on a world map, the boundaries of the African cultural area
b. Locates, on a map of sub-Saharan Africa, countries in the cultural area (e.g. Senegal, Somalia, Chad, South Africa, Madagascar)
<b>2. Natural characteristics of the African cultural area</b>
<b>• 2.1. Natural factors</b>
a. Gives the main physiographic characteristics of the African cultural area: large shield, large river basins, high plateaux, narrow coastal plains
b. Locates, on a map of the African continent, the oceans and the main gulfs adjacent to the countries of sub-Saharan Africa: Atlantic and Indian Oceans, Gulfs of Guinea and Aden
c. Locates, on a map of sub-Saharan Africa, the main plateaux: Ethiopian Highlands, Bié Plateau, Somali Plateau
d. Locates, on a map of sub-Saharan Africa, the main deserts: Sahara, Namib, Kalahari
e. Locates, on a map of sub-Saharan Africa, the main rivers and lakes: the White Nile, Blue Nile, Senegal, Niger, Congo and Zambezi Rivers; Lakes Victoria, Tanganyika and Chad
f. Indicates the main advantages related to the presence of large bodies of water: abundance of fresh water, large forests
g. Names resources exploited in various regions of sub-Saharan Africa (e.g. oil in West Africa; copper in Southeast Africa; forest in Central Africa; diamonds in Southern Africa)
h. Names the main climates in sub-Saharan Africa: tropical wet, tropical dry, equatorial, desert
<b>• 2.2. Influence of natural factors on the organization of the territory</b>
a. Describes the main influence of the high plateaux on the organization of the territory: they promote agriculture
b. Describes the influence of deserts on the organization of the territory: the development of transportation infrastructure is sometimes complicated by the presence of ergs; the dryness of the soil and the climate conditions limit agricultural activity
c. Indicates consequences of the narrowness of the coastal plains for the organization of the territory (e.g. concentration of the population, concentration of industrial activity)
d. Describes the influence of the African Shield on the organization of the territory: the relief of the African Shield limits the occupation of the territory; the geology of the Shield is conducive to mining
e. Describes the influence of the main climates on the organization of the territory: the tropical wet climate is favourable to agriculture; the tropical dry climate limits agricultural activity; the equatorial climate is conducive to forest growth and the development of water systems; the desert climate contributes to the size and expansion of the desert
<b>3. Social characteristics of the African cultural area</b>
<b>• 3.1. Culture</b>
a. Gives the main cultural characteristics of sub-Saharan African societies: importance of traditions, ethnic diversity, diversity of languages and linguistic groups, religious diversity
b. Names values shared by societies of sub-Saharan Africa (e.g. respect for ancestors, respect for traditions, solidarity between members of a community)
c. Describes the role of the extended family in most societies: the extended family is the basis of social organization

d. Indicates effects of multiple ethnic groups on the populations of sub-Saharan Africa (e.g. tensions between members of the different ethnic groups within a country, communication problems among members of one ethnic group divided by a political border)
• <b>3.2. Language</b>
a. Names the official languages of the majority of countries in sub-Saharan Africa: English, French, Portuguese
b. Describes the linguistic situation of the countries of sub-Saharan Africa: the official languages are those of the administration and international relations; they are spoken mainly by the educated population and in urban centres; the rural population speaks local languages or dialects; the great linguistic diversity leads to communication problems
• <b>3.3. Religion</b>
a. Names the religions practised in sub-Saharan Africa (e.g. animism, Christianity, Islam)
b. Indicates the main effect on the societies of the African cultural area of the establishment of new churches: a questioning of traditional values
<b>4. Population of the African cultural area</b>
• <b>4.1. Demographic characteristics</b>
a. Indicates the population of sub-Saharan Africa as a proportion of that of the continent: about 80% in 2010
b. Gives the main demographic characteristics of the populations in this cultural area: high birth rate, falling death rate, high proportion of the population under 35 years old
c. Names some countries that have a positive net migration (e.g. South Africa, Namibia)
d. Indicates the main factor that explains why some countries have a positive net migration: attraction of workers to jobs in the primary sector
e. Names countries that have a negative net migration (e.g. Nigeria, Zimbabwe)
f. Indicates factors that explain why some countries have a negative net migration (e.g. political tensions and conflicts, weak economic development)
• <b>4.2. Population distribution</b>
a. Locates, on a map of sub-Saharan Africa, the main areas with a high population density: coast of the Gulf of Guinea, African Great Lakes region, southeastern part of the African continent
b. Indicates locational factors that explain the areas of high population density (e.g. proximity to oceans and harbours, favourable weather conditions, colonial heritage, presence of natural resources)
c. Indicates locational factors that explain areas of low population density in sub-Saharan Africa (e.g. climate conditions in arid and semi-arid areas, tropical forest, little transportation infrastructure development)
• <b>4.3. Importance of cities</b>
a. Gives characteristics of urbanization in sub-Saharan Africa (e.g. rapid growth of urban population, minimal urban planning, lowest rate of urbanization in the world)
b. Locates, on a map of Africa, large urban areas (e.g. Dakar, Lagos, Addis Ababa, Nairobi, Kinshasa, Johannesburg)
c. Indicates factors that explain the attraction of the population to cities (e.g. concentration of health and education services, job opportunities, improved living conditions, business and industrial innovation, spread of non-traditional values)
d. Indicates the main consequences of urbanization for the societies of sub-Saharan Africa: changes in the role of women, increased literacy, fewer children per woman, development of an underground economy
e. Indicates consequences of rapid urban population growth for the organization of the territory (e.g. reduced access to lodging, appearance of shantytowns with no public services, traffic congestion, air and water pollution)

<b>5. Politics and economy of the African cultural area</b>
<b>• 5.1. Colonization</b>
a. Names countries that had colonies in sub-Saharan Africa in the middle of the 20th century (e.g. France, United Kingdom, Portugal)
b. Indicates consequences of European colonization for the societies of sub-Saharan Africa (e.g. adoption of the language and religion of the colonizing countries, division of ethnic groups by political boundaries, lifestyle changes)
c. Indicates consequences of European colonization for the organization of the territory (e.g. extraction of natural resources, construction of roads and railways, creation of port cities, monoculture)
<b>• 5.2. Decolonization</b>
a. Indicates factors that explain decolonization in sub-Saharan Africa (e.g. assertions of national identity, education for the elite, economic and political weakness of Europe following the Second World War, support from superpowers for decolonization)
b. Indicates consequences of decolonization for societies in sub-Saharan Africa (e.g. political sovereignty, increased access to education, civil wars, establishment of new churches)
c. Indicates consequences of decolonization for the organization of the territory (e.g. diversification of agriculture, development of peripheral regions, deterioration of roads and railways)
<b>• 5.3. Political regimes</b>
a. Names the main types of political regimes in the countries of sub-Saharan Africa: democratic, authoritarian
b. Gives characteristics of democratic political regimes (e.g. free elections, shared power, multiparty system)
c. Gives characteristics of authoritarian political regimes (e.g. concentration of power in the hands of one person or family, one political party)
d. Indicates reasons why some of the political regimes in sub-Saharan Africa are unstable (e.g. civil wars, coups d'état, regional ethnic tensions)
<b>• 5.4. Economic development</b>
a. Indicates factors that explain the weak economic growth of some countries (e.g. landlocked countries, poor soil, colonial heritage, political instability, communication and trading problems due to multiple languages and ethnic groups)
b. Indicates factors that explain the economic growth of some countries (e.g. exploitation of mining and energy resources, economic partnerships with Asian countries such as China and India)
c. Locates, on a map of sub-Saharan Africa, the countries with a medium Human Development Index (HDI) rank and those with a low HDI rank (e.g. South Africa and Gabon are in the medium human development category; Angola and Nigeria are in the low human development category)
d. Indicates factors that explain why most sub-Saharan African countries rank low on the HDI (e.g. unstable political context after gaining independence, ethnic and religious conflicts, low level of economic development, high exposure to natural risks, control of natural resources by foreign interests)
<b>• 5.5. Economic and political relations</b>
a. Names countries that maintain economic ties with sub-Saharan African countries (e.g. France, United Kingdom, Belgium, United States, China, India, Brazil, Venezuela)
b. Names countries that are political leaders (e.g. South Africa, Nigeria)
c. Names economic and political groups (e.g. African Union, Common Market for Eastern and Southern Africa [COMESA], Economic Community of West African States [ECOWAS])
d. Indicates the main objectives of the New Partnership for Africa's Development set up by the African Union: to foster the economic development and growth of all African countries; to integrate Africa into the world economy; to narrow the gap between the African economies and those of the developed countries
e. Indicates the main objective of the ECOWAS: to promote the cooperation and integration of West African countries
f. Locates, on a map of Africa, member states of ECOWAS (e.g. Benin, Cape Verde, Côte d'Ivoire, Ghana, Guinea, Mali, Niger, Nigeria, Senegal)

<b>6. Affirmations of African identity</b>
• <b>6.1. Construction of <i>Africanity</i></b>
a. Defines the term <i>Africanity</i> : affirmation of an identity specific to African cultures
b. Indicates the main demands related to the affirmation of <i>Africanity</i> : recognition of Africa's place in world politics and economics, recognition of Africa's potential for economic and social development
c. Names individuals who have contributed to the affirmation of <i>Africanity</i> (e.g. Léopold Sédar Senghor, Nelson Mandela, Cheikh Hamidou Kane, Suzanne Ouédraogo, Wangari Maathai)
d. Indicates expressions of <i>Africanity</i> in international relations (e.g. request for the retreat of UN missions; establishment of political ties with emerging countries; in 2009, strong representation of African states at the Africa-South America Summit)
e. Indicates the main obstacles to the expression of <i>Africanity</i> : control of economic development by foreign interests, divergent interests of African countries
• <b>6.2. Place of women</b>
a. Indicates the sectors in which the majority of women in sub-Saharan Africa work (e.g. agriculture, food services)
b. Describes the economic conditions of women: they receive less pay than men for equal work; they occupy the majority of jobs in agriculture, usually without remuneration; they represent the majority of workers in the underground economy; they have difficulty obtaining credit and property
c. Describes the social conditions of women: they receive less schooling than men; they are treated unfavourably in the division of family inheritance; marriages are arranged for girls by their parents
d. Indicates factors that explain the growing role of women (e.g. development of women's associations, urbanization, creation of government departments for the status of women)
e. Indicates manifestations of the growing presence of women in the political and social arenas (e.g. increasing number of female heads of state, more jobs held by women, involvement of women in community networks)
• <b>6.3. Importance of youth</b>
a. Indicates manifestations of the mobilization of young people in sub-Saharan Africa (e.g. involvement in community and political movements; demands for equity in employment, individual freedoms and shared power)
b. Indicates some consequences for societies of young people's social demands (e.g. questioning of traditional values, intergenerational tensions, migration to cities or abroad)
c. Indicates some social and economic difficulties young people face (e.g. underemployment, social and economic exclusion, limited access to higher education)
<b>7. African diaspora</b>
a. Defines the term <i>diaspora</i> : population that is dispersed, but maintains economic and social ties with its country of origin
b. Indicates the main factors behind migration: desire to improve economic situation, ethnic or political tensions and conflicts, natural disasters
c. Names the most common destinations for emigrants (e.g. Western Europe, North America, West Africa, the Arabian Peninsula)
d. Indicates ways in which members of diasporas influence the economic, political and cultural development of their country of origin (e.g. money transfers, business creation, political involvement, international distribution of cultural products)
e. Indicates effects of money transfers to emigrants' countries of origin (e.g. development of health and education infrastructure, job creation, support for the family in the country of origin)
f. Indicates consequences of emigration for the social and economic organization of the countries of origin (e.g. loss of work force members, loss of expertise)

1. The central concepts are indicated in bold.

## Arab Cultural Area

The Arab cultural area consists of a western part, the Maghreb, which lies between the Mediterranean, the Libyan desert, the Sahara and the Atlantic Ocean, and an eastern part, the Mashreq, which includes all the Arab countries outside the Maghreb. This area is characterized by a great diversity of peoples, who share the Arab language and the Islamic religion. Most of the countries in the Arab cultural area have an arid, even desert, climate, which influences their territorial organization. The Arab cultural area is the result of a blending of Greek, Roman, African and Ottoman influences. The societies of the Arab world oscillate between tradition and modernity. The students study the *Arab cultural area* in terms of the designated focus *The interaction between tradition and modernity*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the cultural area that students develop their understanding of the following concepts: culture, diaspora, globalization, language, **modernity**<sup>1</sup>, religion, resource, **tradition**, urbanization.

<b>1. Location of the Arab cultural area</b>
a. Indicates, on a world map, the boundaries of the Arab cultural area
b. Locates, on a world map, the geographical sub-regions of the cultural area: North Africa, the Middle East, Arabian Peninsula
c. Locates, on a world map, countries in each geographical sub-region (e.g. Morocco, Mauritania and Sudan in North Africa; Iraq, Jordan and Syria in the Middle East; Saudi Arabia, Yemen and the United Arab Emirates in the Arabian Peninsula)
<b>2. Natural characteristics of the Arab cultural area</b>
<b>• 2.1. Natural factors</b>
a. Gives the main physiographic characteristics of the Arab cultural area: vast plateaux, coastal plains, high mountain ranges, narrow river plains, broad wadis
b. Gives the natural characteristic that is common to the geographical sub-regions of the cultural area: presence of deserts
c. Locates, on a world map, the main deserts: the Saharan, Libyan, Nubian, Syrian, Nefoud, Rub' al Khali
d. Gives characteristics of deserts (e.g. very light precipitation, no precipitation for years in some deserts, major difference between daytime and nighttime temperatures, dry soil, presence of oases, ergs and regs)
e. Locates, on a world map, the oceans and the main gulfs, seas and straits adjacent to the countries of the area: Atlantic and Indian Oceans; Suez, Aqaba, Persian and Aden Gulfs; Mediterranean, Red and Oman Seas; Bab-el-Mandeb and Ormuz Straits
f. Locates, on a world map, the main rivers: Nile, Euphrates, Tigris
g. Locates, on a map of North Africa, some wadis (e.g. Medjerda, in Tunisia; Mellah, in Morocco)
h. Names the main climates: desert, Mediterranean
<b>• 2.2. Influence of natural factors on the organization of the territory</b>
a. Describes the influence of the desert and Mediterranean climates on the organization of the territory: the desert climates explain the concentration of the population on the coast and in the cities; the Mediterranean climate promotes the development of the tourist industry in some territories
b. Describes the influence of deserts on the organization of the territory: the development of transportation infrastructures is sometimes complicated by the presence of ergs; the dryness of the soil and the climate conditions limit agriculture
c. Describes the influence of oases on the organization of the territory: they determined the path of the first trade routes; they are conducive to human settlement; oases make agriculture possible
d. Indicates the main advantage the coastal states derive from the presence of straits: control of maritime traffic

<b>3. Social characteristics of the Arab cultural area</b>
• <b>3.1. Culture</b>
a. Indicates scientific fields influenced by Arabic culture (e.g. mathematics, astronomy, medicine)
b. Gives the main cultural characteristics of the societies of the Arab world: predominance of Islam, predominance of Arabic
c. Indicates expressions of traditional values in the societies of the Arab world (e.g. application of Islamic law, importance of patriarchy)
d. Indicates expressions of modernity in the societies of the Arab world (e.g. women's access to the labour market, access to information and communication technologies, more active participation by women in politics)
• <b>3.2. Language</b>
a. Names the main forms of Arabic used in the cultural area: classical Arabic, colloquial Arabic
b. Indicates usage of classical Arabic: official language of the countries of the area, texts of laws and administrative writing; language of the Koran
c. Indicates usage of colloquial Arabic: used by the great majority of Arab speakers; used exclusively for speaking; vehicle of popular, traditional and contemporary culture
d. Indicates factors that contribute to the spread of Arabic worldwide (e.g. Islam, the media, emigration)
e. Names languages spoken by minority populations in the Arab world (e.g. Kurdish, Berber, Armenian)
• <b>3.3. Religion</b>
a. Locates, on a world map, the main holy cities of Islam: Mecca, Medina, Jerusalem, Najaf
b. Names non-Muslim religious groups present in the cultural area (e.g. Orthodox Copts, Jews))
c. Locates, on a map of Asia, countries whose population is Muslim and whose official language is not Arabic (e.g. Iran, Turkey, Tadjikistan, Indonesia)
<b>4. Population of the Arab cultural area</b>
• <b>4.1. Demographic characteristics</b>
a. Indicates the population of the Arab cultural area as a proportion of the world population: in 2010, about 5%
b. Gives demographic characteristics of the population of the Arab world (e.g. large proportion of young people, high birth rate, extensive international migration)
c. Names the geographical sub-region that receives many immigrants: Arabian Peninsula
d. Names the economic activity that explains the presence of many foreign workers in the Arabian Peninsula: exploitation of oil and gas resources
e. Gives characteristics of the foreign labour force in the Arabian Peninsula (e.g. the majority from South and Southeast Asia; mainly men; no permanent status)
f. Names the geographical sub-region where emigration is a major factor: North Africa
g. Indicates factors that explain the heavy emigration from North Africa: political instability, lack of jobs for many educated young people
• <b>4.2. Population distribution</b>
a. Describes the distribution of the population in the Arab cultural area: the population density is high on the coasts and in the river valleys; it is low in the arid regions; the deserts are almost uninhabited
b. Locates, on a map of the world, large agglomerations (e.g. Algiers, Alexandria, Cairo, Bagdad, Riyad, Dubai)
c. Names the geographical sub-region with the highest rate of urbanization: Arabian Peninsula
d. Indicates factors that explain the very rapid urban growth in the countries of the Arabian Peninsula: income generated by the exploitation of oil and gas resources
<b>5. Role of cities in the Arab cultural area</b>
a. Describes the organization of cities in the Arab world: in the centre of the medina there is a Great Mosque, surrounded by the madrasahs and souks; a network of lanes links the mosque with the souqs; ramparts separate the new cities from the old ones

b. Gives characteristics of cities in the Arab world (e.g. centres of power, marketplaces, forums for the transfer of knowledge)
c. Indicates factors that promote the growth of cities in the Arab world (e.g. high birth rate, extensive national and international migration)
d. Indicates effects of urbanization on the organization of the territory (e.g. urban spread on arable land, the development of transportation infrastructure in historic districts, drinking water supply problems)
e. Indicates the main effect of urbanization on economic development in the Arab world: imbalance between urban and rural areas regarding services to the population and infrastructure
<b>6. Economy and policies of the Arab cultural area</b>
a. Indicates the main sectors of activity on which the economic development of the countries in the cultural area is based (e.g. exploitation of oil and gas resources in the Arabian Peninsula; tourism in the Arabian Peninsula and North Africa; agriculture in North Africa and the Middle East)
b. Locates, on a world map, countries that are members of the Organization of the Petroleum Exporting Countries (OPEC) (e.g. Iraq, Iran, Venezuela, Saudi Arabia)
c. Indicates the means used by OPEC to regulate oil production and prices: negotiation of oil production and prices with the oil companies and attribution of concessions
d. Locates, on a world map, states that are members of the Arab League (e.g. Algeria, Egypt, Somalia, Palestine, Bahrain)
e. Indicates the main objectives of the Arab League: to protect the independence and sovereignty of its members; to coordinate collaboration among its members
f. Locates, on a world map, countries that are members of the Organization of Islamic Cooperation (OIC) (e.g. Morocco, Jordan, Turkey, Chad, Bangladesh, Malaysia, Indonesia)
g. Indicates the main objectives of the OIC: to strengthen cooperation among member states on economic, social and cultural matters; to coordinate action to protect Islamic holy places; to ensure the independence and rights of Muslims
<b>7. Arab diaspora</b>
a. Defines the term <i>diaspora</i> : population that is dispersed, but maintains economic and social ties with its country of origin
b. Indicates the main factors that explain migration flows: desire to improve economic conditions, political tensions and conflicts in the country of origin
c. Names countries with a large number of immigrants from North Africa (e.g. France, Canada)
d. Indicates ways in which members of diasporas influence the economic, political and cultural development of their country of origin (e.g. money transfers, business creation, international distribution of cultural products)
e. Indicates consequences of emigration for the social and economic organization of the countries of origin (e.g. loss of work force members, loss of expertise)

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1. The central concepts are indicated in bold.

## East Asian Cultural Area

The East Asian cultural area is characterized by a wide diversity of peoples, languages and cultures. It is the most populous area in the world. It is also distinguished by specific natural characteristics, notably the importance of its coastlines. This region has produced great civilizations and powerful empires. The students study the *East Asian cultural area* in terms of the designated focus *The area's expanding economic power*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the cultural area that students develop their understanding of the following concepts: culture, diaspora, diversity, **expansion**<sup>1</sup>, globalization, growth, hierarchy, technology.

<b>1. Location of the East Asian cultural area</b>
a. Indicates, on a world map, the boundaries of the cultural area
b. Locates, on a map of East and Southeast Asia, countries of the cultural area (e.g. Mongolia, China, North Korea, Singapore, Myanmar, Indonesia)
<b>2. Natural characteristics of the East Asian cultural area</b>
<b>• 2.1. Natural factors</b>
a. Gives the main physiographic characteristics of the East Asian cultural area: long coastal plains, vast peninsulas, large archipelagoes, extensive deltas, high plateaux
b. Locates, on a map of East and Southeast Asia, the oceans and the main seas adjacent to the countries of the cultural area: Pacific and Indian Oceans; Japan, Yellow, East China and Andaman Seas
c. Locates, on a map of East and Southeast Asia, the main archipelagoes and peninsulas: Japanese, Philippine and Indonesian Archipelagoes; Korean and Indochina Peninsulas
d. Locates, on a map of East and Southeast Asia, the main rivers and their deltas: Huang He, Chang Jiang, Xi Jiang, Mekong, Irrawady
e. Names the main climates: the tropical monsoon, equatorial, continental and desert climate zones
<b>• 2.2. Influence of natural factors on the organization of the territory</b>
a. Describes the influence of the plains and deltas on the organization of the territory: the cities and port infrastructure are located mainly on the alluvial plains and in the deltas; agriculture developed on the rich alluvial plains of the deltas
b. Describes the influence of plateaux in some countries of the cultural area: they are conducive to the development of the mining industry
c. Describes the influence of a long coastline and of the peninsulas and archipelagos on the organization of the territory: the countries that have access to the sea have developed a vast network of sea routes and an important fishing industry
<b>3. Social characteristics of the East Asian cultural area</b>
<b>• 3.1. Culture</b>
a. Gives some cultural characteristics of the societies of the East Asian cultural area (e.g. social cohesion, importance of the family, sinicization)
b. Describes the main effects of sinization on the societies of the cultural area: ideographic Chinese characters were adopted in many countries, the values associated with Confucianism came to be shared by several societies, cities were organized in quadrangular form
<b>• 3.2. Language</b>
a. Names some languages spoken in the East Asian cultural area (e.g. Mandarin, Japanese, Korean, Malay, Vietnamese)
b. Indicates the main effect of the increasingly widespread use of Mandarin: gradual disappearance of local languages and dialects

<ul style="list-style-type: none"> <li>• 3.3. <b>Religion</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Names some religions practised in the East Asian cultural area (e.g. Confucianism, Buddhism, Shintoism, Taoism, Islam, Christianity)</li> </ul>
<ul style="list-style-type: none"> <li>b. Gives characteristics of Confucianism (e.g. religion, moral and political philosophy, primacy of values of self-abnegation, obedience to elders and respect for the family, the hierarchy and the group)</li> </ul>
<ul style="list-style-type: none"> <li>c. Gives characteristics of Buddhism (e.g. rejection of greed and anger, acceptance of suffering)</li> </ul>
<p><b>4. Population of the East Asian cultural area</b></p>
<ul style="list-style-type: none"> <li>• 4.1. <b>Demographic characteristics</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Indicates the population of the cultural area as a proportion of the world's population: in 2010, about one fifth</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates the proportion of the cultural area's population that is of Chinese origin: in 2010, about 60%</li> </ul>
<ul style="list-style-type: none"> <li>c. Gives demographic characteristics of the populations of the area (e.g. falling birth rate, aging of Chinese and Japanese societies, youthful population in Malaysian and Indonesian societies)</li> </ul>
<ul style="list-style-type: none"> <li>• 4.2. <b>Population distribution</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Describes the distribution of the population in the East Asian cultural area: the coastal plains and deltas have the highest population density; the mountainous sectors, with the exception of the high plateaux in China, are sparsely populated</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates the urban population of the cultural area as a proportion of the urban population of the world: in 2010, about one third</li> </ul>
<ul style="list-style-type: none"> <li>c. Locates, on a map of East and Southeast Asia, some megalopolises (e.g. Tokyo-Fukuoka, Shanghai, Seoul)</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates effects of urbanization on the organization of the territory (e.g. urban sprawl, reduction of agricultural land area, environmental problems)</li> </ul>
<p><b>5. Economy of the East Asian cultural area</b></p>
<ul style="list-style-type: none"> <li>• 5.1. <b>Focal points and peripheral areas</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Locates, on a map of East and Southeast Asia, the countries that are the economic focal points of the cultural area: Japan, South Korea, Singapore, China, Taiwan</li> </ul>
<ul style="list-style-type: none"> <li>b. Gives characteristics of countries that are economic focal points of the cultural area (e.g. high-technology industries in Japan, manufacturing towns and free zones in South Korea, high level of port activity in Singapore and Hong Kong, special economic zones in China)</li> </ul>
<ul style="list-style-type: none"> <li>c. Locates, on a map of East and Southeast Asia, the countries that are peripheral areas of the cultural area from an economic point of view (e.g. Cambodia, Laos, Mongolia, Myanmar)</li> </ul>
<ul style="list-style-type: none"> <li>d. Gives characteristics of countries that are peripheral areas in the cultural area from an economic point of view (e.g. less-developed countries, low gross domestic product, weak economic growth, large proportion of the population working in agriculture)</li> </ul>
<ul style="list-style-type: none"> <li>• 5.2. <b>Agriculture</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Describes the place of agriculture in the economy of the majority of countries of the cultural area: agriculture represents a large proportion of jobs, but accounts for only a small part of the GDP</li> </ul>
<ul style="list-style-type: none"> <li>b. Names the main agricultural crop of most countries in this region: rice</li> </ul>
<ul style="list-style-type: none"> <li>c. Describes the main reasons why so much rice is produced: the tropical monsoon climate and the equatorial climate provide the water and heat necessary for rice cultivation and permit more than one annual harvest; the plain relief and rich alluvial land in the deltas offer favourable conditions for the development of irrigated rice fields</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates the main advantage of rice production: high yield per hectare</li> </ul>
<ul style="list-style-type: none"> <li>e. Describes the organization of work associated with rice cultivation: planting and transplanting are done manually, by a large, disciplined labour force</li> </ul>

<ul style="list-style-type: none"> <li>• <b>5.3. Economic development</b></li> </ul>
a. Gives some economic characteristics of the cultural area (e.g. large volume of exports, rapid growth of the manufacturing sector, low weight of agriculture in the gross domestic product per capita)
b. Indicates the main factors that explain the economic growth of the cultural area (e.g. abundant and skilled labour force, low production costs, large domestic market)
c. Names the main export markets: European Union, North America
d. Indicates measures implemented by governments to promote economic development (e.g. business loans and grants, creation of free zones and special economic zones, establishment of research and development programs, investment in labour force training)
e. Indicates advantages, for businesses, of moving to free zones or special economic zones (e.g. reduction of production costs, elimination of customs duties, reduction of environmental protection measures, proximity of port infrastructure)
f. Indicates advantages, for governments, of developing free zones or special economic zones (e.g. increased foreign investment, increased exports, favourable balance of trade, increased employment)
g. Describes how the model of industrial development spread in the cultural area: Japan was the first country to industrialize; industrialization then spread to South Korea, Taiwan, Hong Kong and Singapore, and subsequently to Malaysia, Thailand and coastal China
h. Indicates effects of the development of the new technologies sector on the economy (e.g. increasingly specialized labour force, rising production costs, specialization of industrial production)
<ul style="list-style-type: none"> <li>• <b>5.4. Economic groups</b></li> </ul>
a. Names the main economic groups that the majority of countries in the cultural area belong to: Association of Southeast Asian Nations [ASEAN], Asia-Pacific Economic Cooperation [APEC]
b. Locates, on a map of East and Southeast Asia, the member countries of ASEAN: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam
c. Names the continents where APEC member countries are located: Asia, America, Oceania
d. Indicates objectives of ASEAN and APEC (e.g. the objectives of ASEAN are to eliminate the restrictions on freedom of commerce, to organize cultural exchanges and to develop common research programs; the objectives of APEC are to promote free trade and to foster cooperation)
e. Names the countries that have established a free trade area in East and Southeast Asia: the founding states of ASEAN and China
f. Indicates the main economic advantages of the establishment of the East and Southeast Asian free trade area: competition with free trade areas elsewhere in the world, development of regional trade
<b>6. Asian diaspora</b>
a. Defines the term <i>diaspora</i> : population that is dispersed, but maintains economic and social ties with its country of origin
b. Indicates ways in which members of diasporas influence the economic development of their countries of origin (e.g. major investment in free zones or special economic zones, money transfers)
c. Names the main sector in which members of diasporas invest: commercial sector
d. Names the main East and Southeast Asian countries in which there is a large Chinese diaspora: Taiwan, Thailand, Malaysia
e. Names cities that have Chinatowns (e.g. Algiers, Montréal, New York, Paris, Rio de Janeiro, San Francisco, Sydney, Vancouver)
f. Indicates consequences of emigration for the social and economic organization of the countries of origin (e.g. loss of work force members, loss of expertise)

1. The central concepts are indicated in bold.

## Indian Cultural Area

The Indian cultural area, which encompasses the territories of South Asia, is the second most populous area in the world. Agriculture constitutes the main economic activity of most of the countries in the area. Despite growing urbanization, the population remains predominantly rural. Although there is some economic development in the cities, rural areas continue to be marked by great poverty. India has an economic and cultural influence throughout the area. The other South Asian countries nonetheless have specific characteristics, especially in social and political terms. The students study the *Indian cultural area* in terms of the designated focus *The importance of the peasantry*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the geography of the cultural area that students develop their understanding of the following concepts: culture, diaspora, globalization, microproperty, poverty, **peasantry**<sup>1</sup>, ruralism, spirituality.

<b>1. Location of the Indian cultural area</b>
a. Indicates, on a world map, the boundaries of the Indian cultural area
b. Locates, on a map of South Asia, some countries of the cultural area (e.g. Afghanistan, Maldives, India, Bhutan)
<b>2. Natural characteristics of the Indian cultural area</b>
<b>• 2.1. Natural factors</b>
a. Gives the main physiographic characteristics of the Indian cultural area (e.g. high mountain ranges, large plateaux, huge river valleys, delta plains)
b. Locates, on a map of South Asia, the ocean, the sea and the main gulfs adjacent to the countries of the cultural area: Indian Ocean, Sea of Oman, Gulfs of Bengal and Mannar
c. Locates, on a map of South Asia, the main elements of the relief: Himalayas, Hindu Kush, Deccan Plateau, Ghats
d. Locates, on a map of South Asia, the main rivers: Bramaputra, Ganges, Indus, Godavari, Mahanadi
e. Locates, on a map of South Asia, the main deltas: Indus, Godavari, Mahanadi, Mouths of the Ganges
f. Locates, on a map of South Asia, the main archipelagoes: Andaman and Nicobar, Maldives, Laccadives
g. Names the main climates: tropical monsoon, desert
<b>• 2.2. Influence of natural factors on the organization of the territory</b>
a. Describes the influence of the tropical monsoon climate and the desert climate on agriculture: the summer monsoon provides the precipitation required for growing rice; the winter monsoon dries the soil and makes it possible to grow wheat; the dryness of the Thar Desert makes its soil inappropriate for agriculture
b. Describes the influence of elements of the relief on the organization of the South Asian territories: the Himalayan Range marks the boundary between several countries; the geology of the Deccan Plateau is conducive to mining; the coastal and river plains are conducive to agriculture
c. Describes the effect of the deltas on the economy of this region: the abundance of water and the plain relief of the deltas promote the concentration of the population and create conditions conducive to rice production and the development of aquaculture in Bangladesh
d. Describes the influence of the water system on agriculture: by using water from the great rivers and their tributaries, it is possible to irrigate the land in dry periods; silt deposits fertilize the soil during flood periods
e. Indicates the factors that explain the heavy floods in the river valleys and delta plains when the river levels rise: the melting of snow from the peaks of the Himalayan and Hindu Kush ranges together with the heavy rainfall of the summer monsoon
f. Indicates the main consequences of floods for the people of the densely populated river valleys and delta plains: massive population displacement, loss of lives, economic costs, soil erosion, destruction of agricultural infrastructure

<b>3. Social characteristics of the Indian cultural area</b>
• <b>3.1. Culture</b>
a. Indicates aspects of Mogul civilization that influenced the culture of the South Asian countries (e.g. religion, art)
b. Names the empire that controlled the majority of South Asian territories from the mid-19th century to the mid-20th century: the British Empire
c. Gives characteristics of the political system India inherited from the British Empire (e.g. parliamentary democracy, responsible government)
d. Names the European countries, other than the United Kingdom, that had colonial possessions in India: France, Netherlands, Portugal
e. Indicates the factor that explains the formation of India, West Pakistan and East Pakistan: partition of the Indian Empire
• <b>3.2. Language</b>
a. Describes the linguistic situation of the countries of the Indian cultural area: hundreds of languages and dialects are recognized; some countries have several official languages; the use of English is common to most of these countries
b. Describes the significance of Sanskrit for Indian civilization: the sacred texts of Hinduism were written in Sanskrit; several present-day languages are derived from it
c. Names the language spoken by about half the population of India: Hindi
d. Indicates the main reasons why English is used in several countries in the cultural area: language of the colonizing country, administrative language used to deal with the multiplicity of languages and dialects
e. Indicates an employment sector that developed in India because millions of people continued to speak English as a second language: computer and telecommunication services
• <b>3.3. Religion</b>
a. Names the main religions practised in the Indian cultural area (e.g. Islam in Pakistan and Bangladesh; Hinduism in India; Buddhism in Sri Lanka)
b. Names some religions, other than Hinduism, that are practised in India (e.g. Buddhism, Islam, Sikhism)
c. Describes the influence of Hinduism on Hindu societies: the caste system creates a social divide
d. Names rivers that are sacred to Hindus (e.g. Ganges, Indus, Godavari)
e. Names the basis for the partition of the Indian Empire: religion
<b>4. Population of the Indian cultural area</b>
• <b>4.1. Demographic characteristics</b>
a. Indicates the population of South Asia as a proportion of the world population: in 2010, approximately one quarter
b. Indicates the demographic weight of India within the countries in the Indian cultural area: in 2010, approximately three quarters
c. Gives demographic characteristics of the populations of the cultural area (e.g. youth, rapid population growth)
d. Indicates factors that explain the area's rapid population growth (e.g. falling death rate, growing population of reproductive age, ineffectiveness of birth control policies)
• <b>4.2. Population distribution</b>
a. Describes the distribution of the population in South Asia: the coasts and plains of river valleys and deltas are densely populated; the mountainous regions and the dry areas are scarcely populated
b. Indicates the main locational factors that explain areas of high population density: tropical monsoon climate, plain relief
c. Gives characteristics of urbanization in South Asia (e.g. many medium-sized cities, few large urban agglomerations, large shantytowns)
d. Locates, on a map of South Asia, some large urban agglomerations (e.g. Karachi, Mumbai, Delhi, Dhaka, Kolkata)

e. Indicates factors that explain the relatively limited growth of urbanization in India despite its economic growth (e.g. government promotion of non-agricultural activities in rural areas, attachment to the traditional values of village life—solidarity and mutual help)

## 5. Social and economic conditions in the Indian cultural area

### • 5.1. Society

a. Gives characteristics of societies in the Indian cultural area (e.g. low rank on the Human Development Index in most countries, low female life expectancy, attachment to traditions and religious beliefs)

b. Describes social conditions in the cultural area: men and women do not have equal access to education, health care, work and positions of responsibility or housing; a large proportion of the population has precarious living conditions

c. Indicates factors that explain the inequalities between men and women (e.g. predominance of the patriarchal system, practice of dowry, poverty)

### • 5.2. Rural world

a. Indicates the proportion of the South Asian population that lives in rural areas: in 2010, over two thirds

b. Describes the distribution of the rural population of the cultural area: the density is very high in the river valleys and delta plains; the density of the rural population in this region is the highest in the world

c. Describes the living conditions of the rural population: most of the population lives in poverty; more than one quarter of the population is undernourished; the health and education infrastructure is inadequate

d. Indicates the main factor that explains the indebtedness of the peasants: purchase of seeds, fertilizer and pesticides

e. Gives the main characteristics of the peasants: they engage in activities related to small-scale agriculture and fish farming; small-scale livestock breeders; large proportion of landless peasants

f. Indicates the objective of the Ekta Parishad movement: to help the poorest populations of India to better control the resources they depend on to survive—land, water and forest

g. Indicates the main actions taken by the Ekta Parishad movement to attain its objective: organization of non-violent demonstrations on the local and international levels demanding agrarian reform

### • 5.3. Economy

a. Names economic growth sectors in South Asian countries (e.g. computer and telecommunication services in India; tourism in Maldives; manufacturing in Bangladesh, Pakistan and Sri Lanka)

b. Indicates measures implemented to promote economic development: microcredit provided by banks; microsavings funds created by solidarity groups

c. Describes the advantages offered by microcredit and microsavings: microcredit facilitates the establishment of small businesses, which are often managed by women; microsavings makes it possible to accumulate capital that is reinvested in the community

d. Indicates social and economic challenges facing the countries in the cultural area (e.g. limiting population growth in rural areas, creating jobs in urban areas, reducing regional imbalances, improving the standard of living of poor populations)

### • 5.4. Agricultural production systems

a. Indicates the economic activity in which most of the South Asian population is involved: agriculture

b. Indicates the main consequence of British colonization for agricultural production in the cultural area: replacement of subsistence crops by export crops, such as cotton and tea

c. Names the main agricultural production systems: rice production in flood-prone areas, extensive wheat farming, aquaculture, monoculture for export

d. Describes the main environmental effects of the intensification of agricultural practices: impoverishment of the soil through the intensive use of fertilizers and pesticides, erosion of river banks and coastlines, water pollution by aquaculture

e. Describes the organization of agricultural production: the choice of crops is based on the changing conditions of the monsoon climate; rice is usually produced in the wet season and it may be followed by irrigated wheat production during the dry season; market gardening is sometimes possible; fish farms are set up in the deltas

f. Describes some difficulties related to agriculture: agricultural output depends greatly on climate conditions; it requires the use of large amounts of fertilizer and pesticides; the plots of agricultural land are too small to allow the peasants to accumulate surpluses; the land is often cultivated illegally by landless agricultural workers or peasants

6. South Asian diaspora
a. Defines the term <i>diaspora</i> : population that is dispersed, but maintains economic and social ties with its country of origin
b. Names the main destinations of South Asian emigrants: Canada, United Kingdom, United States, some countries in the Arabian Peninsula
c. Indicates the main factor that explains the emigration of many South Asians to hydrocarbon-producing countries: demand for labour
d. Indicates terms used to designate a city district with a concentration of people from the Indian cultural area (e.g. <i>Little India</i> , <i>Little Pakistan</i> )
e. Names the main religious minority of Indian origin in Canada: the Sikhs
f. Names Latin American countries where the population of South Asian origin constitutes over one third of the total population (e.g. in 2011, Trinidad and Tobago, Guyana, Surinam)
g. Indicates the main reasons why the Indian government is strengthening its ties with the diaspora: diaspora's contribution to spread of Indian culture, role as intermediary in diplomatic action
h. Indicates some ways in which members of South Asian diasporas influence the economic and political development of their countries of origin (e.g. money transfers, support for national political movements)
i. Indicates consequences of emigration for the social and economic organization of the countries of origin (e.g. loss of work force members, loss of expertise)

1. The central concepts are indicated in bold.

## Latin American Cultural Area

The countries of Latin America share linguistic and religious characteristics. There are, however, major economic and ethnic differences among them. Nonetheless, in recent decades, several countries in this region have shown a desire to achieve economic and social integration. The students study the *Latin American cultural area* in terms of the designated focus *The assertion of identity*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the geography of the cultural area that students develop their understanding of the following concepts: **assertion of identity**<sup>1</sup>, culture, diaspora, exclusion, inequality, miscegenation, globalization, demands.

<b>1. Location of the Latin American cultural area</b>
a. Indicates, on a world map, the boundaries of the Latin American cultural area
b. Locates, on a map of the Americas, geographical sub-regions of the cultural area: Central America, the Caribbean, South America
c. Locates, on a map of Latin America, some countries from each geographical sub-region (e.g. Costa Rica and Belize in Central America; Cuba and Saint Lucia in the Caribbean; Brazil and Paraguay in South America)
<b>2. Natural characteristics of the Latin American cultural area</b>
<b>• 2.1. Natural factors</b>
a. Gives the main physiographic characteristics of the Latin American cultural area: mountain ranges crossing the Latin American area from north to south, volcanic activity, high plateaux, great river basins
b. Locates, on a map of Latin America, the elements of the relief: Sierra Madre, Andes Cordillera, Brazilian Highlands, Pampas, Isthmus of Panama
c. Names some mineral resources exploited (e.g. metallic minerals, such as copper and gold, in the mountains and high plateaux; non-metallic minerals, such as bauxite in Jamaica; oil on the continental shelves of the Atlantic and the Gulf of Mexico)
d. Locates, on a map of Latin America, the oceans, the sea and the main gulfs adjacent to the countries of the area: the Atlantic and Pacific Oceans; Caribbean Sea; Gulfs of Mexico and California
e. Locates, on a map of Latin America, the main rivers: Rio Bravo, Rio Paraná, Rio Paraguay, Rio Uruguay, Amazon
f. Gives characteristics of the Amazon (e.g. very long river, very heavy flow, navigable for thousands of kilometres)
g. Names the main climates: tropical, subtropical, desert, mountain
<b>• 2.2. Influence of natural factors on the organization of the territory</b>
a. Describes the influence of mountain ranges on the organization of the territory: the Andes Cordillera marks the boundaries between several countries; agricultural production is influenced by altitude and the mountain climate
b. Describes the influence of the Amazon River in the organization of the territory: it facilitates the exploitation of mineral and forest resources; it encourages the settlement of the territory; it contributes to the development of distant regions
c. Describes the influence of the tropical climates and the equatorial climate on the economy of the Latin American cultural area: the tropical climates favour the production of a large volume of export crops, such as pineapples, bananas and coffee; they promote the development of the tourist industry; the equatorial climate fosters the growth of the forest and contributes to the development of the water system
d. Describes the advantage related to Panama's location on the isthmus: it made it possible to dig a canal linking the Atlantic to the Pacific, and the tolls paid by ships for canal passage constitute a major source of revenue for the country
<b>3. Social characteristics of the Latin American cultural area</b>
<b>• 3.1. Culture</b>
a. Indicates some aspects of the pre-Columbian civilizations that have marked the societies of Latin America (e.g. agricultural production, architecture, language)
b. Names the countries that colonized the territories of the Latin American cultural area: Spain, Portugal, United Kingdom, France, Netherlands

c. Indicates the influence of European colonization on the political and social organization of countries in the cultural area (e.g. trajectories of the borders between countries, intermingling of populations, social hierarchy based on ethnic origin)
d. Gives cultural characteristics of Latin American societies (e.g. ethnic diversity, intermingling of cultures of European, African and Native origin)
• 3.2. <b>Language</b>
a. Names the official language of Brazil: Portuguese
b. Names the main Native languages spoken in Latin America: Quechua, Guarani, Kekchi
c. Names some countries in the cultural area that have an official language other than Spanish or Portuguese (e.g. Belize, Paraguay, Jamaica, Surinam)
• 3.3. <b>Religion</b>
a. Names the religion of the majority of the population in the Latin American cultural area: Catholicism
b. Indicates the main effect on societies in Latin America of the establishment of new churches: a questioning of traditional values
<b>4. Population of the Latin American cultural area</b>
• 4.1. <b>Demographic characteristics</b>
a. Indicates the population of the Latin American cultural area as a proportion of that of America: in 2007, two thirds
b. Gives demographic characteristics of the population of the Latin American cultural area (e.g. youth, high birth rate, major international migration)
c. Indicates the main factors that explain Latin American emigration to North America: political instability, lack of jobs, geographical proximity
• 4.2. <b>Population distribution</b>
a. Describes the distribution of the population of the cultural area: the majority of the population is located in Argentina, Brazil and Mexico; Central America, the Caribbean and the Atlantic coast of Brazil have high population densities
b. Locates, on a map of Latin America, some large agglomerations (e.g. Mexico City, Santiago, São Paulo)
c. Indicates the proportion of the total population of the area that is urban: in 2010, over three quarters
• 4.3. <b>Composition of the population</b>
a. Names the geographical sub-region whose Native population almost disappeared in the wake of colonization: the Caribbean
b. Indicates the main reason why there is a large population of African origin in some of the countries in the cultural area: African slaves brought by the colonizing countries
c. Indicates the main reason why there is a large population of South Asian origin in some of the countries in the cultural area: the arrival of agricultural workers after the abolition of slavery
d. Gives characteristics of the ethnic composition of the populations of the cultural area (e.g. Native and mestizo majority in Central America, Afro-Caribbean and mestizo majority in the Caribbean)
e. Indicates the proportion of the total population that is Native in Bolivia, Ecuador, Guatemala and Peru: in 2010, more than a third
<b>5. Social and economic conditions in the Latin American cultural area</b>
• 5.1. <b>Society</b>
a. Describes the main trends in social and economic conditions since the early 1990s: they are improving in most societies; most countries now have a higher rank on the Human Development Index, but some countries, including Haiti, remain low on the index
b. Gives characteristics of the social and economic conditions of the Native populations of Latin America (e.g. social marginalization, under-representation in positions of power, low school enrollment, poverty)
c. Describes the characteristics of urbanization in Latin America: the rapid growth of cities is accompanied by the spread of shantytowns around them; sanitary infrastructure in the shantytowns is inadequate; most of the land in the shantytowns is occupied by squatters

<ul style="list-style-type: none"> <li>• 5.2. <b>Awakening of the Native population</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Describes the context that fostered the awakening of the Native peoples in Latin America in the early 1990s: during the <i>Cold War</i>, Native leaders associated their struggles with the struggle of social classes (workers or peasants); with the collapse of the Eastern bloc, Native identity resumed its place at the forefront of social struggles</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates some Native demands (e.g. recognition of <i>Indianness</i>, recognition of the right of the Native population to political self-determination, return of lands)</li> </ul>
<ul style="list-style-type: none"> <li>c. Names some players in Native movements (e.g. Rigoberta Menchú, winner of the Nobel Peace Prize; Evo Morales, president of Bolivia; Zapatista Army of National Liberation; Confederation of Indigenous Nationalities of Ecuador)</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates some political gains Native peoples have made as a result of their demands (e.g. recognition of Guaraní as one of the official languages of Paraguay; protection of Native languages by the Bolivian constitution; San Andrés Accords on the protection of Native rights and culture in Mexico)</li> </ul>
<ul style="list-style-type: none"> <li>• 5.3. <b>Economy</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Gives economic characteristics of Latin American countries (e.g. large proportion of agricultural production for export, strong reliance on raw material exports, disparate levels of economic development)</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates the characteristics of the distribution of wealth in the Latin American cultural area: great inequality among countries and within countries</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates factors that explain Brazil's economic growth (e.g. abundance of natural resources, large domestic market, relatively developed industrial infrastructure)</li> </ul>
<ul style="list-style-type: none"> <li>d. Describes the context that promotes economic development in some Latin American countries: political stability, increasing world demand for natural and agricultural resources</li> </ul>
<ul style="list-style-type: none"> <li>• 5.4. <b>Agrarian policy</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Gives the main characteristic of property ownership in Latin America: a small number of individuals or businesses own the great majority of agricultural land</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates factors that explain the unequal distribution of property ownership in the cultural area (e.g. attribution of huge domains to the Spanish and Portuguese conquerors and the religious orders in the early colonization period, failure of agrarian reform)</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates the objective pursued by the agrarian reforms carried out in the second half of the 20th century: to distribute property more equitably</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates the means used by Cuba to control agricultural production: nationalization of land</li> </ul>
<ul style="list-style-type: none"> <li>e. Names militant organizations in Brazil that are fighting for access to agricultural land for those who cultivate it (e.g. Landless Workers Movement, Landless Movement)</li> </ul>
<p><b>6. Economic and political groups in the Latin American cultural area</b></p>
<ul style="list-style-type: none"> <li>• 6.1. <b>Organization of American States (OAS)</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Indicates the objectives of the OAS: to maintain solidarity; strengthen collaboration; defend the sovereignty and territorial integrity of the member states</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates the focuses of the OAS: democracy, human rights, security, development</li> </ul>
<ul style="list-style-type: none"> <li>c. Names the country that was excluded from the OAS in 1962: Cuba</li> </ul>
<ul style="list-style-type: none"> <li>d. Names the country that exercises a preponderant influence within the OAS: United States</li> </ul>
<ul style="list-style-type: none"> <li>• 6.2. <b>Latin American groups</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Indicates factors that explain why some Latin American countries have formed political and economic groups (e.g. to promote regional integration and political and economic autonomy in relation to the United States)</li> </ul>
<ul style="list-style-type: none"> <li>b. Locates, on a map of Latin America, the countries that are permanent members of Mercosur: Argentina, Brazil, Paraguay, Uruguay, Venezuela</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates the main objectives of Mercosur: to create a common market, to promote economic cooperation</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates some measures taken to foster the economic integration of the member countries of Mercosur (e.g. introduction of a common external tariff, coordination of the roles of member countries during international forums)</li> </ul>

e. Locates, on a map of Latin America, some countries that are members of the Bolivarian Alliance for the Americas – People's Trade Agreement (ALBA – PTA) (e.g. Antigua-and-Barbuda, Bolivia, Cuba, Nicaragua, Venezuela)
f. Indicates the objective of ALBA – PTA: to promote cooperation and political, economic and social integration of the socialist countries of Latin America and the Caribbean
g. Indicates some measures taken by ALBA – PTA to attain its objective (e.g. exchange of goods and services among member countries, agreements on customs tariffs, support for government corporations)
h. Names economic and political groups in this region (e.g. Andean Community of Nations, Caribbean Community, Central American Common Market, Union of South American Nations)
<b>7. Latin American diaspora</b>
a. Defines the term <i>diaspora</i> : population that is dispersed, but maintains economic and social ties with its country of origin
b. Describes Latin American migration flows: the majority of emigrants are from Mexico and want to go to the United States
c. Indicates factors that explain emigration from Latin America (e.g. job scarcity, social or political violence, family reconstitution)
d. Names states in the United States where citizens of Latin American origin constitute more than one quarter of the population (e.g. in 2010, California, Arizona, New Mexico, Texas)
e. Indicates some ways in which members of Latin American diasporas influence the economic and cultural development of their countries of origin (e.g. money transfers, international circulation of cultural products)
f. Indicates consequences of emigration for the social and economic organization of the countries of origin (e.g. loss of work force members, loss of expertise)

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1. The central concepts are indicated in bold.

## Western Cultural Area

The Western cultural area includes Europe, North America and Oceania. Originally composed of Europe only, the Western cultural area expanded due to European emigration during the colonial period. In the 20th century, the power of the American economy and the development of means of mass communication was the main vehicle for the spread of Western culture. In addition, Europe, once a source of emigration, now hosts many immigrants. This situation is a major cause of change, especially with regard to population composition and cultural diversity. The students study the *Western cultural area* in terms of the designated focus *The cohabitation of cultures*.

The concepts prescribed by the program are not all explained by means of specific statements. It is through the appropriate use of knowledge related to the geography of the cultural area that students develop their understanding of the following concepts: Americanization, **cohabitation**<sup>1</sup>, culture, diaspora, individualism, globalization, multi-ethnicity, society based on the rule of law.

<b>1. Location of the Western cultural area</b>			
a. Indicates, on a map of the world, the boundaries of the Western cultural area			
b. Locates, on a map of the world, countries on each continent in the cultural area that are part of the cultural area (e.g. United States and Canada in North America; France and Russia in Europe; Australia and New Zealand in Oceania)			
<b>2. Natural characteristics of the Western cultural area</b>			
<b>• 2.1. Natural factors</b>			
	<b>of North America</b>	<b>of Europe</b>	<b>of Oceania</b>
a. Gives the main physiographic characteristics	vast agricultural plains, mountain ranges, shield	coastal and river plains, high mountain ranges, indented coasts, vast peninsulas, shield	archipelagoes, volcanic and coral islands, high mountain ranges, shield
b. Locates the main elements of the relief on a map	St. Lawrence and Great Lakes Lowlands, Canadian Shield, cordilleras, Interior Plains, Appalachians	North German Plain, Russian Plain, Alps, Scandinavian Mountains, Urals, Pyrenees	Kimberley Plateau, Australian Shield, New Zealand Alps, Owen Stanley Range
c. Names natural resources of the shields and massifs	metallic minerals, such as copper and gold; non-metallic minerals, such as diamonds	metallic minerals, such as iron and zinc	metallic minerals, such as uranium and silver; non-metallic minerals, such as diamonds
d. Names natural resources of the continental shelves	oil, gas		
e. Locates the main seagoing rivers on a map	Mississippi, Mackenzie, St. Lawrence, Rio Grande	Rhone, Danube, Rhine, Volga	Murray, Sepik, Waikat
f. Locates the oceans and the main gulfs, seas and straits on a map	Arctic, Pacific and Atlantic Oceans; Gulfs of St. Lawrence and Mexico; Labrador Sea Hudson Bay; Bering and Florida Straits	Atlantic and Arctic Oceans; Baltic, North, Mediterranean and Black Seas; Gibraltar and Bosphorus Straits	Pacific and Indian Oceans; Tasmanian, Coral and Timor Seas; Torres Strait
g. Names the main climates	continental, maritime, subtropical, Alpine	continental, maritime, Mediterranean	desert, tropical wet
<b>• 2.2. Influence of natural factors on the organization of the territory</b>			
a. Describes the influence of seagoing rivers on the organization of the North American and European territories: river development makes it possible to transport merchandise at a lower cost than by land; rivers promote the development of areas of urbanization and industrialization			
b. Describes the influence of the Interior Plains on North American economic development: they make extensive grain farming possible			
c. Describes the influence of Europe's indented coast on European economic development: it created conditions conducive to the establishment of many ports			

d. Describes the influence of high mountain ranges on the economy: their development promotes the growth of the tourism industry
e. Describes the influence of the continental and Mediterranean climates on the organization of the territory: the continental and Mediterranean climates are conducive to agriculture
f. Describes the influence of the desert climate on the organization of certain territories in Oceania : desert climatic conditions promote the concentration of population on the coast
g. Indicates the effect of the Gulf Stream on the organization of the territory in Europe: it makes agriculture possible at high latitudes
<b>3. Social characteristics of the Western cultural area</b>
<b>• 3.1. Culture</b>
a. Names values supported by Western societies (e.g. equality, freedom, society based on the rule of law, democracy)
b. Names values associated with the American Way of Life that spread in Europe after the Second World War (e.g. individualism, materialism)
c. Names areas in which other cultures influence Western culture (e.g. music, food, technology, spirituality)
d. Indicates forms of expression related to the Aboriginal presence in North America and Oceania (e.g. place names, protected territories)
<b>• 3.2. Language</b>
a. Gives some of Europe's linguistic characteristics: diversity of languages spoken; three linguistic groups —Germanic, Romance and Slav—from which most European languages originate; more than one official language in some countries
b. Indicates factors that explain why English is the main language spoken in North America and Oceania (e.g. colonial heritage, international trade)
c. Indicates the reason why the French language is spoken in North America and Oceania: colonial heritage
<b>• 3.3. Religion</b>
a. Names the religion practised by most people in the Western cultural area: Christianity
b. Names some religions other than Christianity that are practised in the cultural area (e.g. Buddhism, Islam, Judaism)
c. Indicates the main consequence of the secularization of states : loss of the churches' influence
<b>4. Population of the Western cultural area</b>
<b>• 4.1. Demographic characteristics</b>
a. Indicates the population of the cultural area as a proportion of the world population: in 2010, less than one fifth
b. Gives the main demographic characteristics of populations in the Western cultural area: aging population, birth rate below replacement level, long life expectancy
c. Indicates factors that explain the low birth rate (e.g. use of contraception, increase in the average age of primiparous women, participation of women in the labour force)
d. Indicates measures taken to promote the replacement of generations (e.g. adoption of policies to raise the birth rate, adoption of policies to promote immigration)

<ul style="list-style-type: none"> <li>• <b>4.2. Population distribution</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Describes the distribution of the population in the Western cultural area: the majority of the population lives in the United States and Western Europe; the Atlantic and Pacific coasts and the river valleys have high population densities</li> </ul>
<ul style="list-style-type: none"> <li>b. Locates, on a map of the world, large agglomerations (e.g. New York, Moscow, Sydney)</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates the urban population as a proportion of the population of the whole area: in 2010, over three quarters</li> </ul>
<ul style="list-style-type: none"> <li>• <b>4.3. Migration flows</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Describes the main migration flow toward the Western countries: the majority of immigrants come from less-developed countries and choose to settle in big cities</li> </ul>
<ul style="list-style-type: none"> <li>b. Gives the main characteristic of the composition of societies in the Western cultural area: high proportion of immigrants in relation to the total population</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates the main objective of countries that welcome immigrants: to satisfy their labour needs</li> </ul>
<ul style="list-style-type: none"> <li>d. Indicates factors that explain immigrants' choice of a destination country (e.g. colonial connection, geographical proximity, job possibilities, presence of a diaspora, cultural characteristics, such as language)</li> </ul>
<ul style="list-style-type: none"> <li>e. Indicates consequences of immigration for the destination country (e.g. reduction of the average age, diversification of society, emergence of ethnic neighbourhoods)</li> </ul>
<p><b>5. Economy of the Western cultural area</b></p>
<ul style="list-style-type: none"> <li>• <b>5.1. Socioeconomic characteristics</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Names the ideological basis of the economic organization of most countries in the Western cultural area: liberalism</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates factors that explain the high rank of most Western countries on the Human Development Index: high gross domestic product, life expectancy and school enrolment rate</li> </ul>
<ul style="list-style-type: none"> <li>c. Indicates the main economic sector in the majority of countries: service sector</li> </ul>
<ul style="list-style-type: none"> <li>d. Gives some characteristics of agriculture in the majority of countries (e.g. high level of mechanization, high productivity)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>5.2. Economic groups</b></li> </ul>
<ul style="list-style-type: none"> <li>a. Names the main economic groups in the countries of the Western cultural area: NAFTA, European Union, Asia-Pacific Economic Cooperation</li> </ul>
<ul style="list-style-type: none"> <li>b. Indicates the main means used by the three economic groups to promote trade between member states: reduction of customs duties</li> </ul>
<ul style="list-style-type: none"> <li>c. Locates, on a map of the world, the economic groups</li> </ul>

1. The central concept is indicated in bold.