

AREA STUDIES

SAMPLE COURSE OUTLINES

Social Studies Program

Anchorage School District

Table of Contents

Africa Studies	4
Alaska Studies	8
Asia Studies	12
A.P. Comparative Government and Economics.....	16
Contemporary Problems and Current Events	21
Environmental Studies	24
ESL Area Studies.....	29
European Studies	32
Global Geography	36
International Relations	41
Latin America Studies	44
Middle East Studies	48
North America Studies.....	51
Pacific Rim Studies	55
United Nations	59
U.S. Regional Studies.....	62

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Area Studies Core Course Elements

In the *Guidelines for Geographic Education* and *Geography for Life: The National Geography Standards* and the Alaska state geography standards, certain core elements are evident and important for inclusion in any area studies course. These elements include the geographic themes which are location, place, movement, regions, and human/environment relationships and related ideas that can be phrased as questions and core standards for each of the area studies courses.

Upon completion of the area studies graduation requirement, students will be able to respond successfully to the following questions (the core standard is provided in parenthesis):

1. Where is the area **located** and why is its location important both regionally and globally? (Students will be able to use maps and globes to illustrate their point-of-view and understand the nature and importance of specific and relative location).
2. Within what major **regions** is the area is located and what is their importance (Students will identify major hemispheric, continental, cultural, political, and other relevant regions that the area falls within).
3. Why is this region important? (Students will demonstrate knowledge of the relevance of the region to today's world, Alaska, and/or themselves)
4. What features or characteristics make this **place** important or unique? (Students will identify significant physical [landforms, weather & climate, ecosystems, water features, natural resources, etc.] and cultural [historical, demographic, economic, social, political, etc.] characteristics of the region and be able to explain their importance).
5. In what primary ways do humans **interact** with the natural environment in this area ? (Students will identify and describe primary ways in which humans culturally adapt to, utilize, and alter the natural environment).
6. What major regional differences occur within the area? (Students will describe the nature and importance of regions and sub-regions within the area studied).
7. What are the major **movements** that connect this area to others in the world? (Students will identify major physical and cultural connections between this area and others. Examples include: weather, rivers, ocean currents, etc.; migration; import/exports; ideas and information, etc.).

8. What issues or problems are of greatest importance to this area today and are projected for the future? (Students will identify problems or issues and project future conditions, alternatives, and solutions).

Africa Studies

Course Title:

Africa Studies

Course Description:

Africa Studies will focus on the physical geography and the diverse cultural forces that affect contemporary Africa. In this course, students will discuss early civilizations, imperialism, colonialism, the rise of nationalism, and the emergence of independent African nations. The changing role of African nations in the modern world will be examined.

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Course Goals:

Through this course students will:

- Understand the physical and cultural geography of selected African nations.
- Identify and locate important physical and cultural features in Africa.
- Understand and differentiate governmental and political systems of African nations.
- Understand the differing economic systems of African states.
- Understand what makes governments legitimate.
- Understand different political cultures existing in Africa.
- Understand and compare Most Industrialized Nations (MICs), Newly Industrializing Nations (NICs), and Less Developed Nations (LDCs) in their levels of economic development.
- Understand and compare domestic (military, cultural, religious, tribal, ethnic, etc.) and global pressures on the state.

- Discuss the origins of the democratic, authoritarian, and totalitarian state.
- Understand and compare what makes a Great Power and a Weak Power.

Course Objectives:

The student will:

- Identify the absolute and relative locations of the nations studied.
- Identify and describe physical and cultural (including political and economic geography) characteristics of the nations studied.
- Identify major physical and cultural regions within the nations studied.
- Identify and describe examples of human/environment relationships existing within the nations studied.
- Describe the complexity of African national politics. National loyalties versus tribal/ethnic loyalties
- Identify and describe the differing / competing economic systems: capitalist, socialist, mixed, import substitution (nationalistic protective barriers), nationalization, privatization.
- Compare and contrast differences between democratic, authoritarian, and totalitarian systems.
- Identify and describe the different forms of government used: Presidential, Parliamentary, Presidential-Parliamentary, Communist (Party-State), Military, Monarchy, Unitary, Federalism.
- Explain how judicial systems have different roles in different countries.
- Explain the significance and importance of traditions and precedence in establishing society and political culture.
- Explain how governments gain legitimacy in the eyes of the governed.
- Describe the role of civil services and bureaucracies in government.

- Describe the role of global economics in helping shape governments.
- Explain the role of the International Monetary Fund and the World Bank in helping to create more advanced economies.
- Describe the effects of colonial imperialism and explain its legacy.
- Describe the increasing role of political union and trade treaties (European Economic Union, North American Free Trade Agreement, GATT, and other regional political unions and agreements).
- Define the meaning of sovereignty and explain how national sovereignty is affected by treaties and international agreements and by civil conflict.

Course Outline:

- I. Introduction to Africa Studies
 - A. What is Africa Studies?
 - B. Physical and cultural geography of Africa
 - C. Location of African nations and national boundaries
 - D. Review of the early history of Africa
 - E. Imperialism and colonialism
 - F. Apartheid regimes
 - G. Strong and weak states
 - H. Pressures on the state: domestic, regional, global

- II. Generic outline for the nations the instructor has chosen to use
 - A. Physical and cultural geography
 1. Absolute and relative location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 - B. What are MICs, NICs, LDCs?
 - C. Colonial legacies
 - D. Creating the Nation State
 - E. Structure of government
 1. Executive branch
 2. Judicial branch
 3. Legislative branch
 4. Role of the bureaucracy
 5. Role of the monarchy (where applicable)
 6. Tradition and precedence
 7. Role of the military

- E. Role of political parties
 - 1. One-party states
 - 2. Ethnic conflict
 - 3. Role of minority groups
 - 4. Military pressure
- F. Political culture
 - 1. Government legitimacy
 - 2. Role and significance of pressure groups
 - 3. Elitism in government
 - 4. Human rights issues
 - 5. Corruption
- G. Cultural conflict
- H. Economic policy: Past and contemporary
 - 1. Colonial economics
 - 2. Current economics
 - 3. The role of the IMF and World Bank
 - 4. International debt
- I. Foreign Policy
 - 1. Relationship to Most Industrialized Nations
 - 2. United States foreign policy towards these nations
 - 3. Regional policies
 - 4. Global policies

Alaska Studies

Course Title:

Alaska Studies

Course Description:

Alaska Studies is an in-depth exploration of the rich geographic and cultural background of the State and its people from the early Native peoples to the Russian era through Statehood to the present. This course will include examination of the physical geography, Native cultures, the political spectrum, and economic forces that have shaped contemporary Alaska. Alaska's role in the modern world and Pacific Rim will be examined.

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Course Goals:

Through this course students will:

- Understand the physical and cultural geography of Alaska.
- Identify and locate important physical and cultural features in Alaska.
- Understand the governmental and political system of Alaska, past and present.
- Understand the economic forces that guide the Alaskan economy, past and present.
- Understand and describe the uniqueness of Alaskan Native cultures.
- Develop an understanding and awareness of the Alaska Native Land Claims settlement.
- Understand and compare domestic (tribal, economic, political, cultural, etc.) and global pressures on the state.
- Discuss the issues of subsistence and the use of state resources.

- Understand the significance of the relationships of Alaska to Pacific Rim nations (economic, educational, political, resources, etc.).
- Develop an awareness of the importance of Alaska's location to the political and economic security of the United States.

Course Objectives:

The student will:

- Identify the absolute and relative locations of Alaska and its neighbors and selected locations within the state.
- Identify and describe physical and cultural (including political and economic geography) characteristics of Alaska.
- Identify and locate major physical (including climate) and cultural locations and regions within Alaska.
- Identify and describe examples of human/environment relationships existing within Alaska.
- Describe the impact of various forms of communication and transportation technology upon Alaska over time
- Describe Alaskan politics and issues that unify/divide the state. (e.g., state versus tribal/ethnic loyalties, rural/urban issues, subsistence issues, resource development, environmental protection, etc.
- Identify and describe the economic forces that Alaska depends on for economic survival (e.g. Permanent Fund, natural resources).
- Identify and appreciate the cultural diversity of Alaska's population
- Explain the differing roles that State and local governments have in servicing Alaska's population.
- Describe important historical, political, and economics factors that helped Alaska to become part of the United States.
- Explain the history, the politics and the ongoing issues related to the Alaska Native Land Claims Settlement.

- Describe the role of Alaska on the Pacific Rim (economic, tourism, natural resources, investment, education, geographical-global position, etc.).
- Explain the role of global economics and how it affects the Alaskan economy.
- Explain the importance of the United States military to Alaska and the security of the United States.
- Identify and describe environmental issues that are being debated in Alaska and explain differing viewpoints on these issues (commercial fishing, natural resource development- oil, timber, mining, commercial development, subsistence use of the land, public vs. private ownership of land, whaling, etc.).
- Compare and contrast the geography of Alaska as it relates to the geography of the Pacific Rim (physical, cultural, political, climatic).
- Identify and describe the treaties, national and state laws that involve Alaska's economic development in relation to the Pacific Rim (1) fishing : IFQ's, Canadian issues, international quotas, methods of catching fish (2) Native subsistence - whaling, hunting (3) environment

Course Outline:

- I. Introduction to Alaska Studies
 - A. What is Alaska Studies?
 - B. Physical and cultural geography of Alaska
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)

- II. Native Americans of Alaska
 - A. Migrations
 - B. Athabascans
 - C. Eskimos
 - D. Aleut
 - E. Tlingit
 - F. Haida
 - G. Tsimshian

- III. Exploration and Colonization
 - A. Spanish, French, British
 - B. Russian
 - C. United States

- IV. United States period
 - A. Whaling
 - B. Military Occupation
 - C. Prospectors and Explorers
 - D. Missions and Schools
 - E. Exploration : gold, fur, fish, copper, coal, etc.
 - F. Territorial Government
 - G. Railroads
 - H. Alaska Highway
 - I. W.W.II
 - J. Post War Period

- V. Statehood
 - A. Alaska since Statehood
 - B. Role of government
 - 1. Role of local government and state government
 - 2. Revenue
 - 3. Military and security of the United States
 - 4. Funding development
 - C. Economic issues and arguments
 - 1. Fisheries: International treaties/IFQs/Canadian concerns
 - 2. Oil
 - 3. Mining
 - 4. Forests /timber
 - 5. Environmental
 - 6. Subsistence vs. Urban use of resources
 - 7. Native resource use: Whaling, hunting, fishing
 - 8. Public land disposal and development
 - 9. Tourism
 - 10. Permanent Fund
 - 11. Other
 - D. Alaska Native Land Claims Settlement
 - 1. Revising the settlement
 - 2. Ongoing concerns
 - E. Alaska and the Pacific Rim
 - 1. Natural Resources
 - 2. Educational
 - 3. Economic
 - 4. Political

5. Cultural
- F. Pressures on the State
 1. Domestic
 2. Regional
 3. Global

Asia Studies

Course Title:

Asia Studies

Course Description:

Asia Studies will focus on the physical geography and cultural factors that characterize this huge region. Students will examine the diverse social, political, cultural, and economic forces that affect regions of the world's most populated continent. Students will discuss early civilizations, dynasties, religions, beliefs, environmental issues, sub-regions, changing history, and the region's contributions to the world. Issues facing contemporary Asia will also be explored.

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Course Goals:

Through this course students will:

- Use the five themes of geography to learn about the importance of the land in Asia.
- Understand the many cultures in Asia and the peoples contributions to the world.
- Understand ideas contained in the religions of the area and how people relate to their religion(s).
- Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of Asia.
- Understand how nationalism, imperialism and communism have influenced the people and governments of Asia.
- Understand the role of industrialization and trade in the development of the economies of Asia.

Course Objectives:

The student will:

- Identify a minimum of 13 countries on a blank map which are considered part of Asia.
- Use topographical maps to locate important mountain ranges, rivers, plateaus, and harbors for each country studied.
- Research and use important geographical information to explain population concentration and farming and industrial development.
- Identify and locate the capital, major cities and other locations in the nations studied.
- Research and use statistics for each country to determine the quality of life.
- Identify major religions in each country in the region and describe the basic beliefs of each. Explain how Buddhism and Islam provide systems of values and ways of life for many people in Asia.
- Identify on a map the countries or areas where the Portuguese, Spanish, British, French, Swedish and Danish traded and their reason for trading.
- Relate the colonization and trading by Western countries with the growth of nationalism in the 1900's.
- Compare and contrast the Japanese occupation of China and Southeast Asia to the period of Western colonization.
- Select two countries and compare their struggle for independence. (e.g.. Vietnam & the Philippines)
- Explain how the Chinese Communists were able to gain control of China in 1945.
- Provide examples of improvements in the lives of the Chinese since 1945.
- Describe changes that have occurred in China since Deng Xiaoping encouraged an "Open Door Policy" and "Special Economic zones."

- Compare and contrast the traditional Chinese family with the typical American family.
- Describe the United States' trade policy with China and differing points-of-view about this policy.
- Explain how Japan has been able to industrialize despite its lack of natural resources.
- Interpret the statement, "Japan's recovery from defeat has been a miracle."
- Describe each of the following forms of Japanese art-No Drama, Kabuki, Haiku, Ikebana.
- Compare and contrast the role of women in the various cultures of Asia.
- Prove or disprove the following statement: "Confucianism was not a democratic philosophy."

Course Outline:

- I. Introduction to Asia Studies
 - A. Definition of Asia region and regional characteristics
 - B. Identification of the countries of Asia.
 - C. Overview of the people who live in the area and their diverse cultures.

- II. Geography of Asia
 - A. Physical and cultural geography
 1. Location (relative and absolute)
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 - B. Identification of major geographical features.
 - C. Compare population centers to geographic features.
 - D. Importance of Monsoons in Asia.
 - E. Natural resources and industries of the countries.
 - F. How geography has helped the development of the country.

- III. The people of Asia?
 - A. Overview of the diverse groups in China and Southeast Asia.

- B. Homogeneous groups such as Japanese and Koreans
 - C. The people of India and Pakistan
- IV. Religions and Philosophies of Asia
- A. Buddhism, Islam, Shintoism, Hinduism, Christianity
 - B. Confucianism and Taoism
 - C. Hinduism, Jainism, and the Sikh religion
- V. China
- A. Geography specific to China
 - B. Dynasties and their contribution to Chinese life.
 - C. China under Communism
 - D. The Chinese family today.
- VI. Japan
- A. Geography specific to Japan
 - B. Japanese arts
 - C. Japanese family life
 - D. Class structure under the Shogunates
 - E. Meiji Restoration
 - F. Japan during W.W. I and II
 - G. Japanese economic growth.
- VII. India and Pakistan
- A. Cultures of India and Pakistan
 - B. The arts
 - C. Family life
 - D. Colonialism and Independence
 - E. After World War II
- VIII. Southeast Asia
- A. Geography of Southeast Asia
 - B. Village life
 - C. Indian and Chinese influence
 - D. Western colonization
 - E. From colonial status to independence
 - F. Vietnam War
 - G. Current issues today.

A.P. Comparative Government and Economics

Course Title:

A.P. Comparative Government and Economics

Course Description:

This course will study government political and economic systems of two first world nations (United Kingdom, France, Germany, or Japan), two socialist or former socialist nations (Russia, China), and three third world nations (India, Nigeria, Mexico, Egypt, or Iraq). The countries studied may vary according to the text material available and the contemporary issues to be compared. This course is designed to allow the student to understand how these political and economic systems are similar and how they might differ.

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Course Goals:

Through this course students will :

- Understand the physical, cultural and political geography of selected nations.
- Understand the differing governmental political systems of nation states.
- Understand differing economic systems.
- Understand what makes a government legitimate.
- Understanding and differentiate between cultures (including political cultures).
- Understand and compare Most Industrialized Nations (MICs), Newly Industrializing Nations (NICs), and Less Developed Nations (LDCs) in their levels of economic development.
- Understand and compare domestic and global pressures on the state.

- Understand the origins of the democratic state.
- Understand and compare what makes a Great Power and a Weak Power

Course Objectives:

The student will:

- Identify the absolute and relative locations of the nations studied.
- Identify and describe physical and cultural (including political and economic geography) characteristics of the nations studied.
- Identify major physical and cultural regions within the nations studied.
- Identify and describe examples of human/environment relationships existing within the nations studied.
- Describe what comparative politics represents.
- Differentiate between differing / competing economic systems: Capitalist, socialist, mixed, import substitution (nationalistic protective barriers), nationalization, privatization.
- Identify and describe differences between democracy, authoritarian, totalitarian.
- Identify and describe different forms of government: Presidential, Parliamentary, Presidential-Parliamentary, Communist (Party-State), Military, Monarchy, Unitary, Federalism.
- Identify and describe the roles that judicial systems have in different countries.
- Describe and give examples of the significance and importance of traditions and precedence in establishing political culture.
- Describe how governments gain legitimacy in the eyes of the governed.
- Identify or describe the role of differing civil services and bureaucracies in government.

- Describe the role of global economics in helping shape today's governments and describe the roles of the International Monetary Fund and the World Bank in helping to create more advanced economies.
- Describe colonial imperialism and its legacy.
- Explain the increasing role of political union and trade treaties (European Economic Union, North American Free Trade Agreement, GATT, and other regional political unions and agreements).
- Define sovereignty and describe how national sovereignty is affected by treaties and international agreements.

Course Outline:

- I. Introduction to Comparative Politics
 - A. What is Comparative Politics
 - B. Theories of Comparative Politics
 - C. Strong and Weak States
 - D. Pressures on the State: Domestic, Regional, Global

- II. Liberal Democracies (Great Britain, France, Germany, or Japan)
 - A. Physical and cultural geography
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 6. Political and economic geography
 - B. Evolution of the State
 - C. Structure of Government
 1. Executive Branch
 2. Judicial Branch
 3. Legislative Branch
 4. Role of the Bureaucracy
 5. Role of the Monarchy (where applicable)
 - D. Role of Political Parties
 - E. Important Contemporary Political Personalities
 - F. Political Culture
 1. Government Legitimacy
 2. Role and Significance of Pressure Groups
 3. Elitism in Government

- G. Economic Policy
- H. Foreign Policy

III. Communism

- A. Physical and cultural geography of Russia, China, and other selected nations.
 - 1. Location
 - 2. Place characteristics (physical and cultural)
 - 3. Human/environment relationships
 - 4. Movement (physical and cultural)
 - 5. Regions (physical and cultural)
 - 6. Political and economic geography
- B. Origins of Communist Regimes
 - 1. Socialism
 - 2. Marxism
 - 3. Marxism-Leninism
 - 4. Stalinism
 - 5. Expansion
 - 6. De-Stalinism
 - 7. The Crisis of Communism
 - 8. Remnant Communist Nations
- C. Russia and the Former Soviet Union
 - 1. The Causes of Breaking the Soviet Union into Russia and the Independent Republics
 - 2. Creating the Russian State
 - 3. Structure of Government
 - a. Executive Branch
 - b. Judicial Branch
 - c. Legislative Branch
 - d. Role of the Bureaucracy
 - e. Role of the Monarchy (where applicable)
 - 4. Role of Political Parties
 - 5. Important Contemporary Political Personalities
 - 6. Political Culture
 - 1. Government Legitimacy
 - 2. Role and Significance of Pressure Groups
 - 3. Elitism in Government
 - 7. Economic Policy
 - 8. Foreign Policy
- D. China
 - 1. Creating the Chinese Party-State
 - 2. The Role of the Chinese Communist Party in the State
 - a. Maoism
 - b. Important Contemporary Political Personalities

3. Structure of Government
 - a. Executive Branch
 - b. Judicial Branch
 - c. Legislative Branch
 - d. Role of the Bureaucracy
 - e. Role of the Monarchy (where applicable)
 4. Role of Political Parties
 5. Political Culture
 - a. Government Legitimacy
 - b. Role and Significance of Pressure Groups
 - c. Elitism in Government
 - d. Human Rights Controversy
 6. Economic Policy: Past and Contemporary
 7. Foreign Policy
- IV. Developing nations (India, Nigeria, Mexico, Egypt, Iraq)
- A. Physical and cultural geography of selected nations
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 6. Political and economic geography
 - B. Colonial legacies of developing nations
 - C. Creating the Nation State
 - D. Structures of Government
 1. Executive Branch
 2. Judicial Branch
 3. Legislative Branch
 4. Role of the Bureaucracy
 5. Role of the Monarchy (where applicable)
 - E. Role of Political Parties
 - E. Political Culture
 1. Government Legitimacy
 2. Role and Significance of Pressure Groups
 3. Elitism in Government
 4. Human Rights Controversy
 5. Role of the Military
 - G. Economic Policy: Past and Contemporary
 - F. Foreign Policy
 1. Relations with the United States
 2. Regional Policies
 3. Global Policies

Contemporary Problems and Current Events

Course Title:

Contemporary Problems and Current Events

Course Description:

Contemporary Problems and Current Events will focus on the social, political, cultural, and geographic forces that have created contemporary world "hot spots." Students will discuss the evolution of these issues on the world stage and the implications of their resolution or non-resolution.

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Course Goals:

Through this course students will:

- Understand important current issues and significant factors (e.g., cultural, historical, environmental, economic, political) involved with the issues.
- Determine the relationship(s) of current events to the past.
- Improve reading, research, and library skills.
- Understand the short and long term implications of current events and propose viable solutions to these problems.
- Develop and apply critical thinking skills to contemporary issues to determine how these issues affect their lives.
- Understand the importance of an informed citizenry.

Course Objectives:

The student will:

- Identify and describe significant contemporary problems and current events.

- Identify and describe important factors as they are related to current events and contemporary problems.
 - Identify and use a variety of news sources and describe the limitations and strengths of each.
 - Utilize a variety of research tools such as print media, television, and the Internet.
 - Recognize bias and point-of-view found in information.
 - Research and identify root causes of current problems.
 - Identify geographic, social, political, and economic aspects of the topic.
- H. Record and explain the complexities of these issues.
- Assess the short and long term consequences of action or inaction.
 - Formulate and provide support for opinions on these issues.
 - Formulate and support possible, probable, and preferred resolutions to the issues.

Course Outline:

- I. Introduction to contemporary problems and issues
- A. What is Contemporary Problems
 - B. Contemporary problems and issues that will be examined
 - C. Significant points-of-view related to the selected contemporary issues
 - D. Impact of the issues/problems to daily life
- II. Skills required in examining contemporary problems/issues.
- A. Sources of information
 1. Internet
 2. Print materials (books, newspapers, magazines, etc.)
 3. Media (television, radio)
 4. Human/community resource people
 5. Other
 - B. Evaluating the quality/bias of information sources
- III. Process for examining contemporary aspects of selected problems
- A. Physical and cultural geographic background of the issue/problem
 1. Location

2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 6. Political and economic geography
- B. Historical aspects of the issue/problem
 1. Causes
 2. Differing historical points-of-view
 - C. Economic aspects of the issue/problem
 - D. Political aspects of the issue/problem
 - E. Contemporary differing points-of view
 - F. Formulate and support a point-of-view related to selected issues
- IV. Formulate and support the possible, probable, and preferred resolution of selected issues
- V. Develop and provide a presentation(inclusive of previously listed factors) on a contemporary problem and the possible, probable and preferred future for this issue.

Environmental Studies

Course Title:

Environmental Studies

Course Description:

Environmental Studies emphasizes how the diverse peoples and cultures of the world affect the land on which they live. Students will examine the historical context of how local geography influenced the decisions that a people made. Then, as industrialization became widespread, how those decisions affected the world's geography and environment. The interrelationships existing between economic development and the environment will also be explored.

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Course Goals:

Through this course students will:

- Understand and examine issues relating to the earth's environment.
- Understand the relationship between local and global environmental concerns.
- Understand the relationship between a nation's environmental policies and their level of economic development.
- Assess the role of governmental and non-governmental organizations in dealing with environmental problems.
- Develop the critical thinking skills necessary to evaluate scientific data and various positions on environmental questions.
- To examine students' personal actions as they relate to the environment and encourage the development of environmentally responsible citizens.

Course Objectives:

Students will:

- Identify major environmental issues.
- Categorize an environmental issue as global, local, or both.
- List the primary causes and results of environmental problems.
- Identify the parties involved in an environmental dispute.
- Compare and contrast the environmental problems and policies of developing and industrialized nations.
- Analyze scientific data cited as evidence of a particular environmental problem for accuracy and bias.
- Identify possible existing and create original solutions to environmental issues.
- Examine the role of non governmental organizations (NGO's) in bringing public attention to environmental issues and encouraging governments to act.
- Evaluate the effectiveness of environmental policy and regulation.

Course Outline:

- I. Introduction to Environmental Studies
 - A. Identify environmental issues and categorize the impact as local, global, or both.
 - B. Terminology
 1. Scarcity.
 2. Sustainable development
 3. Renewable and nonrenewable resources
 - C. Environmental views
 1. Preservation
 2. Conservation
 3. Market environmentalism
 - D. Value systems
 1. Aboriginal, Native American
 2. Industrialized nations

3. Developing nations

II. Land issues

A. Identify the environmental issues associated with municipal solid waste (M.S.W.) disposal

1. Landfills
2. Incineration, waste-to-energy plants
3. Marine dumping
4. Reduce, reuse, and recycle
5. Identify ways they can decrease the amount of M.S.W. generated in their own communities, homes.

B. Pollution

1. Causes and effects
2. Hazardous waste
3. Superfund

C. Mining

D. Deforestation

1. Causes and results
2. Identify areas of the world where the threat of deforestation is greatest.
3. Desertification and its relationship to deforestation.
4. Possible solutions to the problem of deforestation.

E. Wildlife management

1. Question of the intrinsic value of wilderness
2. Importance of biodiversity
3. Major issues concerning sport and subsistence hunting.
4. Conservation and preservation efforts in national parks
5. Legislation such as the Endangered Species Act
6. Specific wildlife management attempts such as the state's wolf control program or Canada Goose problem in Anchorage.

F. Recreational trails

1. Problems of multiple use trails
2. Methods of decreasing human impact on recreational trails

III. Water issues

A. Drinking water

1. Sources
2. Direct and indirect uses of water
3. Personal water conservation methods

B. Pollution

1. Major causes of residential and industrial water pollution
2. Legislation such as the Clean Water Act in controlling water pollution

C. Issues surrounding wetland, marine, and waterway habitat protection

1. Habitat protection efforts such as on the Kenai River.
2. Advantages and disadvantages of resource allocation programs such as the use of Individual Fishing Quotas (I.F.Q.'s) to manage commercial fisheries

IV. Air/Atmosphere issues

A. Suspended particulate matter (SPM)

1. Causes and results
2. Examination of SPMs between indoor/outdoor, urban/rural, industrialized/developing nations

B. Global warming

1. Arguments for/against the possible existence of, the possible extent of, and the possible acceleration of global warming by human action.
2. The greenhouse gasses, their relative contributions to global warming, and the main sources of each.
3. The amount and type of air pollutants produced in a particular nation to that nation's level of economic development .
4. Possible connections between deforestation and global warming.

C. The controversy over possible ozone depletion in the atmosphere

D. The causes and effects of acid rain

E. Solutions

1. Air pollution legislation such as the Clean Air Act.
2. Evaluate the effectiveness of various air pollution reduction measures such as public transportation, automobile emissions regulations, gasoline additives, etc.
3. Using emission rights as a commodity.
4. Ways of reducing personal contributions to air pollution.

V. Energy issues

A. Fossil fuels

1. Types of fossil fuels
2. Problems associated with dependence on fossil fuels as the major source of energy

B. Aggregate and per capita energy consumption rates of industrialized and developing nations

C. Renewable energy sources and the costs/benefits associated with each

D. Ways of reducing personal energy consumption

VI. Population issues

A. Factors that contribute to population growth

B. Environmental impact of population growth

C. Differentiate between population growth and population growth rates

D. The effects of the industrial revolution on population growth rates

- E. Compare and contrast the population growth rates of developing and industrialized nations.
- F. Options, costs and benefits of controlling population growth rates

VII. Governmental issues

- A. How do governments deal with environmental issues within their borders and what is their effectiveness. How does the United States address these issues?
- B. Environmental policies in developing and industrialized nations
- C. Problems that governments have in dealing with regional and global environmental issues that transcend political boundaries.
- D. Governmental organizations such as the United Nations and the World Bank and their effectiveness in dealing with environmental issues.
- E. The role that non governmental organizations play in bringing national and international attention to some environmental issues.
- F. Possible social and economic discrimination that can result because of environmental regulation.
- G. How students can influence leaders in their communities and participate in the formation of environmental policies

ESL AREA STUDIES

Proposed Course Title:

ESL Area Studies

Course Description:

ESL Area Studies is designed for the student who is learning English as a second language and has been identified and assessed as bilingual. The physical and cultural geography of selected regions will be investigated. The area studied may include Alaska, Asia, Africa, Latin America, the Pacific Rim, the Middle East, or another region/area of the world.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

Course Goals:

Through this course students will:

- Develop geographic concepts and skills (location, place, human/environment interactions, movement and regions) of the area being studied.
- Understand the physical, cultural, social, political, and economic features of the area being studied.
- Develop a historical perspective (from ancient to modern times) of the area being studied.

Course Objectives:

The student will:

- Define and apply the five themes of geography (i.e., location, place, human/environment interactions, movement, regions) to the area being studied
- Read, interpret, and create globes, physical and political maps.
- Identify, research, and discuss current events in the area/region of study.

- Participate in a variety of classroom activities (discussion, cooperative learning groups, partnering, individual, hands-on, field trips, guest speakers, etc.) to learn more about the selected area of the world.
- Maintain a daily/weekly learning log of vocabulary and material covered.
- Identify and use geographic vocabulary.
- Read, view, and listen to a variety of area studies presentations covering the history and geography of the region.
- Conduct research, using a variety of sources and resources, on the area being studied.
- Share his/her research findings through activities, orally, in writing, multi-media presentations, using illustrations, pictures or other visuals.
- Compare, contrast and show similarities between the student's country of origin and the area being studied.
- Design and develop a project which includes the vocabulary and concepts of physical, economic and cultural geography and illustrates the interrelationship of each concept.

Course Outline:

- I. Geography - the 5 Geographic Themes
 - A. Location - where is the area located?
 1. Absolute location(physical)-specific location
 2. Relative location(cultural)- the location of the area in relationship to other areas
 - B. Place - What are the characteristics of the area?
 1. Physical characteristics
 - a. Terrain - land formations and bodies of water
 - b. Climate and weather
 2. Human characteristics (e.g.. density of population, ethnic composition of population, etc.)
 - C. Human/Environment Interactions - How? What? Why?

Relationships within places

 1. How do these relationships develop?
 2. How and why have people changed the environment?

3. What are the consequences of these changes?
- D. Movement - Mobility of people, goods and ideas
 1. Effects of travel and transportation
 2. Effects of communication and the information age
 - E. Regions - Formation and change
 1. Physical characteristics - terrain, land formations, bodies of water, climate and weather, natural resources
 2. Human characteristics - demographics; impact of people on the land
 3. The interrelationship and interplay between the physical and the human characteristics
- II. History - Refer to ASD Integrated History 9 & 10 Goals for specifics to each of the areas below.
- A. Government (political)
 - B. Economics
 - C. Sociology/Anthropology (social, cultural)
 - D. Religion/Philosophy
 - E. Humanities

European Studies

Course Title:

European Studies

Course Description:

European studies will examine the physical geography, cultures, history, economies, and diversity of the people in this region. The course will focus upon an in-depth study of a selected sub-region or provide a comparative study of several European nations. Contemporary issues and problems will be examined as well as the region's impact upon the world.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

Course Goals:

Through this course students will:

- Develop an understanding of the relationship between physical geography (climate, water resources, topography, and soils) and the development of each of the major European countries.
- Have an appreciation for the complex processes that have been undertaken as European nations have moved from positions of historical animosity and warfare to present plans for unification.
- Understand the evolution in relationships between former members of the Warsaw Pact and NATO in light of changes that have taken place since the fall of the Berlin Wall.
- Recognize the role of European contributions to the arts throughout the ages, and the impact of these cultural contributions on the world as a whole.

Course Objectives:

The student will:

- Compare and contrast the major European nations in terms of their physical, political, economic, and cultural environments (climate, topography, water resources, and soil).
- Compare and contrast the ancient Greek and Roman civilizations.
- Explain the processes that lead to the dissolution of central government and the rise of feudalism.
- Analyze why European nations have evolved toward a system of democratic governments.
- Describe traditional alliance structures and wars throughout European history.
- Analyze the major effects of WW II on shaping contemporary Europe.
- Summarize the major effects of the cold war in Europe including the creation of the iron curtain.
- Explain the rapid changes in Europe since the ending of the cold war.
- Compare and contrast the two Germanys at the close of the cold war and how these factors have shaped the process of reunification.
- Describe the evolution of European nations from colonialism to a new focus on world trade.
- Summarize changes in the transportation infrastructure that have allowed greater flexibility in the movement of people and goods in Europe.
- Compare and contrast the political and economic systems in the major nations of Europe.
- Describe the major resources of each nation and how they utilize these resources most efficiently.
- Explain some of the major cultural differences that tend to stand in the path of European unification.

- Describe the movement to high tech specialties like aeronautics, and pharmaceutical products for which Europe is becoming famous.
- Analyze how movements toward European union are dealing with those European nations that are less industrialized.
- Explain the role that agriculture plays in the ever more technologically sophisticated Europe.
- Describe some of the major cultural centers of Europe and how they are maintaining national pride in the arts.
- Summarize the major events in the move toward unification starting with the Common Market.
- Explain why the movement toward a common currency, the Euro dollar, is creating so much controversy.
- Analyze the myriad of problems associated with integrating past Warsaw Pact members into NATO.
- Describe the nature of the relationship between a united Europe and the United States with emphasis on why NATO is so important.
- Explain why a resolution to the current problems in the Balkans is a major test of European cooperation in military matters.
- Summarize the key points in the evolution of Europe on the stage of international relations with particular emphasis on the United Nations.

Course Outline

- I. Physical, cultural, and economic geography of Europe
 - A. Location
 - B. Place characteristics (physical and cultural)
 - C. Human/environment relationships
 - D. Movement (physical and cultural)
 - E. Regions (physical and cultural)

- II. History of Europe
 - A. Evolution of European civilization
 - B. Political underpinnings of democracy in Europe
 - C. Tradition alliance structures in Europe in the late 19th century
 - D. Major effects of World War II on shaping contemporary Europe

- III. Contemporary Europe and the Development of the European Economic Community (EEC)
 - A. Movement towards free trade between European Nations
 - B. Country by country evaluation of economic and political systems
 - 1. United Kingdom
 - 2. Germany
 - 3. France
 - 4. Italy
 - 5. Scandinavian nations as a whole
 - C. Cultural differences impeding unification
 - D. Economic Integration
 - E. Expanding the EEC
 - F. The United States and the EEC
 - 1. Unified military for the continent
 - 2. One voice in trade relationships
 - G. Roles within larger international organizations like the UN

Global Geography

Course Title:

Global Geography

Course Description:

Global Geography is an ideal course for those curious about our world. The course concentrates on developing geographic skills and concepts so that students can ask questions about the world and then gather, organize, analyze and apply the geographic information. For example, students will study world population growth and distribution, patterns of migration, how climate affects human habitation and distribution, and how people use resources.

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Course Goals:

Through this course students will:

- Become conversant with geographic subject matter
- Understand that the five themes of geography serve as subject matter organizers.
- Recognize that geography is the study of space and spatial relationships. Where is it and why is it there?
- Use geographic vocabulary appropriately, in oral, written, and graphic communication.
- Utilize a range of skills to identify, access, analyze, and present information.
- Apply the principles of geography to real-life situations and current events.
- Analyze new situations by drawing on geographic knowledge and skills to solve problems.

- Understand the complexity of the global community.
- Understand the concept of global interdependence.
- Understand the concept of “region” as an organizing principle.
- Interpret the interaction between physical and human environment

Course Objectives:

The student will:

- Utilize multiple sources of graphic and written information to list geographic questions and organize a procedure to answer them.
- Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, and identify data sources).
- Gather data in the field by multiple procedures: Observing, identifying, naming, describing, organizing, sketching, interviewing, recording, measuring.
- Gather data from maps, photographs, videos, and other media, charts, aerial photographs, and other non book sources, and then use the data to identify, name, describe, organize, sketch, measure, and evaluate items of geographic interest.
- Select and design appropriate forms of maps, graphs, diagrams, tables, and charts to organize geographic information.
- Make inferences and draw conclusions from maps and other geographic representations.
- Use quantitative methods of analysis to interpret geographic information.
- Use the processes of analysis, synthesis, evaluation, and explanation to interpret geographic information from a variety of sources.
- Formulate valid generalizations from the results of various kinds of geographic inquiry.
- Evaluate the answers to geographic questions.

- Explain the results of geographic inquiry both orally and in writing.
- Identify geographic questions in need of further investigation and develop new hypotheses as the conclusion to a process of inquiry.

Course Outline:

- I. The world in spatial terms-relationships between people, places, and environments.
 - A. Maps and other geographic representations, tools, and technologies.
 - B. Mental maps and the influence of perception
 - C. Spatial distribution and the organization of people, places, and environments on Earth's surface.
 1. Interdependence
 2. Patterns and processes of migration and diffusion.

- II. Places and Regions
 - A. Physical and human characteristics of places.
 1. Meaning and significance of place
 2. Changing characteristics
 3. Point of View
 4. Social, cultural and economic processes shape the features of places.
 5. Human interaction with physical environments
 - B. People create regions to interpret Earth's complexity.
 1. Multiple criteria can be used to define a region.
 2. Structure of regional systems
 3. How physical and human regional systems are interconnected
 4. Changes in regions and contributing factors.
 5. Using regions to analyze geographic issues.
 - C. Culture and experience influence people's perceptions of places and regions.
 1. Importance to individual human identity and to unifying or fragmenting society.
 2. Influences on different points of view of individuals about regions.
 3. Changing perceptions of places and regions reflect cultural change.

- III. Physical Systems
 - A. Physical processes shape the patterns of Earth's surface.
 1. Dynamics of the atmosphere, biosphere, lithosphere, and hydrosphere.
 2. Interactions of Earth's physical systems
 3. How physical processes affect different regions of the world.

- B. Characteristics and spatial distribution of ecosystems on Earth's surface.
 - 1. Distribution and characteristics of ecosystems
 - 2. Biodiversity and productivity of ecosystems
 - 3. Environmental issues

- IV. Human Systems
 - A. Characteristics, distribution, and migration of human populations on Earth's surface.
 - 1. Trends in world population numbers and patterns
 - 2. Impact of human migration on physical and human systems
 - B. Characteristics, distribution, and complexity of Earth's cultural mosaics.
 - 1. Impact of culture on ways of life in different regions.
 - 2. Cultures shape the character of a region.
 - 3. Cultural convergence and divergence
 - C. Patterns and networks of economic interdependence on Earth's surface.
 - 1. Classification, characteristics and spatial distribution of economic systems.
 - 2. Centers of economic activity
 - 3. Economic interdependence of the world's countries
 - D. Processes, patterns, and functions of human settlement.
 - 1. Urban areas
 - 2. Differing characteristics of settlement in developing and developed countries.
 - E. Forces of cooperation and conflict among people influence the division and control of Earth's surface.
 - 1. Role of cooperation and conflict in shaping the distribution of social, political, and economic spaces on Earth at different scales.
 - 2. Role of differing points of view and self-interest in conflict over territory and resources.

- V. Environment and Society
 - A. Human actions modify the physical environment.
 - 1. Role of technology in the capacity of the physical environment to accommodate human modification.
 - 2. Global impacts of human modification of the physical environment.
 - 3. Developing possible solutions to scenarios of environmental change induced by human modification of the physical environment.
 - B. Physical systems affect human systems
 - 1. Capacity to support human activity.
 - 2. Strategies to respond to constraints placed on human systems by the physical environment
 - 3. How humans perceive and react to natural hazards
 - C. Changes that occur in the meaning, use, distribution, and importance of resources.

1. How the spatial distribution of resources affects patterns of human settlement
2. How resource development and use change over time.
3. Geographic results of policies and programs for resource use and management.

VI. Uses of Geography

A. Applying geography to interpret the past and present and plan for the future.

1. Changing perceptions of places and environments affect the spatial behavior of people.
2. Different points of view influence the development of policies designed to use and manage Earth's resources.
3. Contemporary issues in the context of spatial and environmental perspectives.
4. Using geographic knowledge, skills, and perspectives to analyze problems and make decisions.

Source: Geography for Life, National Geography Standards, 1994

International Relations: The Role of the United States In A Changing World

Course Title:

International Relations

Course Description:

International Relations is the study of political geography among nations in the modern world. Emphasis is placed upon the history of United States foreign policy and how it is determined and implemented. Contemporary, topical issues will be studied in the context of their effect on the interests of the United States.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

Course Goals:

Through this course students will:

- Develop an understanding and knowledge of international relations.
- Understand important developments in the history of United States foreign policy.
- Understand formal and informal factors which influence the making of foreign policy.
- Analyze past and present foreign policy decisions.
- Participate in the discussion of current foreign policy issues.
- 6. Evaluate alternative means useful in shaping peaceful diplomatic relations.
- Conduct research and be encouraged to provide an active voice in the formation of public opinion on the direction of United States foreign policy.

Course Objectives:

The student will:

- Describe the sovereign nature of nation-states.
- Identify and describe the means by which nations-states influence one another.
- Identify and explain factors that affect the formation of foreign policy.
- Identify the parameters of lawful interaction within the international community.
- Explain the necessity of peaceful relations between nation-states.
- Describe the growth of global economic and political interdependence among nation-states.
- Describe the continuity of United States foreign policy.
- Describe the history of American isolationism including the influences of Presidents Washington, Monroe, and Wilson.
- Identify the role of the Spanish American War in ending U.S. isolationism.
- Describe the struggle and debate concerning American imperialism.
- Explain the debate over President Wilson's Fourteen Point plan calling for international cooperation in the maintenance of world peace after World War I.
- Explain the role of the U.S. during World War II and the formation of the United Nations.
- Explain the role of the Marshall Plan, the Truman Doctrine, and the creation of NATO in the confrontation between the U.S. and the Soviet Union.
- Identify and describe the significant events of the Cold War.
- Identify and describe the ramifications of Cold War politics in a bipolar world.
- Research and describe the role of the United States as a world leader in the post Cold War era.

- List the Constitutional roles of the President, the State Department, and the Senate in formulating American foreign policy.
- Describe the functions of the United Nations in international relations.
- Explain how nation-states use military, economic, and diplomatic means to achieve their own objectives.
- Describe the effects of national identity, public opinion, the media, special interest groups, and non-governmental organizations upon international policy.
- Identify major foreign policy decisions and the consequences of those actions.
- Evaluate the effectiveness of the those decisions.
- Propose alternative directives for failed foreign policy.
- Identify and research current international policy issues.
- Predict possible, probable, and preferred outcomes for unresolved international issues.
- Research and plot a stable course for future United States foreign policy.

Course Outline

To Be Determined (please provide suggestions)

Latin American Studies

Course Title:

Latin American Studies

Course Description:

Latin America Studies will focus on the physical geography and cultural factors that characterize this region. Latin America includes Mexico, Caribbean nations, and the nations of Central and South America. Students will study the characteristics which make the region unique and develop a knowledge of the contemporary issues. Current issues may include the development of democracy, economic development, population, and environmental issues and challenges.

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Course Goals:

Through this course students will:

- Develop an understanding and awareness of the differing governmental political systems of Latin American states.
- Develop an understanding and awareness of the differing economic systems of Latin American states.
- Develop an understanding and awareness of what makes a government legitimate.
- Develop an understanding and awareness of different societies and cultures.
- Understand and compare Most Industrialized Nations (MICs), Newly Industrializing Nations (NICs), and Less Developed Nations (LDCs) in their levels of economic development.
- Understand and compare domestic (military, cultural, religious, tribal, ethnic, etc.) and global pressures on the state.

- Discuss the origins of the democratic, authoritarian, and totalitarian state.
- Understand and compare what makes a Great Power and a Weak Power.
- Understand the physical and cultural geography of Latin America.

Course Objectives:

The student will:

- Identify the absolute and relative locations of the nations studied.
- Identify and describe physical and cultural (including political and economic geography) characteristics of the nations studied.
- Identify major physical and cultural regions within the nations studied.
- Identify and describe examples of human/environment relationships existing within the nations studied.
- Identify and describe characteristics of Latin American national politics. National loyalties versus tribal/ethnic loyalties.
- Compare and contrast economic systems: capitalist, socialist, mixed, import substitution (nationalistic protective barriers), nationalization, privatization.
- Compare and contrast between democratic, authoritarian, and totalitarian systems.
- Describe the different forms of government used : Presidential, Parliamentary, Presidential-Parliamentary, Communist (Party-State), Military, Monarchy, Unitary, Federalism.
- Describe how judicial systems have different roles in different countries.
- Explain the significance and importance of traditions and precedence in establishing society and culture.
- Explain how governments gain legitimacy in the eyes of the governed.

- Describe the role of civil services and bureaucracies in government.
- Describe the role of global economics in helping to shape governments.
- Identify and describe the role of the International Monetary Fund and the World Bank in helping to create more advanced economies.
- Describe colonial imperialism and explain its legacy.
- Explain the increasing role of political union and trade treaties (European Economic Union, North American Free Trade Agreement, GATT, and other regional political unions and economic agreements).
- Define sovereignty and explain how national sovereignty is affected by treaties and international agreements and by civil conflict.

Course Outline:

- I. Introduction to Latin American Studies
 - A. What is Latin American Studies?
 - B. Physical and cultural geography of Latin America
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 - C. Review of early history of Latin America
 - D. Imperialism and colonialism
 - E. Strong and weak states
 - F. Pressures on the state: Domestic, regional, global

- II. Generic outline for the nations the instructor has chosen to use
 - A. What are MICs, NICs, LDCs?
 - B. Colonial legacies
 - C. Creating the nation state
 - D. Structure of government
 1. Executive branch
 2. Judicial branch
 3. Legislative branch
 4. Role of the bureaucracy
 5. Role of the monarchy (where applicable)
 6. Role of the military

7. Tradition and precedence
- E. Role of political parties
 1. One-party states
 2. Ethnic conflict
 3. Role of minority groups
 4. Military pressure
- F. Political Culture
 1. Government legitimacy
 2. Role and significance of pressure groups
 3. Elitism in government
 4. Human rights issues
 5. Role of the military
 6. Corruption
- G. Cultural conflict
- H. Economic policy : Past and contemporary
 1. Colonial economics
 2. Current economics
 3. The role of the IMF and World Bank
 4. International debt
- I. Foreign policy
 1. Relationship to Most Industrialized Nations
 2. United States foreign policy towards these nations
 3. Regional policies
 4. Global policies

Middle East Studies

Course Title:

Middle East Studies

Course Description:

Middle East Studies will focus upon the physical and cultural geography of this important region. The course will examine the important role of the region in the global community. Students will investigate the relationships existing between the people and nations within the region. Key themes will address how the region's religion, terrorism and oil influences the world.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

Course Goals:

Through this course students will (use back for more space):

- Use the 5 geographic themes to learn about the area and the individual countries studied.
- Understand how countries organize their governments and the role of religion in the governments as compared to the United States.
- Understand how countries organize their economies to produce the goods and services needed from their scarce resources.
- Relate the importance of oil in other nation's economic development with oil in Alaska.
- Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the Middle East.

Course Objectives:

The student will:

- Identify a minimum of 12 countries on a blank map which are considered to be part of the Middle East and Northern Africa
- Identify and locate important physical and cultural features of the nations studied.
- Research and use information on important geographical elements to explain population concentration and farming and industrial development.
- Identify the capital, major cities and important locations of the nations studied.
- Compare and contrast the basic beliefs of Islam, Judaism, and Christianity.
- Describe the development of Islam, Judaism and Christianity in the Middle East.
- Describe the growth of nationalism and the current role of Islamic Fundamentalists in the history of the Middle East.
- Describe the role of the United Nations in the Middle East.
- Develop and present arguments for and against an independent Palestinian state.
- Explain the role that oil has played in the development of the Persian Gulf countries.
- Describe the U. S. involvement in the Middle East from World War II to the present.
- Research one aspect of the culture of a country and present the findings to the class.
- Develop a historical time line for Israel and compare it to the development of other countries studied.
- Research and report on one news article each week which relates to the Middle East.

Course Outline:

- I. • Introduction to the Middle East and North Africa
 - A. Define area to cover.
 - B. Overview of the people and cultures of the area.

- II. • Physical and Cultural geography of the Middle East and North Africa
 - A. Location
 - B. Place characteristics (physical and cultural)
 - C. Human/environment relationships
 - D. Movement (physical and cultural)
 - E. Regions (physical and cultural)

- III. Monotheistic religions of the region
 - A. Judaism
 - B. Islam
 - C. Christianity

- IV. History of Middle East since W. W. I
 - A. Decline of the Ottoman Empire
 - B. Establishments of protectorates
 - C. Growth of nationalism
 - D. Middle East during World War II
 - E. Arab Unity
 - F. Gulf War between Iran and Iraq
 - G. Gulf War between United States and Allies and Iraq

- V. Arab-Israeli Conflict
 - A. Arab perspectives
 - B. Israeli perspectives
 - C. Camp David Accord
 - D. Since Camp David

- VI. Oil
 - A. Foreign development
 - B. OPEC

- VII. Cultures
 - A. Nomadic
 - B. Life in the cities
 - C. Changing role of women

North America Studies

Course Title:

North America Studies

Course Description:

North America Studies will focus upon the physical and cultural geography of this region or selected sub-regions. An analysis of the relationships among North American nations and cultures may be conducted to examine the impact of the region on the world today. Within the geographic context, the course will focus upon the cultural and physical forces that affect contemporary North America.

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Course goals:

Through this course students will:

- Gain an understanding of the physical and human characteristics of North America in the modern world.
- Develop an understanding of the similarities and differences between the political and economic systems of Canada, Mexico and the United States as sovereign nations.
- Improve skills in the use of maps, tables, graphs and other geographic representations, to acquire, process, and report information concerning North America's social, political, cultural and economic similarities and differences.
- Develop appreciation of the contributions of each county's history as an understanding to contemporary affairs, issues, and problems.
- Acquire understanding of the interdependence of people throughout North America and gain appreciation for differing customs, traditions, and values.

Course Objectives

The Student will:

- Develop maps and graphs to show the spatial relationships within and between regions of North America.
- Identify the physical or human factors that constitute the region of North America.
- Compile and, analyze various economic, demographic and social data from statistical abstracts and/or the Internet for each country and make comparisons of similarities and differences.
- Identify factors that contribute to the dynamic nature of North America due to migration, immigration and technology.
- Analyze factors that influence peoples beliefs in each country about the other.
- Analyze the patterns of trade between the United States, Canada and Mexico and explain the benefits and costs of that trade.
- Describe major treaties between Mexico, Canada and the United States at different times in history.
- Identify the history of how the current borders of each country were defined.
- Analyze the factors which explain why the Canada/U.S. border is the longest undefended border in the world.
- Explain how examples of trade among countries presented in news reports illustrate regional interdependence.
- Interpret how people of each nation and region express attachment to places and regions through essays, novels, poems, films or songs.
- Develop a list of contemporary issues, and problems between the countries or regions of North America using a variety of media and formulate solutions to those issues or problems.
- Explain why countries develop emigration and immigration policies.

- Identify the cultural characteristic that link regions of North America.
- Describe the characteristics of traditional, command, and market economic systems and describe how such systems operate in each country.
- Identify characteristics of each countries government structure and compare them.
- Compare the attitudes of Canada, Mexico and the United States toward the environment and resource use.

Course Outline:

- I. North America as a region
 - A. Major geographic features
 - B. Physical and cultural geography
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 - C. Climatic zones
 - D. Major cities of North America

- II. Canada
 - A. Brief review of Canada's history
 - B. Develop Maps, graphs or tables for the following categories:

Natural Resources	Population characteristics
Energy	Political/government characteristics
Economy	Religion
Currency and banking	Language
Foreign trade	Education
Transportation	Cultural life, traditions and institutions
Communications	Music and art
Government type	Labor characteristics
Health and Welfare	Defense

- III. Mexico
 - A. Brief review of Mexico's history
 - B. Develop Maps, graphs or tables for the following categories:

Natural Resources	Population characteristics
Energy	Political/government characteristics
Economy	Religion
Currency and banking	Language

Foreign trade	Education
Transportation	Cultural life, traditions and institutions
Communications	Music and art
Government type	Labor characteristics
Health and Welfare	Defense

IV. The United States

A. Brief review of U.S. history

B. Develop Maps, graphs or tables for the following categories:

Natural Resources	Population characteristics
Energy	Political/government characteristics
Economy	Religion
Currency and banking	Language
Foreign trade	Education
Transportation	Cultural life, traditions and institutions
Communications	Music and art
Government type	Labor characteristics
Health and Welfare	Defense

V. Comparisons-Review, discuss, and summarize similarities and differences between regions/places in North America and those of the countries

VI. Current Events (possible student activities)

A. Collect recent articles from news reports from concerning social, economic, cultural, political issues and problems between or within either country

B. Complete write-ups concerning the issues and explore solutions

C. Develop questions concerning issues/problems

D. Acquire, organize, and analyze information relevant to the issue/problem

E. Develop answers to questions

Pacific Rim Studies

Course Title:

Pacific Rim Studies

Course Description:

Pacific Rim Studies will focus on the physical geography and diverse cultural elements found within the Pacific Rim Region. Major countries surrounding and within the Pacific Region will be the focus of study in this course. An analysis of the relationships among Pacific Rim cultures and nations will also be conducted to examine the impact of the region on the world today.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

Course Goals:

Through this course students will:

- Use the five themes of geography to study the area as a whole and each country considered.
- Understand that trade is essential to the growth and development of the Pacific Rim countries and how Alaska's economy is tied to their economies.
- Understand the role the European explorers and countries played in the Pacific region and the results of their involvement.
- Explore the history and culture of at least five Pacific Rim countries, excluding the United States.
- Understand the types of governments which rule in the Pacific Rim countries.
- Understand current issues which face the countries of the Pacific Rim.

Course Objectives:

The student will:

- Identify a minimum of 15 countries on a blank map which are considered on or within the Pacific Rim.
- Use geological terms to explain the volcanic and earthquake activity which is commonly found around the Pacific Rim.
- Use topographical maps to identify important mountain ranges, rivers, plateaus, and harbors for each country studied.
- Use the information gathered on the important geographical elements to explain population concentration and farming and industrial development.
- Identify the capital and major cities and other locations of the countries studied.
- Identify European explorers, their routes, and their importance to the area (i.e.. Cook, Magellan, Cortez, Bering).
- Explain why countries trade and the difference between free trade and restricted trade.
- Identify the major trading partners in the Pacific Rim and the goods and services they exchange.
- Use research data from the Alaska Department of Commerce or other sources to illustrate the importance of the Pacific Rim to the economy of Alaska.
- Research and describe the advantages and disadvantages of the U. S. trade policy with China.
- Research one aspect of a country and then present the findings to the class.
- Develop a historical time line for each country and compare it to the development of other countries studied.
- Research and report on one news article each week which relates to the Pacific Rim.

- Use map and globe skills to find information pertinent to the Pacific Rim.

Course Outline:

- I. Introduction to the Pacific Rim
 - A. Definition of the Pacific Rim
 - B. Identification of countries which surround the Pacific Ocean.
 - C. Overview of the people who live in the area and their diverse cultures.

- II. History of early European Explorers and Colonization
 - A. Explorers
 1. Magellan
 2. Cortez
 3. Pizarro
 4. Bering
 5. Cook
 - B. Colonization
 1. Britain & Portugal in China
 2. Open Door Policy
 3. Spain in Latin America

- III. Study of individual countries (each country may follow same format)
 - A. Physical and cultural geography
 1. Location
 2. Place characteristics (physical and cultural)
 3. Human/environment relationships
 4. Movement (physical and cultural)
 5. Regions (physical and cultural)
 - B. People
 1. Homogeneous/heterogeneous
 2. Standard of living
 3. Education
 4. Religion
 5. Health and life expectancy
 - C. Economy and Trade
 1. GDP
 2. Currency
 3. Natural resources
 4. Industry
 5. Farming
 6. Trading partners
 7. Type of economic system the country has

D. Government

1. Type
2. Head of State
3. Prime Minister if applies
4. Political party system
5. Role of military

E. Culture

1. Language
2. Art/music
3. Distinct traditions
4. School system

F. History

1. Early history
2. Major historical events

IV. Study of current issues related to the Pacific Rim

United Nations

Course Title:

United Nations

Course Description:

United Nations is the study of the physical and cultural geography of selected member states in the organization and their relationship to key issues being examined by the organization. Students will also examine the functions and roles of the United Nations in the contemporary world. Emphasis is placed upon the process and issues of policy making. Students may participate in a Model United Nations as representatives of a member state. This participation may require a commitment of time beyond the regular class schedule.

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Course Goals:

Through this course students will:

- Understand the purposes of the United Nations and how it is organized to carry out its goals.
- Apply the skills needed to effectively participate in a Model United Nations.
- Conduct research necessary to participate effectively in a Model United Nations.
- Participate in classroom simulations and the Annual Model United Nations of Alaska.

Course Objectives:

The student will:

- Determine and describe the purposes of the United Nations.

- Identify the roles of each of the major arms of the United Nations, General Assembly, Security Council, Secretariat, Trusteeship Council, Economic and Social Council and International Court of Justice.
- Participate effectively on a team which represent a nation in the Model United Nations.
- Research the country selected or assigned by using many different resources. Locate as much information as possible about the nation's history, geography, economics, politics, allies, enemies, and past history in the United Nations.
- Conduct research on the assigned issue/topic.
- Write to the Embassy or Consulate to determine the country's position on the issue/topic and information about the country.
- Participate on a committee which will debate a particular aspect of the issue. Research will be structured towards the purposes of assigned committee.
- Determine and describe their country's position on the issue for debate and write a resolution paper which reflects those views.
- Abide by the rules which govern the Model United Nations of Alaska.
- Practice speaking effectively in front of peers.
- Debate issues in class related to a topic or the selected topic itself.
- Apply strategies for resolving an issue by compromise.
- Participate in the Model United Nations of Alaska.

Course Outline:

- I. Introduction to the United Nations
 - A. Purpose of the UN
 - B. History of the UN
 - C. Organization
 - D. Role of Committees
- II. Model United Nations of Alaska
 - A. Goals
 - B. Organization

- C. Date and Time
- D. Delegates' roles

III. Delegate Preparation - Research

- A. Select country to represent. Students & teacher send in first choices but final selection is left up to the Model UN committee so as to have a balanced Model United Nations.
- B. Each group researches the country they have been assigned.
 - 1. Physical and cultural geography
 - a. Location
 - b. Place characteristics (physical and cultural)
 - c. Human/environment relationships
 - d. Movement (physical and cultural)
 - e. Regions (physical and cultural)
 - 2. History
 - 3. Government
 - 4. Economics
 - 5. Geography
 - 6. Membership in international organizations
 - 7. Current and past enemies/allies
- C. Research topic for year (Topic is chosen in September by the Alaska Model UN Committee)

IV. Delegate Preparation

- A. Writing
 - 1. Students write a position paper based on their country's views.
 - 2. Write resolutions using the Guide to Delegate Preparation.
- B. Debating
 - 1. Practice debating resolutions in class.
 - 2. Have students agree to one resolution.
- C. Rules--Rules are found in the Guide to Delegate Preparation or are sent out by the Committee.
- D. Model UN in classroom/school/district.
 - 1. Conduct a Model UN
 - 2. Security Council can be modeled instead of a General Assembly.

V. Participate in Model United Nations of Alaska

U.S. Regional Studies

Course Title:

U.S. Regional Studies

Course Description:

U.S. Regional Studies will focus on the physical geography and cultural factors that characterize sub-regions in the United States. In this course, students will examine the geographic, political, cultural and economic diversity of the United States. Each region (e.g. Northwest, Southwest) will be examined for its uniqueness and its influence over other parts of the country. Students will analyze the evolution of American culture from an agrarian society to a technological-industrial society and investigate how this evolution has developed regional characteristics in areas such as foods, clothing, traditions, festivals, vocabulary, and dialects.

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Course goals:

Through this course students will:

- Gain understanding of the physical and human characteristics of various regions in the United States.
- Develop an awareness concerning how history, culture and experience influence peoples perceptions of the regions they live.
- Develop understanding of the similarities and differences between political and economic systems of region.
- Improve skills in the use of maps, tables, graphs and other geographic representations, to acquire, process, and report information concerning a regions social, political, cultural and economic similarities, differences and interdependence with other areas.
- Develop appreciation for contributions of a region's history to understand to its contemporary affairs, issues, and problems.

- Acquire understanding of the interdependence of people throughout the United States and gain appreciation for differing customs, traditions and values among regions.

Course Objectives:

The Student will:

- Develop maps and graphs to show spatial relationships within and between regions of the United States.
- Identify the differences among formal, functional and perceptual regions.
- Identify the physical or human factors that constitute a region of the United States.
- Identify and explain the criteria that gave regions their identities in different periods of U.S. history.
- Interpret how people express attachment to a region through essays, novels, poems, films or songs.
- Identify the cultural characteristics that link regions of the United States.
- Analyze the ways in which the character of a region relates to its economics, political, and demographics.
- Develop maps to illustrate how population density varies in relation to resources and types of land use in the United States.
- Compile and analyze economic, demographic and social data for region and make comparisons.
- Review the highlights of regional histories and describe the same place at different times in its history.
- Evaluate the effects of population growth and urbanization in places such as New York City and Los Angeles.
- Compare attitudes toward the environment and resource use among regions.
- Identify how regions have been altered by major technological changes.

- Analyze problems of a region suggest long-range solutions.

Course Outline

- I. Overview of geographic concepts and terms of place and regions.
 - A. The meaning and significance of place
 - B. The changing physical and human characteristics of regions
 - C. The multiple criteria used to define region
 - D. The structure of regional systems
- II. Produce and interpret maps and other graphic representations which depict different types of regional characteristics (formal, functional, perceptual)
- III. Review regional histories/ characteristics (e.g. music, clothing, foods, etc.)
- IV. Develop and analyze geographic questions about specific regions of the United States.
 - A. Acquire information concerning regions.
 - B. Organize information
 - C. Analyze information
 - D. Answer questions