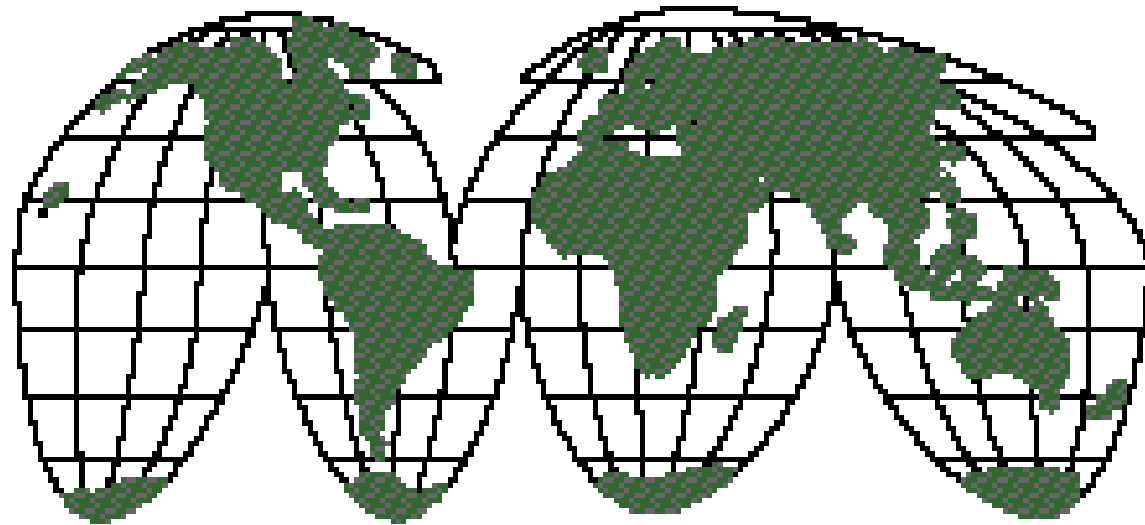


Juneau School District

K-12

SOCIAL STUDIES CORE CURRICULUM

June, 2000



POSITION STATEMENT

“Give each student the social studies education you would want them to have if they had the future of this country and world in their hands. . . because they do.”

~ Tedd Levy, National Council of Social Studies President

Program Introduction for 1999 NCSS Conference - Anaheim, CA

The essential goals of our social studies curriculum are:

- Provide students with the knowledge, skills and attitudes to become informed, involved, and contributing citizens in our increasingly interdependent world.
- Assist students to be able to make decisions based on democratic principles and to be able to participate in public affairs.
- Assist students to be aware of, accept and appreciate cultural differences, and to realize the value of the contributions of people of different ethnic backgrounds, races and gender.

This curriculum provides a coordinated, systematic study of citizenship, other cultures (the arts, beliefs, customs, institutions and other products of human work created by a particular group of people), global connections (the interdependence of Juneau, Alaska, the United States and the world), geography, history, government and the social sciences.

The framework design included six themes incorporating areas of study that roughly correspond to one or more relevant disciplines. These include:

- Cultural Connections: Cultural Anthropology and Global Connections
- Global Economics: Production, Distribution and Consumption
- Power, Authority and Governance: Citizenship, Civic Ideals and Practice
- Individual and Social Development and Responsibility: Conflict and Cooperation
- Time Continuity and Change: Patterns of Social and Political Interaction, History
- People, Places, and Environment: Geography

Adapted from National Council of Social Studies Ten Themes and Bradley Commission Vital Themes

Beyond defining what students should know – that is, the understandings in world history that all students should acquire – it is essential to consider what students should be able to do to demonstrate their understanding and to apply their knowledge in productive ways. To acquire these capabilities, students must develop competence in the following five types of historical thinking:

- Chronological thinking
- Historical comprehension
- Historical analysis and interpretation
- Historical research capabilities
- Historical issues-analysis and decision-making

All of the social sciences share essential characteristics. In order to address this unity, our curriculum was developed under three organizing principles:

- Record of Human Experience: includes specific knowledge, language and content
- Cognitive and Social Skills and Processes: include critical thinking, decision making and problem solving, acquiring, organizing and using information
- Civic Competence and Global stewardship include concerns for oneself, others and the environment as expressed through active informed participation in public issues.

Social Studies Alaska Framework, p. 3-3

This curriculum also:

- Addresses the NCSS Standards and Alaska State Standards including the Alaska Standards for Culturally Responsive Schools and Employability Standards.
- Addresses the Juneau School District Mission and Goals
- Provides Equity and Access for All Students

State Education Policy

“It is the policy of this State that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world around them.”

1994 Alaska Education Laws, Alaska Statutes relation to Education, Title 14, Chapter 3, Section 015

Juneau School District Social Studies Curriculum Guide

Elementary:

- Kindergarten: Self and Families
- First Grade: Family and Neighborhood
- Second Grade: Community
- Third Grade: Juneau and Southeast Alaska and Alaska Geography
- Fourth Grade: Alaska History and U.S. Geography
- Fifth Grade: American History, World Connections, and Current Events

Middle School:

- Cycle A or Grade 6: Regional Affairs: Alaska, Canada, Latin America (South & Central), and Pacific Rim
- Cycle B or Grade 7: World History (includes Ancient cultures)
- Cycle C or Grade 8: American History

High School: (Required High School Sequence)

- Tenth Grade: World History
- Eleventh Grade: American History
- Twelfth Grade: Government

* Ninth Grade Elective: Alaska Studies

Curriculum Evaluation

This curriculum, after approval by the City and Borough of Juneau School Board of Education, will have accompanying materials, including identified resources which support instruction and a summary of the key elements of the curriculum in the Essential Expectations brochure. The brochure is distributed to staff, parents, and the public in the fall of each school year, in compliance with City and Borough of Juneau School Board Policy #1221 as adopted September 9, 1988.

Following Board approval, this curriculum enters phase VI of the District Curriculum Review Cycle – Use and Evaluation. In this phase, the curriculum undergoes regular review and evaluation, both through examination of student performance (ex: through examination of student results on criterion reference testing results, and teacher observations) and in periodic reviews by teachers and committee members (ex: in districtwide curriculum meetings).

A recommendation of the 1999 Social Studies Curriculum Committee is to have each social studies teacher record a one page written summary of curriculum areas addressed at the culmination of each school year. This information would be available to teachers for planning purposes and for future curriculum committees.

For more information regarding the Juneau School District Social Studies curriculum in general contact:

Director of Curriculum and Evaluation
Juneau School District
10014 Crazy Horse Drive
Juneau, Alaska 99801
907•463•1700

Juneau School District Social Studies Curriculum Committee 1997-2000

Many thanks to teachers who contributed countless hours of hard work, research, literature reviews and challenges wrestling with change to create a relevant and usable document to guide social students instruction and assessment.

- ▶ Jan Anderson
- ▶ Mary Carter
- ▶ Paula Dybdahl
- ▶ Dick Fagnant
- ▶ Jack Fontanella
- ▶ Rhonda Hickok
- ▶ Debbie Hull

- ▶ Kim Janelle
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- ▶ Michael Jordan
- ▶ Gretchen Kriegmont
- ▶ Gary Lehnhart
- ▶ Janet Lopez
- ▶ Amy MacLean

- ▶ Corrine Marks
- ▶ Jamie Marks
- ▶ Nina Massey
- ▶ Liz Miyasato
- ▶ Les Morse
- ▶ Mary Noble
- ▶ Charla Wright

School Board Members

Stan Ridgeway, President
Alan Schorr, Vice President
Jeffrey Bush, Clerk
Mary Becker, Member
Chuck Cohen, Member
Deana Darnall, Member
Carolyn Spalding, Member
Aaron Verr, Student Representative

Gary Bader, Superintendent



It is the policy of the City and Borough of Juneau School District to provide equal education and employment opportunities and to provide service and benefits to all students and employees without regard to race, color, religion, national origin, sex, age, disability, or status as a Viet Nam era or disabled veteran.

AMERICAN HISTORY: CHRONOLOGICAL PERIODS

American History: Chronological Periods

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Indigenous People and Early American Explorers (Beg. to 1607) 2. Colonization, Settlement, Communities and Slave Trade (1607 - 1763) 3. The Revolution and the New Nation (1763 - 1815) 4. Expansion and Reform (1801 - 1861) | <ol style="list-style-type: none"> 5. Crisis of the Union: Civil War and Reconstruction (1850 - 1877) 6. The Development of Modern America (1865-1920) 7. Modern America and the World Wars (1914 - 1945) 8. Contemporary America (1945 - Present) |
|---|--|

American History Overview by School Level

| | Review | Focus | Introduction |
|---------------|---------------|--|--|
| Elementary | | 1, 2, 3 * Including relating content to relevant current events | 4 |
| Middle School | 1, 2, 3 | 4, 5 * Including relating content to relevant current events | 6, 7, 8 |
| High School | 1, 2, 3, 4, 5 | 6, 7, 8 * Including relating content to relevant current events | Current events and issues related to American government |

Note: *Review is expected to be extensive. Refer to the prior American History Curriculum and adjust implementation to your current developmental level.*

WORLD HISTORY: CHRONOLOGICAL PERIODS

Europe/Western Civilization

1. Ancient Civilizations
 - First Civilizations (India, Maya, Aztecs, Tigris/Euphrates)
2. Ancient Greece and Rome
3. Rise of Europe
 - Middle Ages
 - Dark Ages
 - Byzantine Empire and Russia
4. Renaissance and Reformation
5. Age of Absolutism
6. Enlightenment
7. Revolutions
 - French
 - Industrial
 - Russian
8. Nationalism and Imperialism in Europe
9. WWI and Aftermath
10. Rise of Communism and Fascism
11. WWII, Aftermath to Present

Regional Studies

12. China
 - Dynasties
 - Empires
 - Commercial Colonization
 - Revolution
13. Japan
 - Feudal System
 - Role in WWI
 - Trade Relationships
 - Economic Power
14. Africa
 - Tribal Period
 - Colonial Period
 - Independence
15. India
 - Colonization
 - Belief System
 - Independence
16. Middle East
 - Belief System
 - Cultural Relations
 - Oil

World History Overview by School Level

| | Review | Focus | Introduction |
|---------------|------------|---|----------------------------|
| Elementary | | * Including relating content to relevant current events | World Geography |
| Middle School | | 1, 2, 3, 4 * Including relating content to relevant current events | Europe and 12-16 Geography |
| High School | 1, 2, 3, 4 | 5 - 16 * Including relating content to relevant current events | |

Note: *Review is expected to be extensive. Refer to prior curriculum and adjust implementation to your current developmental level.*

SOCIAL STUDIES CURRICULUM WORKSHEET

KINDERGARTEN

SELF AND FAMILIES

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|--|---|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What are the elements of your family culture? | <ul style="list-style-type: none"> Communicate about our own cultural background, such as language, clothing, music, and arts. Share a family tradition and/or celebration. | <ul style="list-style-type: none"> Communicate orally about own family culture. | <ul style="list-style-type: none"> As citizens, students need to understand their own beliefs and feelings about family traditions. | History A, D, C Govt. & Citizenship B Culturally Responsive A, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How do families meet their need for food, clothing, and shelter? | <ul style="list-style-type: none"> Examine the work of family and school members. | <ul style="list-style-type: none"> Place data about family work into charts, graphs, or illustrations. | <ul style="list-style-type: none"> As citizens, students need to understand that work is an important means of how we meet our basic needs. | Govt. & Citizenship G, F Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How can we be good classroom members? | <ul style="list-style-type: none"> Know and understand authority and responsibility in the school and neighborhood (e.g. home, school, and classroom rules and recognizing symbols of safety). | <ul style="list-style-type: none"> Serve as a leader and as a follower. Participate in making rules. | <ul style="list-style-type: none"> As citizens, students need to understand why classroom and school rules are important. | Govt. & Citizenship A History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How can you be a responsible member of your family, classroom, and school? | <ul style="list-style-type: none"> Know and understand important parts of being a citizen of the classroom, such as helping each other, consequences, taking responsibility for our own actions. Be able to implement ways of solving problems. Make appropriate choices. | <ul style="list-style-type: none"> Respect rights and needs of others in your classroom. Make appropriate choices. | <ul style="list-style-type: none"> As citizens, students need to understand that they are responsible for their own actions, and therefore make appropriate choices. | Govt. & Citizenship A, E Geography D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What are some Alaska and U.S. historical events we honor with a special day? | <ul style="list-style-type: none"> Communicate about important Alaska and United States holidays. Illustrate and communicate about important local celebrations. | <ul style="list-style-type: none"> In order of occurrence, identify some events that happened on a special day. Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> As citizens, students need to understand, respect, and honor national and state holidays. | History A, B |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> Where are things located in your classroom and your school? | <ul style="list-style-type: none"> Follow one and two step directions to locate things. Become aware of the globe as a model of the earth. | <ul style="list-style-type: none"> Follow oral directions to locate a thing or place. | <ul style="list-style-type: none"> As citizens, students need to understand that directions help them locate important things and places in the classroom. | Geography A |

SOCIAL STUDIES CURRICULUM WORKSHEET

FIRST GRADE

FAMILY AND NEIGHBORHOOD

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|---|---|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What are the cultures of your classmates? | <ul style="list-style-type: none"> Become aware of classmates' and neighborhood cultural celebrations. | <ul style="list-style-type: none"> Communicate understanding of another culture in classroom. Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> As citizens, students need to understand how to communicate respectfully about another's culture. | Govt. & Citizenship B History A, C, D Culturally Responsive A, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How do we use money? | <ul style="list-style-type: none"> Be able to identify and compare costs for buying in stores. Be able to decide how to spend money. | <ul style="list-style-type: none"> Place data about buying into graphs or illustrations (e.g. milk, pizza). Identify stores where you buy certain categories of items. | <ul style="list-style-type: none"> As citizens, students need to understand the importance of making choices in how they spend money. | Govt. & Citizenship G, F Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How can we be good neighbors? | <ul style="list-style-type: none"> Know and understand authority and responsibility in school and neighborhoods, such as school and classroom rules, community laws, and safety signs. | <ul style="list-style-type: none"> Participate in making class rules. Become aware of rules in neighborhood, such as at the store, library, post office, etc. Serve as a leader and as a follower. | <ul style="list-style-type: none"> As citizens, students need to understand why school, classroom, and community rules are important. | Govt. & Citizenship A History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How can we be responsible members of our neighborhood? | <ul style="list-style-type: none"> Apply important characteristics of being a citizen, such as respecting rights and property of others and taking turns. Make appropriate choices. | <ul style="list-style-type: none"> Respect rights and needs of others in your neighborhood. Make appropriate choices. | <ul style="list-style-type: none"> As citizens, students need to understand the need to respect rights and property of others (e.g. take turns, make appropriate choices). | Govt. & Citizenship A, E Geography D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What are some important events in your family history? | <ul style="list-style-type: none"> Illustrate and communicate about important family celebrations. Communicate about an important event in the history of your family. Understand that history is a record of human events. Communicate about history of important holidays (e.g. Labor Day, Martin Luther King Day). Communicate about important political symbols (e.g. flag, national monuments). | <ul style="list-style-type: none"> Place events in proper sequence in a story from your family history. | <ul style="list-style-type: none"> As citizens, students need to understand significant events of their family history. | History A, B, C, D |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> Where are the important landmarks in your neighborhood? | <ul style="list-style-type: none"> Become aware that a map can be a representation of the classroom. Distinguish between land and water on a map. Make a representation of the basic landforms (land, mountains, water, lakes, etc.). Use a simple map key. | <ul style="list-style-type: none"> Make and use a map of classroom. Use and interpret a map of school and neighborhood. | <ul style="list-style-type: none"> As citizens, students need to understand and identify important neighborhood landmarks and landforms. | Geography A, B |

SOCIAL STUDIES CURRICULUM WORKSHEET

SECOND GRADE

COMMUNITY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|--|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What are some of the cultural groups in your city? | <ul style="list-style-type: none"> Compare and contrast different cultural celebrations in your community. | <ul style="list-style-type: none"> Communicate similarities and differences between other cultures in your community. | <ul style="list-style-type: none"> As citizens, students need to understand that our community is multi-cultural. | Govt. & Citizenship B History A, C, D Culturally Responsive A, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How can we earn money? | <ul style="list-style-type: none"> Develop an awareness of basic economic concepts, such as businesses, community goods and services, jobs, consumerism, and production. Identify the relationship between money and meeting our basic needs (food, clothing, and shelter). | <ul style="list-style-type: none"> Place data about jobs into charts, graphs, or illustrations. Categorize goods and services and basic needs according to where you can buy them. | <ul style="list-style-type: none"> As citizens, students need to identify various jobs in their community and understand the importance of each. | Govt. & Citizenship G, F Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> What does it mean to be a citizen of your community? | <ul style="list-style-type: none"> Apply understanding of rules and laws in your community. Help establish, explain, and apply school and classroom rules. | <ul style="list-style-type: none"> Participate in making rules. Vote on some classroom issues. Serve as a leader and as a follower. Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> As citizens, students need to understand the necessity of following community rules (e.g. at the library, swimming pool, and store) and why rules are necessary. | Govt. & Citizenship E History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How can we be cooperative members of our community? | <ul style="list-style-type: none"> Work together in a pair or a group cooperatively. Be able to implement appropriate ways of solving problems and resolving conflict. Recognize the value of police, fire, health care workers and other civic organizations, such as Boy Scouts and churches. | <ul style="list-style-type: none"> Respect rights and needs of others in your community. Make appropriate choices. Find appropriate ways to represent classroom concerns and issues to school personnel. | <ul style="list-style-type: none"> As citizens, students need to understand that a just system is comprised of respecting different viewpoints and helping other people. | Govt. & Citizenship A, E Geography D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What has happened in the past in your community? | <ul style="list-style-type: none"> Examine important events in the history of the Juneau and Douglas area. Communicate about important historical celebrations in your community. Understand that history is a record of human events. | <ul style="list-style-type: none"> Discuss historical events in Juneau and Douglas area (Native communities, gold rush, commercial fishing). | <ul style="list-style-type: none"> As citizens, students need to understand that historical events have shaped their community. | History A, B, C, D |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> What makes up your community? | <ul style="list-style-type: none"> Make and use a simple community map. Explain ways people and goods are transported in and out of Juneau. | <ul style="list-style-type: none"> Make and interpret a map of classroom, school, or community. | <ul style="list-style-type: none"> As citizens, students need to understand and locate important landmarks in their community (e.g. Mendenhall Valley, Lemon Creek, Douglas, Auke Bay). | Geography A, B, D, E |

SOCIAL STUDIES CURRICULUM WORKSHEET

THIRD GRADE

JUNEAU AND SOUTHEAST ALASKA AND ALASKA GEOGRAPHY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|--|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What are the cultural groups of Southeast Alaska? | <ul style="list-style-type: none"> Distinguish between the main Native groups of Southeast Alaska. Examine the unique characteristics of other communities, such as Filipino, Norwegian, Russian, etc. | <ul style="list-style-type: none"> Categorize different cultural groups of Southeast Alaska according to appropriate criteria (food, language, arts, etc.). | <ul style="list-style-type: none"> As citizens, students need to show awareness of other cultures. | Govt. & Citizenship B, C History A, C, D Culturally Responsive A, B, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How are goods and services produced and distributed in Southeast Alaska? | <ul style="list-style-type: none"> Examine choices made in the use of natural resources and manufacture of products in Southeast Alaska. Understand basic economic concepts such as interdependence, scarcity and distribution, and shipping and distribution. | <ul style="list-style-type: none"> Identify alternative courses of action and predict likely consequences of each (i.e. timber cutting, increase in tourism, mining). Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> As citizens, students need to understand choices are made because local resources are scarce. | Govt. & Citizenship F, G Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How is your city government set up? | <ul style="list-style-type: none"> Understand the necessity and purpose of government. Examine how our city government is organized. | <ul style="list-style-type: none"> Recognize elements of city government. Serve as a leader and as a follower. | <ul style="list-style-type: none"> As citizens, students need to understand the structure and purpose of city government. | Govt. & Citizenship A, C History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How can we be more respectful toward other members of our community? | <ul style="list-style-type: none"> Become aware of and recite the ideals of our country as expressed in the Pledge of Allegiance. Apply important characteristics of being a citizen, such as respecting public and private property, differing viewpoints, and avoiding stereotyping. | <ul style="list-style-type: none"> Participate in making rules and guidelines for group life. | <ul style="list-style-type: none"> As citizens, students need to respect the rights and property of others. | Govt. & Citizenship A, E Geography D History B, D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What happened in the past in Southeast Alaska? | <ul style="list-style-type: none"> Examine important events in the history of Southeast Alaska. Use history to identify issues and to understand the roles and positions of Natives in local issues, as exemplified by Elizabeth Peratrovich. | <ul style="list-style-type: none"> Become informed on historical issues that have affected Juneau and Southeast Alaska. | <ul style="list-style-type: none"> As citizens, students need to: <ul style="list-style-type: none"> understand the history of Southeast Alaska. recognize and honor some elements of American heritage. | History A, B, C, D |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> What is the relationship of Southeast Alaska to the other regions in Alaska? | <ul style="list-style-type: none"> Identify some distinctive characteristics of important cities in Southeast Alaska. Use maps of Alaska to locate regions, landforms, and major cities. Analyze how location and weather are related in Alaska. Compare concepts of city, state, and country. | <ul style="list-style-type: none"> Describe the geographic similarities and differences between the regions of Alaska. Use geography to understand Juneau and Southeast Alaska (e.g. fishing, timber, mining, tourism). | <ul style="list-style-type: none"> As citizens, students need to: <ul style="list-style-type: none"> be able to locate important landmarks in Juneau, Southeast Alaska, and Alaska. become aware of interdependence between southeast Alaskan communities. | Geography A, B, C, D, E |

SOCIAL STUDIES CURRICULUM WORKSHEET

FOURTH GRADE

ALASKA HISTORY & U.S. GEOGRAPHY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|--|--|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> • What are the cultural groups of Alaska? | <ul style="list-style-type: none"> * Distinguish the cultural elements of the main Alaska Native groups. | <ul style="list-style-type: none"> ◦ Categorize the different Alaska cultural groups according to region and elements. ◦ Recognize relationships between Native Alaska groups and the land and climate. | <ul style="list-style-type: none"> - As citizens, students need to understand that our community is multi-cultural. | Govt. & Citizenship B, C History A, B, C, D Culturally Responsive A, B, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> • What's the best way to use Alaska's natural resources? | <ul style="list-style-type: none"> * Compare choices made in the use of Alaska's natural resources, such as salmon industry and subsistence, fur trading, timber industry, and tourism. | <ul style="list-style-type: none"> ◦ Recognize differing values implicit in economic issues in Alaska. | <ul style="list-style-type: none"> - As citizens, students need to understand that economic choices made by government impact themselves and the community. | Govt. & Citizenship F, G Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> • How is Alaska's government set up? | <ul style="list-style-type: none"> * Examine how Alaska organizes its government. * Understand the basic ideals of the Alaska Constitution. * Communicate the significance of the state symbols. | <ul style="list-style-type: none"> ◦ Serve as a leader and as a follower. ◦ Examine relationships between and among elements of Alaska government (i.e. checks and balances). ◦ Participate in making rules and guidelines for group life. | <ul style="list-style-type: none"> - As citizens, students need to understand how government is organized in order to participate. | Govt. & Citizenship A, B, C History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> • What has influenced how Alaska's people learn and communicate? | <ul style="list-style-type: none"> * Compare roles and relationships between schools and institutions in Alaska (i.e. Sheldon Jackson, Father Innocent) and its people. * Assess the role of technological change in communication among Alaska's people. | <ul style="list-style-type: none"> ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Recognize instances in which more than one interpretation of factual material is valid. | <ul style="list-style-type: none"> - As citizens, students need to understand the influence of schools, institutions, and technology on Alaska society. | History B Govt. & Citizenship C Geography D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> • What happened in the past in Alaska? | <ul style="list-style-type: none"> * Examine chronological framework and events in Alaska history, including Russian history, Age of Discovery, gold rush, territory, statehood, and 20th Century. | <ul style="list-style-type: none"> ◦ Extract significant ideas from primary source documents (e.g. photos of Gold Rush, copies of early maps, museum artifacts). ◦ Become informed on historical issues that have affected Alaska. ◦ Interpret a timeline of the history of Alaska. | <ul style="list-style-type: none"> - As citizens, students need to understand how modern day Alaska was influenced by the past. | History A, B, C, D |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> • How has the geography of Alaska shaped its history? • What are the geographic features of the United States? | <ul style="list-style-type: none"> * Understand and interpret the relationship between the geography of Alaska and its history. * Use maps to locate regions, landforms, cities, and rivers in the United States. * Compare and contrast geographic characteristics of regions of the United States. * Identify and locate the 50 states. | <ul style="list-style-type: none"> ◦ Describe geographic features of various regions of the United States. ◦ Use geography to understand Alaska history. ◦ Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> - As citizens, students need to understand how people interact with the environment and how that interaction shapes history. | Geography A, B, C, D, E, F |

SOCIAL STUDIES CURRICULUM WORKSHEET

FIFTH GRADE

AMERICAN HISTORY, WORLD CONNECTIONS, AND CURRENT EVENTS

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|---|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> How have the cultures of indigenous peoples and those who colonized American influenced our nation? | <ul style="list-style-type: none"> Distinguish the cultural elements of indigenous groups in America. Recognize that history is a record of human experiences that link past to the future, i.e. the historical traditions of indigenous people. Understand the cultural traditions that resulted from the colonization of America. | <ul style="list-style-type: none"> Classify Native American groups by cultural regions. Recognize relationship between Native American cultures and the land. | <ul style="list-style-type: none"> As citizens, students need to understand that indigenous cultures have contributed significantly to the development of our nation. | Govt. & Citizenship C, B History A, B, C, D Culturally Responsive A, B, C, D |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How are the economies of countries around the world interrelated? | <ul style="list-style-type: none"> Understand the role of the United States in the global economy through current events, such as commerce and economics in the United States, Pacific Rim trade, and the effect of technological development on world trade and communications. | <ul style="list-style-type: none"> Form a simple organization of key ideas related to natural resources. Keep informed on issues that affect society. Analyze causes, consequences, and possible solutions to some current issues. | <ul style="list-style-type: none"> As citizens, students need to understand that current economic choices influence our quality of life. | Govt. & Citizenship D, F, G Geography D Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How is the United States government structured? | <ul style="list-style-type: none"> Understand how the United States organizes its government, including its three branches. Understand the ideals of this nation as expressed in the Declaration of Independence, Bill of Rights, and the Constitution. Understand the fundamental rights and responsibilities of citizenship in the United States. Accept the importance of individual's opinions in forming public policy. Become aware of the role of the United States in some current international affairs. | <ul style="list-style-type: none"> Examine relationships between and among elements of United States government, i.e. the three branches, etc. Participate in making rules and guidelines for group life. Serve as a leader and as a follower. Learn, understand, and use essential vocabulary. | <ul style="list-style-type: none"> As citizens, students need to understand the structure of government in order to participate. | Govt. & Citizenship A, B, C, D History D Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How do we preserve fundamental rights? | <ul style="list-style-type: none"> Be able to establish, explain, and apply tools of global communication to exercise political participation. Accept responsibility for protecting civil rights through governmental processes, especially of native groups, minorities, and women. | <ul style="list-style-type: none"> Recognize that there are differing values in any historical conflict and the values associated with those sides. Accept and fulfill social responsibilities associated with citizenship. | <ul style="list-style-type: none"> As citizens, students need to understand that participating in government helps protect our rights. | Govt. & Citizenship C, E Geography D Employability A, B |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What has happened in the past in American history? | <ul style="list-style-type: none"> Examine chronological framework and important events in American history, including indigenous inhabitants, Age of Discovery, colonies, Revolutionary War, formation of U.S. government, and western expansion. | <ul style="list-style-type: none"> Extract significant ideas from primary source documents (early maps, museum artifacts, early newspapers). Become informed on historical issues that have affected society. | <ul style="list-style-type: none"> As citizens, students need to understand that history relies on the interpretation of evidence. | History A, B, C, D |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> What is the relationship between the geographic location of the United States and the rest of the world? | <ul style="list-style-type: none"> Interpret the relationship between the geography of the United States and its history. Locate and name the continents of the world. Begin to use geography to understand the world by understanding current events. | <ul style="list-style-type: none"> Note cause and effect relationships between current events and/or historical events and their locations. | <ul style="list-style-type: none"> As citizens, students need to understand that the geography of the United States has helped to shape events in its past, present, and future. | Geography A, B, C, D, E, F |

**REGIONAL AFFAIRS: ALASKA, CANADA,
LATIN AMERICA (SOUTH & CENTRAL),
AND PACIFIC RIM**

SOCIAL STUDIES CURRICULUM WORKSHEET

Middle School Grades

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|---|---|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> • How are the traditions, values, and beliefs of indigenous cultures connected to those of their ancestors? • How has modern culture influenced the traditional way of life for indigenous cultures? | <ul style="list-style-type: none"> * Compare and contrast traditional Native culture to present day Native culture with major emphasis on Southeast Alaska cultures and select Pacific Rim countries. * Identify groups, their traditions, and the changes that have occurred over time (from each region). * Compare ANCSA issues to similar settlement issues in Canada. * Understand connections of people and geography in the Pacific Rim, i.e. linguistic trade and technology. | <ul style="list-style-type: none"> ◦ Use essential vocabulary. ◦ Use primary and secondary sources to gather information. ◦ Study skills: notetaking, keep records, interpret history through artifacts, and use community as resource. ◦ Form an opinion based on critical examination of relevant information. ◦ Detect bias, credibility, and validity in data presented in various forms. ◦ Interpret information: draw inferences, note cause and effect, state relationships between categories of information, and summarize information. ◦ Arrange information in usable forms, i.e. timelines, take notes, keep records, restate major ideas, and group data. ◦ Interpret meaning from text drawing inferences. ◦ Restate major ideas in concise form. ◦ Communicate orally and in writing. ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Use and apply the five themes of geography (movement, place, region, human environment, interaction, and location). ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, students need to understand and accept the multi-cultural nature of our region. | <ul style="list-style-type: none"> History A, B, C, D Geography D Arts B, D Healthy Life Skills B, C Language Arts A, B, D, E Govt. & Citizenship C Culturally Responsive B, C |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> • How are a country's resources connected to local, state, and regional economy? | <ul style="list-style-type: none"> * Identify the resources and products of Alaska, Canada, Latin America, and the Pacific Rim and their effect on the economy. * Identify occupations that support the economy in Pacific Rim regions. * Describe how the economic choices we make affect our daily lives and our relationship to Pacific Rim neighbors. * Given the abundance of Alaska's natural resources, explain the lack of locally produced products (exports, imports, availability, and impact on individuals – cost). * Know how and where goods are distributed. * Understand scarcity and abundance in global economics. | <ul style="list-style-type: none"> ◦ Restate major ideas in concise form. ◦ Communicate orally and in writing. ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Use and apply the five themes of geography (movement, place, region, human environment, interaction, and location). ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, students need to understand how choices regarding natural resources impact future generations. | <ul style="list-style-type: none"> History B, C Geography A, B, C, D, E, F Healthy Life Skills D Language Arts A, B, C, D Govt. & Citizenship C, F, G Culturally Responsive B, E Employability A, B |

**REGIONAL AFFAIRS: ALASKA, CANADA,
LATIN AMERICA (SOUTH & CENTRAL),
AND PACIFIC RIM**

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|---|--|
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> • What tribal or governmental systems and agreements have been in place over time? • How does legislation affect cultures and individuals? • What impact do political agreements have on relationships between peoples of the Pacific Rim? | <ul style="list-style-type: none"> * Know the structure of the Alaska State government and the Canadian parliamentary system. * Explore the legislation (focus on rights). * Examine the changes that have occurred from purchase to territory to state in Alaska. * Examine the main principles of ANCSA and ANILCA and their impacts upon the state. Emphasis on Tlingit, Haida, and Tshimshian cultures. | <ul style="list-style-type: none"> ◦ Use essential vocabulary. ◦ Use primary and secondary sources to gather information. ◦ Study skills: notetaking, keep records, interpret history through artifacts, and use community as resource. ◦ Form an opinion based on critical examination of relevant information. ◦ Detect bias, credibility, and validity in data presented in various forms. ◦ Interpret information: draw inferences, note cause and effect, state relationships between categories of information, and summarize information. ◦ Arrange information in usable forms, i.e. timelines, take notes, keep records, restate major ideas, and group data. ◦ Interpret meaning from text drawing inferences. ◦ Restate major ideas in concise form. ◦ Communicate orally and in writing. ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Use and apply the five themes of geography (movement, place, region, human environment, interaction, and location). ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, students need to understand that civil rights legislation has changed the status of indigenous people in our community and state. | <ul style="list-style-type: none"> History A, B, C Geography D Healthy Life Skills C, D Language Arts A, B, E Govt. & Citizenship A, B, C, E, F Culturally Responsive B Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> • In what way has conflict and cooperation changed society? • How can the different roles of an individual bring change through conflict or cooperation to a society? | <ul style="list-style-type: none"> * Explore the major conflicts and agreements resulting from exploration, i.e. ANWR, oil exploration, subsistence, mining, resources, education (Russian and American missionaries), European exploration of Latin America, and conflicts between Alaska and other Pacific Rim nations. * Identify the basic belief systems that may dictate cultural behavior (i.e. foods, gender roles, political beliefs, regard for environment, religion, class systems) of individuals and groups within our region and other Pacific Rim countries. | <ul style="list-style-type: none"> ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, through a better understanding of cultures and their belief systems, students will demonstrate respect for differences inherent in individuals, families, and communities. | <ul style="list-style-type: none"> History A, B, C, D Science A, D Geography A, B, C, D, E, F Arts B, D Healthy Life Skills C, D Language Arts A, B, C, D, E Govt. & Citizenship A, B, C, E Technology A, B, C, D Culturally Responsive B, C, D, E Employability A |

**REGIONAL AFFAIRS: ALASKA, CANADA
LATIN AMERICA (SOUTH & CENTRAL),
AND PACIFIC RIM**

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|---|--|
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> • How have cultures changed over time? • What impact do outside influences have on cultures? | <ul style="list-style-type: none"> * Explore impacts of military presence in Alaska, i.e. WWII. * Examine factors that have resulted in change in indigenous cultures, i.e. individuals, groups, systems, and beliefs. * Examine the effects of outside cultures and authority on indigenous people. | <ul style="list-style-type: none"> ◦ Use essential vocabulary. ◦ Use primary and secondary sources to gather information. ◦ Study skills: notetaking, keep records, interpret history through artifacts, and use community as resource. ◦ Form an opinion based on critical examination of relevant information. ◦ Detect bias, credibility, and validity in data presented in various forms. ◦ Interpret information: draw inferences, note cause and effect, state relationships between categories of information, and summarize information. ◦ Arrange information in usable forms, i.e. timelines, take notes, keep records, restate major ideas, and group data. ◦ Interpret meaning from text drawing inferences. ◦ Restate major ideas in concise form. ◦ Communicate orally and in writing. ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Use and apply the five themes of geography (movement, place, region, human environment, interaction, and location). ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, students need to know and understand relationships and patterns in history in order to understand the past and present, and to prepare for the future. | <p style="text-align: center;">History A, B, C, D</p> <p style="text-align: center;">Geography A, B, D, E, F</p> <p style="text-align: center;">Language Arts A, B, D, E</p> <p style="text-align: center;">Science A</p> <p style="text-align: center;">Culturally Responsive B, E</p> |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> • What is the connection between culture and environment? • How does geography shape culture? • How do a region's resources shape culture, and relationships with other regions? | <ul style="list-style-type: none"> * Use the five themes of geography to study the influence geography has on people. * Explore how the environment and geography affect societies, i.e. lifestyles, population centers, and migration. * Examine how resource location affects where people live. * Develop understanding of Ring of Fire and its impact. | <ul style="list-style-type: none"> ◦ Restate major ideas in concise form. ◦ Communicate orally and in writing. ◦ Recognize the mutual relationship between human beings in satisfying one another's needs. ◦ Use and apply the five themes of geography (movement, place, region, human environment, interaction, and location). ◦ Use map and globe reading skills to: <ul style="list-style-type: none"> - orient a map and note directions; - locate places on a map and globe, express relative location; - use scale and compute distances; and - interpret map symbols and visualize what they mean. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader and a follower. | <ul style="list-style-type: none"> - As citizens, students need to understand that humans modify and respond to the natural environment in which they live. | <p style="text-align: center;">History A, B, C, D</p> <p style="text-align: center;">Geography A, B, C, D, E, F</p> <p style="text-align: center;">Language Arts A, B, C, D, E</p> <p style="text-align: center;">Culturally Responsive A, C</p> <p style="text-align: center;">Employability A, B</p> |

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

WORLD HISTORY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|--|---|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> How has our society been influenced by ancient cultures? What evidence do we see of ancient cultures in society today? | <ul style="list-style-type: none"> Explore the characteristics (governance, shelter, education, economics, esthetics, belief system) of ancient cultures. Describe how ancient cultures have impacted modern day societies. Areas addressed: Greece, Rome, Dark Ages, Middle Ages, Renaissance, Reformation, Byzantine Empire, Ottoman Empire, Mesopotamia, and Russia and choose one of the following: Inca, Maya, or Egyptian. | <ul style="list-style-type: none"> Vocabulary: learn vocabulary necessary to understand and comprehend meaning of the ideas presented. Use primary and secondary sources to gather information. Arrange information in useable forms, i.e. timelines, take notes, keep records, restate major ideas, group data. Compare and contrast ideas. Interpret information: draw inferences, note cause and effect, and state relationships between categories, summarize. Recognize the mutual relationship between human beings in satisfying one another's needs. Communicate orally and in writing. Serve as a leader and as a follower. Use map and globe reading skills: Orient a map and read directions, locate places on a map or globe, use scale and compute distances, interpret map symbols and visualize what they mean, compare maps and make inferences, express relative location, and interpret graphs. | <ul style="list-style-type: none"> As citizens, students need to understand that historical knowledge is evidenced in our daily lives. | Language Arts: A, B, C, D Science C Geography A, D, E Govt. & Citizenship A, F History A, B, C, D Healthy Life Skills A Technology A, B, D Culturally Responsive A, B, D, E |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> What is the impact of the economic system on a civilization's development? | <ul style="list-style-type: none"> Define economy. Understand how different economies function, for example agrarian and manor economies, trade, open markets, merchants, and shipping. Terms: scarcity, abundance, imports, exports, taxes, tariffs, trade barriers, trade partners, trade routes. Renaissance: money, economic growth, and banking industry. | <ul style="list-style-type: none"> Define economy. Understand how different economies function, for example agrarian and manor economies, trade, open markets, merchants, and shipping. Terms: scarcity, abundance, imports, exports, taxes, tariffs, trade barriers, trade partners, trade routes. Renaissance: money, economic growth, and banking industry. | <ul style="list-style-type: none"> As citizens, students need to understand that the economy impacts families, individuals, and communities. | Language Arts A, B, C, D Mathematics A Geography A, D History A, B Technology A, B, E, D Culturally Responsive A, B, D Employability A, B |

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

WORLD HISTORY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|--|--|---|---|
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How is power distributed in different societies? What is the relationship between a society's government and its citizens? | <ul style="list-style-type: none"> Examine how people were or are governed. For example, growth of centralized monarchies. Determine who held or holds the power in a culture. Explore structure of governments and role of citizenship. Areas addressed: feudal system, Greek democracy, Roman Republic, knighthood, ancient governments, foundations of the United States legal system, Magna Carta. | <ul style="list-style-type: none"> Vocabulary: learn vocabulary necessary to understand and comprehend meaning of the ideas presented. Use primary and secondary sources to gather information. Arrange information in useable forms, i.e. timelines, take notes, keep records, restate major ideas, group data. Compare and contrast ideas. Interpret information: draw inferences, note cause and effect, and state relationships between categories, summarize. Recognize the mutual relationship between human beings in satisfying one another's needs. Communicate orally and in writing. Serve as a leader and as a follower. Use map and globe reading skills: Orient a map and read directions, locate places on a map or globe, use scale and compute distances, interpret map symbols and visualize what they mean, compare maps and make inferences, express relative location, and interpret graphs. | <ul style="list-style-type: none"> As citizens, students need to understand the historical developments and the purposes of governments, with an emphasis on the ideals upon which our United States government was founded. | Language Arts A, B, D, E Geography B, D Govt. & Citizenship A, B, D History A, B Technology A, B, C, D Culturally Responsive A, B, D Employability A |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How has conflict and cooperation shaped different societies? | <ul style="list-style-type: none"> Determine cause and effect of wars. Describe technologies that impacted war. Areas addressed: historical conflict and cooperation, i.e. Persian Wars, Alexander the Great, Crusades, Joan of Arc, knighthood, Hundred Year War, rise and fall of Roman Empire, and Germanic invasions. | <ul style="list-style-type: none"> Use map and globe reading skills: Orient a map and read directions, locate places on a map or globe, use scale and compute distances, interpret map symbols and visualize what they mean, compare maps and make inferences, express relative location, and interpret graphs. | <ul style="list-style-type: none"> As citizens, students need to understand how conflicts and cooperation shape society. | Language Arts A, B, D, E Geography A, B, D, E, F Govt. & Citizenship A, E History A, B, C, D Technology A, B, D, E Culturally Responsive A, B, D |

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

WORLD HISTORY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|--|---|--|
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What are the social and political patterns we see over time? What relationship do we see between social and political interaction of a civilization? | <ul style="list-style-type: none"> Examine human rights issues within cultures. Examine how social order changed over time. Areas addressed: Golden Age Greece, Hellenistic Age, the rise and fall Roman Empire and other cultures, class systems, Renaissance, plague, and birth and impact of world religions. | <ul style="list-style-type: none"> Vocabulary: learn vocabulary necessary to understand and comprehend meaning of the ideas presented. Use primary and secondary sources to gather information. Arrange information in useable forms, i.e. timelines, take notes, keep records, restate major ideas, group data. Compare and contrast ideas. Interpret information: draw inferences, note cause and effect, and state relationships between categories, summarize. Recognize the mutual relationship between human beings in satisfying one another's needs. Communicate orally and in writing. Serve as a leader and as a follower. Use map and globe reading skills: Orient a map and read directions, locate places on a map or globe, use scale and compute distances, interpret map symbols and visualize what they mean, compare maps and make inferences, express relative location, and interpret graphs. | <ul style="list-style-type: none"> As citizens, students need to understand that patterns in history help us understand the past and present, and to prepare for the future. | Language Arts A, B, D, E Science C Geography A, B, D, E, F Govt. & Citizenship A History A, B, C, D Technology A, B, D, E Culturally Responsive A, B, D Employability A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> How does the physical geography of a region influence the development of a civilization? | <ul style="list-style-type: none"> Use the Five Themes of Geography – location, place, human/environment interaction, movement, and region. Examine how people and cultures have responded to/interacted with, and/or influenced the physical environment. Areas addressed: Indus River Valley, Egypt, Greece, Rome, and Europe. Addendum: <ul style="list-style-type: none"> Tools of geographer Tools of anthropologist Five Themes | <ul style="list-style-type: none"> Use map and globe reading skills: Orient a map and read directions, locate places on a map or globe, use scale and compute distances, interpret map symbols and visualize what they mean, compare maps and make inferences, express relative location, and interpret graphs. | <ul style="list-style-type: none"> As citizens, students need to be geographically literate to understand that physical environments impact society. | Language Arts A, B, D, E Science A Geography A, B, C, D, E History A, B, C, D Technology A, B, D, E Employability A, B |

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

AMERICAN HISTORY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|--|--|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> How are power, culture, and social roles connected? What is "American culture"? | <ul style="list-style-type: none"> Study various cultures that make up the larger "American culture" (colonial to present). Examine the contributions of multicultural "heroes" of the 18th and 19th Centuries (art, music, literature, religion, sports, politics, etc.). Analyze the structure of cultures in the United States (indigenous and immigrant). | <ul style="list-style-type: none"> Use essential vocabulary. Analyze information. Note cause and effect relationships. Show analysis of historical information. Use and understand the differences between primary and secondary sources. Learn, understand, and use essential vocabulary. Support arguments with evidence. Use the Internet, CD-ROM's, e-mail, all basic almanacs, atlas books, encyclopedias, and periodicals or government publications to access information. Write a clear comprehensive bibliography. Use public speaking skills in front of an audience. Be able to understand and create timelines. Restate major ideas in concise form. Recognize various interpretations of historical data, recognizing bias. Read and understand different types of maps, including latitude and longitude, map symbols, etc. Use well organized notetaking skills. Support arguments with evidence. Be able to predict consequences for hypothetical situations. Interpret social and political messages of cartoons. Interpret history through artifacts. Make informed decisions. Use resources within the community, i.e. elders, libraries, newspapers, radio, TV, parents, and businesses. Locate all 50 states. Know major cities and physical features. Know climate and regions of the United States. Demonstrate how to use an atlas as a primary source. Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. Serve as a leader as well as a follower. Use and apply the five themes of geography (movement, place, religion, human environment, interaction, and location). Write an analytical paper. | <ul style="list-style-type: none"> As citizens, students need to understand the impact of intolerance on individuals and society. | History A, B, C, D Govt. & Citizenship A, B, C, E Geography A, B, F Language Arts A, B, D, E Arts B, D Healthy Life Skills A, C World Language C Culturally Responsive B, D Employability A |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How did the various economies of the United States develop over time? | <ul style="list-style-type: none"> Examine the importance of our economy on a local, state, national, and global scale. Areas addressed: economically important topics, i.e. triangle trade, agriculture, Gilded Age, workers' plight, industrial and transportation revolution, waves of immigration, information age, etc. | <ul style="list-style-type: none"> Use well organized notetaking skills. Support arguments with evidence. Be able to predict consequences for hypothetical situations. Interpret social and political messages of cartoons. Interpret history through artifacts. Make informed decisions. Use resources within the community, i.e. elders, libraries, newspapers, radio, TV, parents, and businesses. Locate all 50 states. Know major cities and physical features. Know climate and regions of the United States. Demonstrate how to use an atlas as a primary source. Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. Serve as a leader as well as a follower. Use and apply the five themes of geography (movement, place, religion, human environment, interaction, and location). Write an analytical paper. | <ul style="list-style-type: none"> As citizens, students need to understand the interdependence between our local, state, national, and global economy. | History A, B, C, D Govt. & Citizenship C, D, E, F, G Geography A, B, C, D, E, F Language Arts A, B, D, E Arts B, D Healthy Life Skills A, C World Language C Culturally Responsive B Employability A, B |

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|---|---|---|--|
| <p>POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice</p> | <ul style="list-style-type: none"> • What's our role and responsibility as citizens in a democracy? | <ul style="list-style-type: none"> * Know the structure of the United States government. * Analyze how the government was formed and what its purpose is. * Understand how the United States government works. * Areas addressed: Declaration of Independence, Bill of Rights, checks and balances, preamble, three branches, intent, state versus federal law, Constitutional Convention, growth of political parties, Articles of Confederation. | <ul style="list-style-type: none"> ◦ Use essential vocabulary. ◦ Analyze information. ◦ Note cause and effect relationships. ◦ Show analysis of historical information. ◦ Use and understand the differences between primary and secondary sources. ◦ Learn, understand, and use essential vocabulary. ◦ Support arguments with evidence. ◦ Use the Internet, CD-ROM's, e-mail, all basic almanacs, atlas books, encyclopedias, and periodicals or government publications to access information. ◦ Write a clear comprehensive bibliography. ◦ Use public speaking skills in front of an audience. ◦ Be able to understand and create timelines. ◦ Restate major ideas in concise form. | <ul style="list-style-type: none"> - As citizens, students need to understand that effective participation in government requires knowledge of historical/current events. | <p>History A, B, C</p> <p>Govt. & Citizenship A, B, C, D, E</p> <p>Language Arts A, B, D</p> <p>Healthy Life Skills D</p> <p>Technology D</p> <p>Employability A</p> |
| <p>INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation</p> | <ul style="list-style-type: none"> • How have major conflicts and cooperative efforts shaped United States society? | <ul style="list-style-type: none"> * Examine the effects of westward expansion on indigenous people. * Explore the major events that led from the Constitution to the Civil War. * Examine the effects from the Civil War that linger today. * Areas addressed: history of treaties, major events leading to the Civil War, political, economic, social and cultural relationships between slave and non-slave states, Civil War, reconstruction, 3/5 compromise. | <ul style="list-style-type: none"> ◦ Recognize various interpretations of historical data, recognizing bias. ◦ Read and understand different types of maps, including latitude and longitude, map symbols, etc. ◦ Use well organized notetaking skills. ◦ Support arguments with evidence. ◦ Be able to predict consequences for hypothetical situations. ◦ Interpret social and political messages of cartoons. ◦ Interpret history through artifacts. ◦ Make informed decisions. ◦ Use resources within the community, i.e. elders, libraries, newspapers, radio, TV, parents, and businesses. ◦ Locate all 50 states. ◦ Know major cities and physical features. ◦ Know climate and regions of the United States. ◦ Demonstrate how to use an atlas as a primary source. ◦ Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. ◦ Serve as a leader as well as a follower. ◦ Use and apply the five themes of geography (movement, place, religion, human environment, interaction, and location). ◦ Write an analytical paper. | <ul style="list-style-type: none"> - As citizens, students need to understand that peaceful resolution of conflicts can counteract violence in individuals, families, and society. | <p>History A, B, C, D</p> <p>Govt. & Citizenship B</p> <p>Geography A, B</p> <p>Language Arts A, B, D, E</p> <p>Technology D</p> <p>Culturally Responsive B, E</p> |

SOCIAL STUDIES CURRICULUM WORKSHEET

MIDDLE SCHOOL GRADES

AMERICAN HISTORY

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|--|--|---|
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> How have the actions, movements, and priorities of citizens formed our nation? | <ul style="list-style-type: none"> Analyze how social classes developed over time. Examine the rewards and struggles of groups during the 19th Century, i.e. labor, women's, religious, temperance, civil rights, suffrage, immigrants. Examine the relationship between moral and political values. Understand the chronological framework of American history from the Revolutionary Era to 1900. | <ul style="list-style-type: none"> Use essential vocabulary. Analyze information. Note cause and effect relationships. Show analysis of historical information. Use and understand the differences between primary and secondary sources. Learn, understand, and use essential vocabulary. Support arguments with evidence. Use the Internet, CD-ROM's, e-mail, all basic almanacs, atlas books, encyclopedias, and periodicals or government publications to access information. Write a clear comprehensive bibliography. Use public speaking skills in front of an audience. Be able to understand and create timelines. Restate major ideas in concise form. Recognize various interpretations of historical data, recognizing bias. Read and understand different types of maps, including latitude and longitude, map symbols, etc. | <ul style="list-style-type: none"> As citizens, students need to practice treating all people, regardless of socioeconomic and ethnic background, with respect, kindness, and equality. | History A, B, C, D Govt. & Citizenship A, B, E Language Arts A, B, E, D Healthy Life Skills C, D Technology D Culturally Responsive B, E Employability A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> How did physical geography impact the economic, social, political, and cultural development of our country? | <ul style="list-style-type: none"> Examine how westward expansion changed the existing landscape, communities, and cultures of the United States. Analyze growth of the modern American city. Examine the environmental factors that caused migration, settlement, and rise in population. Areas addressed: Manifest Destiny, Louisiana Purchase, Westward Movement, trails and transportation systems, development of territories, and impacts on indigenous cultures and the environment. Understand geographic characteristics of the regions of the United States. | <ul style="list-style-type: none"> Use well organized notetaking skills. Support arguments with evidence. Be able to predict consequences for hypothetical situations. Interpret social and political messages of cartoons. Interpret history through artifacts. Make informed decisions. Use resources within the community, i.e. elders, libraries, newspapers, radio, TV, parents, and businesses. Locate all 50 states. Know major cities and physical features. Know climate and regions of the United States. Demonstrate how to use an atlas as a primary source. Identify physical features, climate zones, political borders, major cities, and transportation routes of our region. Serve as a leader as well as a follower. Use and apply the five themes of geography (movement, place, religion, human environment, interaction, and location). Write an analytical paper. | <ul style="list-style-type: none"> As citizens, students need to understand that physical geography impacts the economic, social, political, and cultural development of our country. | History B, C, D Geography A, B, D, E, F Language Arts A, B, E, D Technology D Science A Employability A |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADES 9-12

ALASKA STUDIES (ELECTIVE)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|---|--|--|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What similar cultural foundations can be identified in the Native cultures of Alaska? How do the indigenous cultures of Alaska validate their existence today? | <ul style="list-style-type: none"> Examine in-depth the cultural components of Alaska Native groups: <ul style="list-style-type: none"> environment (location, climate, natural resources, subsistence) people/social systems (language, leaders, family) spiritual (leaders, beliefs, ceremonies) others (art, storytelling) Explore the impacts of a dominant society on Alaska Native cultures. | <ul style="list-style-type: none"> Use essential vocabulary. Skills related to acquiring and studying information (technology, research skills) Organizing information (study skills, thinking skills) Presentation, participation and interaction skills (writing skills) Community service (5 hours) | <ul style="list-style-type: none"> As citizens, students need to recognize bias and stereotypes, their influence not only on individual cultures but also as they apply to intercultural interaction. As citizens we need to recognize and demonstrate toleration and appreciation for other points of view and beliefs. | History A, B, C, D Govt. & Citizenship C Culturally Responsive B, C Employability A |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How have the people, state, and country benefited from our natural resources? What are the impacts, both positive and negative, of resource usage/development on Alaska's people? | <ul style="list-style-type: none"> Examine the natural resources within Alaska to evaluate the economic impact it has had on the past, its effects on the present, and its future relevancy (salmon, oil, trees). | <ul style="list-style-type: none"> Skills related to acquiring and studying information (technology, research skills) Organizing information (study skills, thinking skills, decision making, problem solving, current events) Presentation, participation and interaction (written skills or presentation skills) | <ul style="list-style-type: none"> As citizens, students need to make wise choices to manage and maintain our natural resources for future generations, monitoring both the environmental impacts as well as the societal impacts. | History B, C Govt. & Citizenship C, F, G Geography A, B, C, D, E, F Culturally Responsive B, E Employability A |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> What are the positive and negative effects of ANCSA on Alaska's people and communities? How has the role of government developed to accommodate Alaska's ever changing people, economy, and environment? | <ul style="list-style-type: none"> Compare the territorial government system to the present day state government, local government, and community government entities. Examine the history and legislation of ANCSA and describe how ANCSA has impacted the lives of all Alaskan people. Explore other key legislation (ANCSA, English only) and its role in the changing face of Alaska. | <ul style="list-style-type: none"> Skills related to acquiring and studying information (research skills, library skills, interview) Organizing and using information (study skills, thinking skills, scope and sequence skills, current events) Presentation, participation and interaction (writing skills, debate) Serve as a leader and as a follower. | <ul style="list-style-type: none"> As citizens, students need to know how personal and group identities are shaped by culture, physical environment, individuals, groups, and institutions, and their effect on evolving societies. | History A, B, C Govt. & Citizenship A, B, C, E, F Geography D Culturally Responsive B Employability A, B |
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How has access to resources for Native people and the rest of the state changed over time? What are the positive and negative effects of military presence in Alaska? What effects did religion have on Native belief systems and communities? | <ul style="list-style-type: none"> Analyze the multiple belief systems in Alaska's past and present. Examine the role of trade and comp. for resources in Alaska's history. Evaluate the changing role of the military entities from territory to present day. | <ul style="list-style-type: none"> Skills related to acquiring information (research skills geographic skills) Organizing and using information (study skills, thinking skills, decision making, problem solving, current events) Presentation, participation, and interaction (oral or written) | <ul style="list-style-type: none"> As citizens, students need to recognize civic values and their role in the protection and promotion of a common good. | History A, B, C, D, E, F Govt. & Citizenship A, B, C, E Culturally Responsive B, C, D, E Employability A |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADES 9-12

ALASKA STUDIES (ELECTIVE)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|--|--|--|---|
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> How did the discovery of gold and the discovery of oil impact Alaska's environment and people? How are the effects from Russian occupation and foreign exploration still relevant in Alaska's society? | <ul style="list-style-type: none"> Evaluate the gold rush and its effects on Alaska's environment and people. Evaluate the oil boom and its effects on Alaska's environment and people. Analyze the time period of Russian occupation. Examine the exploration period of Alaska and identify its legacy. | <ul style="list-style-type: none"> Use essential vocabulary. Skills related to acquiring information (research skills, library skills, geographic) Organizing and using information (study skills, cope and sequence skills, thinking skills) Presentation, participation, and interaction (personal communication skills, written skills) | <ul style="list-style-type: none"> As citizens, students need to understand the relationship between historical developments and present day society. | History A, B, C, D Govt. & Citizenship A, B, E Culturally Responsive B, E Employability A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> What is the influence physical geography has on cultural development? | <ul style="list-style-type: none"> Examine physical features of Alaska (waterways, landforms, places). Explore how environment shaped Alaska's traditional cultures and intercultural relationships/ communication. | <ul style="list-style-type: none"> Use and apply the five themes of geography (movement, place, religion, human environment, interaction, and location). Use map and globe reading skills Mastery of 100 places and locations | <ul style="list-style-type: none"> As citizens, students need to understand physical environments and their relationships to ecosystems and human activities. | History A, B, C, D Govt. & Citizenship A, B, C, D, E, F Culturally Responsive B, C Employability A |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 10

WORLD HISTORY (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|---|---|---|---|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> What are the universal links between past and present culture? How do developing societies respond to imperialism? | <ul style="list-style-type: none"> * Africa <ul style="list-style-type: none"> political/cultural borders colonization/imperialism (e.g. Berlin Conference, Triangular trade) cultural diffusion linguistics (e.g. Bantu language) * China <ul style="list-style-type: none"> dynasties and empires (e.g. Ming, Mongol) commercial colonization belief systems (e.g. Daoism) * Japan <ul style="list-style-type: none"> feudal systems current trade (e.g. relationship with U.S.) * India <ul style="list-style-type: none"> colonization/imperialism belief systems movement toward independence (e.g. Gandhi) * Middle East <ul style="list-style-type: none"> emergence of belief systems and impact on cultural relations emergence of oil and world power development | <ul style="list-style-type: none"> Skills related to acquiring and studying information: <ul style="list-style-type: none"> Use essential vocabulary. Library: introduction and implementation of library resources utilizing at least five. Technological skills: introduction to and use of the Internet and CD-ROMs. Research skills: recognition and use of primary and secondary sources and locating and identification of a point of view (bias) in resources. Geographic skills: understanding of geographical terms, references, and projections and mastery of the location of 100 countries and major geographical features. Organizing and using information: <ul style="list-style-type: none"> Study skills: time management (assignment calendar), note taking (format and sequencing), organization of materials (notebook), and research organization (note cards) Thinking skills: classify, interpret, analyze, summarize, synthesize, and evaluate information. Decision making skills Problem solving skills Scope and sequence skills (organization of a timeline identifying scope of global history) Current events skills (recognition of current events and identification of cause) Presentation, participation, and interaction skills: <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to recognize bias and stereotypes, their influence not only on individual cultures, but also as they apply to inter-cultural interaction. As citizens, students need to recognize and demonstrate toleration and appreciation for other points of view and beliefs. | History A, B, C, D Govt. & Citizenship A, D, F, G Geography A, B, C, D, E, F Culturally Responsive B, C, E Employability A |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> Does technology always improve the quality of life? How do economic systems shape society and influence interactions between countries? | <ul style="list-style-type: none"> * Europe <ul style="list-style-type: none"> Industrial Revolution Means of production Capitalism versus communism Economic theorists (e.g. Karl Marx, Adam Smith, Thomas Mathus, John Stuart Mill) * Supply and demand * European mercantilism * World trade | <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to understand the impact of economic systems and institutions on individuals, families, businesses, communities, and governments. As citizens, students need to understand the impact of science and technology on societies. | History A, B, C, D Govt. & Citizenship F, G Geography B, C, D, E, F Technology E Culturally Responsive B, C Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> Is nationalism always a root cause for civil war? What is the role of religion in nationalism? | <ul style="list-style-type: none"> * Europe <ul style="list-style-type: none"> Nationalism Rise and fall of empires (e.g. Ottoman, Holy Roman, Austrian, Bolshevik Revolution, Czarist Russia) Building of nations (e.g. Germany, Italy, France, Russia) Ultra-nationalism (e.g. ethnic cleansing) Realignment of world powers and the role Europe plays within it European Union | <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to know how personal and group identities are shaped by culture, physical environment, individuals, groups, and institutions, and their effect on evolving societies. | History A, B, C, D Govt. & Citizenship A, E Geography A, B, F Culturally Responsive A, C, E |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 10

WORLD HISTORY (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|---|--|---|
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> Are there commonalities in war? What role should the United States have in global conflicts? | <ul style="list-style-type: none"> Europe World War I <ul style="list-style-type: none"> rise of fascism technology of war World War II <ul style="list-style-type: none"> Holocaust Western and Pacific fronts Cold War <ul style="list-style-type: none"> nuclear proliferation Korean War NATO Warsaw Pact Space Race Role of the United States United Nations International action groups <ul style="list-style-type: none"> Peace Corps Relief programs | <ul style="list-style-type: none"> Skills related to acquiring and studying information: <ul style="list-style-type: none"> Use essential vocabulary. Library: introduction and implementation of library resources utilizing at least five. Technological skills: introduction to and use of the Internet and CD-ROMs. Research skills: recognition and use of primary and secondary sources and locating and identification of a point of view (bias) in resources. Geographic skills: understanding of geographical terms, references, and projections and mastery of the location of 100 countries and major geographical features. Organizing and using information: <ul style="list-style-type: none"> Study skills: time management (assignment calendar), note taking (format and sequencing), organization of materials (notebook), and research organization (note cards) Thinking skills: classify, interpret, analyze, summarize, synthesize, and evaluate information. Decision making skills Problem solving skills Scope and sequence skills (organization of a timeline identifying scope of global history) Current events skills (recognition of current events and identification of cause) Presentation, participation, and interaction skills: <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to recognize civic values and their role in the protection and promotion of a common good. | <ul style="list-style-type: none"> History <ul style="list-style-type: none"> A, B, C, D Govt. & Citizenship <ul style="list-style-type: none"> A, D Geography <ul style="list-style-type: none"> A, D, F Culturally Responsive <ul style="list-style-type: none"> B, C Employability <ul style="list-style-type: none"> A |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> What makes a revolutionary change? | <ul style="list-style-type: none"> Europe Government <ul style="list-style-type: none"> Absolutism and absolute monarchs Foundations of democracy The Enlightenment (e.g. Rousseau, Montesquieu, John Locke, Voltaire) Revolution (e.g. English, Glorious, French, Napoleonic Europe, Russian) Reformation Analyze patterns of political and economic change | <ul style="list-style-type: none"> Thinking skills: classify, interpret, analyze, summarize, synthesize, and evaluate information. Decision making skills Problem solving skills Scope and sequence skills (organization of a timeline identifying scope of global history) Current events skills (recognition of current events and identification of cause) Presentation, participation, and interaction skills: <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to understand the historical developments and the forms and purposes of governments in the world. | <ul style="list-style-type: none"> History <ul style="list-style-type: none"> A, B, C, D Govt. & Citizenship <ul style="list-style-type: none"> A, B Geography <ul style="list-style-type: none"> A, B Culturally Responsive <ul style="list-style-type: none"> A, B, D Employability <ul style="list-style-type: none"> A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> What is the effect of geography on civilization? How does geography of a region influence the political, social, health, and economic development of different countries? | <ul style="list-style-type: none"> Europe Africa Asia (China, Japan, India) Middle East Japan <ul style="list-style-type: none"> island nations fight for resources India <ul style="list-style-type: none"> impact of weather on economy significant of rivers | <ul style="list-style-type: none"> Group communication skills: effective participation in group settings Written skills (five part essay with bibliography and citations – position with support) Presentation skills: oral presentation – group, individual to small group, and development of speaking skills (poise, confidence) Community service skills: ten hours per semester Beginning of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to understand physical environments and their relationships to ecosystems and human activities. | <ul style="list-style-type: none"> History <ul style="list-style-type: none"> A, B, C, D Govt. & Citizenship <ul style="list-style-type: none"> F Geography <ul style="list-style-type: none"> A, B, E, F Culturally Responsive <ul style="list-style-type: none"> A, D, E Employability <ul style="list-style-type: none"> A, B |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 11

AMERICAN HISTORY (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|---|---|--|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> How has the dominant culture affected and been affected by all other cultures within the changing American identity? | <ul style="list-style-type: none"> Identification and recognition of cultural diversity: original cultures, immigrants (current and past waves), women, Civil Rights Movement, A.I.M., farm workers, Hispanics, etc. | <ul style="list-style-type: none"> Skills related to acquiring and studying information: <ul style="list-style-type: none"> Use essential vocabulary. Library: use of library for comprehensive research through the location of multiple resources from different perspectives Technological skills: use of the Internet and CD-ROMs Research skills: interviewing skills (oral history), critical analysis of point of view (bias) in resources Geographic skills: knowledge of the 50 states, location of 100 significant locations relevant to American history | <ul style="list-style-type: none"> As citizens, students need to recognize bias and stereotypes, their influence not only on past American history, but also in future problem solving. As citizens, students need to show tolerance and acceptance for other cultures and points of view. | History A, B, C Culturally Responsive B, D, E Employability A |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How has the American economy changed to interact with a more globally connected world? | <ul style="list-style-type: none"> Identify development of a global economy and technology's effect as we move from an agrarian to an industrial to an information/ technological society. Areas addressed: industrialization, progressivism, trust busting, steam, electrical, computerization, labor movements, labor practices, and consumerism in light of growing affluence. | <ul style="list-style-type: none"> Organizing and using information: <ul style="list-style-type: none"> Study skills Thinking skills: classify, interpret, analyze, summarize, synthesize, and evaluate information. Decision making skills Problem solving skills Scope and sequence skills (organization of American history timeline) Current events skills (awareness and understanding of current events) Presentation, participation, and interaction skills: <ul style="list-style-type: none"> Serve as a leader and as a follower Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (completion of a formal research paper, analysis of synthesizes information concluding with a resolution) Presentation skills: individual teaching lesson, technology based project Continuation of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to understand the impact of economics on all people at all levels and the responsibility inherent of citizenry in a free market economy. As citizens, students need to understand and take responsibility for the impact of economics on people of all socioeconomic strata. | History B, C Culturally Responsive B Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> How has protecting the rights of people shaped the growth of government? What is the relationship and obligation of the government and its citizens? | <ul style="list-style-type: none"> Isolationism – movement away from (League of Nations, United Nations) Depression leads to New Deal Growth of government Partisanship Abuse of power (i.e. Watergate, Irangate) Peace Corps Identify the development of 20th Century American government policies and practices. Areas addressed: isolationism, League of Nations, United Nations, Peace Corps, growth of "big government", partisan and social programs, and abuse of power. | <ul style="list-style-type: none"> Continuation of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to develop the civic skills necessary in order to employ them effectively in a participatory government. | History B, C Employability A |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 11

AMERICAN HISTORY (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|---|--|---|---|---|
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> How does the fight for world domination lead to polarization and proliferation? | <ul style="list-style-type: none"> Recognize how the decisions of WWI affected WWII, and subsequent worldwide polarization. Areas addressed: Spanish American War, 20th Century conflicts (e.g. Roosevelt Corollary, Big Stick, Open Door, Marshall Plan, Panama Canal, WWI, etc.), the Cold War, nuclear proliferation, movements of oppression (e.g. A.I.M., Holocaust, Japanese Internment, etc.), and the evolution of common law. | <ul style="list-style-type: none"> Skills related to acquiring and studying information: <ul style="list-style-type: none"> Use essential vocabulary. Library: use of library for comprehensive research through the location of multiple resources from different perspectives. Technological skills: use of the Internet and CD-ROMs Research skills: interviewing skills (oral history), critical analysis of point of view (bias) in resources Geographic skills: knowledge of the 50 states, location of 100 significant locations relevant to American history. Organizing and using information: <ul style="list-style-type: none"> Study skills Thinking skills: classify, interpret, analyze, summarize, synthesize, and evaluate information. Decision making skills Problem solving skills Scope and sequence skills (organization of American history timeline) Current events skills (awareness and understanding of current events) Presentation, participation, and interaction skills: <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (completion of a formal research paper, analysis of synthesizes information concluding with a resolution) Presentation skills: individual teaching lesson, technology based project Continuation of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to use civic values to work within a community according to the principles of democracy, including the protection of individual rights in order to promote the common good. As citizens, students need to encourage and accept "open mindedness." | History B, C Culturally Responsive B, E Employability A |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> How have the actions, movements, and priorities of citizens changed this nation in the 20th Century? | <ul style="list-style-type: none"> Understand that there is a chronological framework for organizing 20th Century institutions, people, events, and ideas. Areas addressed: 20's movements, equal and civil rights (e.g. minority and women's movements), growth of a "middle class", music, arts, entertainment, sports, heroes of 20th Century. | <ul style="list-style-type: none"> Personal communication skills: convictions, beliefs, and feelings Group communication skills: effective participation in group settings Written skills (completion of a formal research paper, analysis of synthesizes information concluding with a resolution) Presentation skills: individual teaching lesson, technology based project | <ul style="list-style-type: none"> As citizens, students need to understand relationships and patterns in history in order to understand the past and present and to prepare for the future. | History A, B, C Culturally Responsive A, B, E Employability A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> How do people and physical environment interact? | <ul style="list-style-type: none"> Understand and identify the effect of natural resources on the migration of people. Areas addressed: movement from east to west, urbanization, emergence of a national identity, creation of public lands, and environmental movement. | <ul style="list-style-type: none"> Continuation of high school social studies portfolio | <ul style="list-style-type: none"> As citizens, students need to make wise choices to manage and sustain our natural resources for future generations. As citizens we need to foster world awareness. | History B, C Geography E, F Culturally Responsive E Employability A, B |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 12

AMERICAN GOVERNMENT (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|--|--|---|--|
| CULTURAL CONNECTIONS Cultural Anthropology & Global Connections | <ul style="list-style-type: none"> How has culture shaped the evolution of government? | <ul style="list-style-type: none"> Political ideas in defining culture Government's role in a nation's culture Alaska native communities ANCSA | <ul style="list-style-type: none"> Skills related to acquiring and studying information. Use of essential vocabulary. Use of library for government related research through the location of multiple resources from different perspectives and pertinent data. Use of the Internet and CD ROMs. Interview skills (expert in a given field), point of view recognition. Development of a world political map. Organization of a timeline identifying the scope of American political history. | <ul style="list-style-type: none"> As citizens, students need to participate in our communities through community service. As citizens, students need to understand the role of the citizen in the community and the nation and as a member of the world community. | Govt. & Citizenship B, C, E, Culturally Responsive A, B, C, E Employability A |
| GLOBAL ECONOMICS Production, Distribution, Consumption | <ul style="list-style-type: none"> How are the world's resources produced, distributed, and consumed? How to balance national interests and global priorities and needs? | <ul style="list-style-type: none"> Capitalism Socialism Mixed economy Communism Free market economy issues: <ul style="list-style-type: none"> Trade Labor relations International law Economic institutions Alaska economic issues | <ul style="list-style-type: none"> Critical analysis of partisanship in United States politics. Identification of political implications of current events within the context of a globally connected world. Completion of a position paper related to the United States political system (legislative, executive, judicial). Presentation, participation, and interaction Demonstrate ability to defend a position. Application of skills and knowledge in a new and unpredictable situation (an extemporaneous presentation) | <ul style="list-style-type: none"> As citizens, students need to understand the economical impacts on all citizens and the relationship of the United States free market economy in a globally connected world. | Govt. & Citizenship D, F, G Culturally Responsive A Employability A, B |
| POWER, AUTHORITY, GOVERNANCE Citizenship, Civic Ideals & Practice | <ul style="list-style-type: none"> What are the foundations and ideals of the American democratic system? How do local, state, and federal governments interact? | <ul style="list-style-type: none"> The United States Constitution The Declaration of Independence Federalism Checks and balances Branches <ul style="list-style-type: none"> Judicial (Supreme Court) Legislative (Congress) Executive (the President) The amendments Alaska state government Current events | <ul style="list-style-type: none"> Community service skills: ten hours for semester (five government related) Application of current events. Conclusion of high school social studies portfolio. | <ul style="list-style-type: none"> As citizens, students need to understand the development of the United States political system and the relationships between the branches of government and between the state and the federal government. | Govt. & Citizenship A, B, C, E Culturally Responsive A, B, C, E Employability A |

SOCIAL STUDIES CURRICULUM WORKSHEET

HIGH SCHOOL GRADE 12

AMERICAN GOVERNMENT (REQUIRED)

| Themes | Essential Questions | Record of Human Experiences (Content) | Cognitive & Social Skills & Processes | Civic Competence & Global Stewardship (Habits) | State Standards Addressed |
|---|--|---|--|--|---|
| INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY Conflict & Cooperation | <ul style="list-style-type: none"> What responsibility do individuals have in a democratic society? | <ul style="list-style-type: none"> Foreign Policy: <ul style="list-style-type: none"> United Nations International conflict and cooperation Global economics Partisan politics Dissent Minority rights Federalism American law Elections Governmental systems in today's world Hot spots | <ul style="list-style-type: none"> Skills related to acquiring and studying information. Use of library for government related research through the location of multiple resources from different perspectives and pertinent data. Use of the Internet and CD ROMs. Interview skills (expert in a given field), point of view recognition. Development of a world political map. Organization of a timeline identifying the scope of American political history. Critical analysis of partisanship in United States politics. Identification of political implications of current events within the context of a globally connected world. Completion of a position paper related to the United States political system (legislative, executive, judicial). Presentation, participation, and interaction Demonstrate ability to defend a position. Application of skills and knowledge in a new and unpredictable situation (an extemporaneous presentation) Community service skills: ten hours for semester (five government related) Application of current events. Conclusion of high school social studies portfolio. Involvement in the election process and voter registration/education. | <ul style="list-style-type: none"> As citizens, students need to practice the responsibility inherent to all individuals in a democratic republic. As citizens, students need to respect minority rights and the value of dissent. | Govt. & Citizenship B, C, D, E, G Culturally Responsive C Employability A |
| TIME, CONTINUITY & CHANGE Patterns of Social & Political Interaction, History | <ul style="list-style-type: none"> How have the existing political, economic, legal, and social systems developed and what is the difference between constitutionality based ideals and the reality of everyday government? | <ul style="list-style-type: none"> Origins of government <ul style="list-style-type: none"> Natural law Divine right The United States Constitution's evolution through amendments and Supreme Court interpretation. The legislative process in a two party system. | <ul style="list-style-type: none"> Completion of a position paper related to the United States political system (legislative, executive, judicial). Presentation, participation, and interaction Demonstrate ability to defend a position. Application of skills and knowledge in a new and unpredictable situation (an extemporaneous presentation) Community service skills: ten hours for semester (five government related) Application of current events. Conclusion of high school social studies portfolio. Involvement in the election process and voter registration/education. | <ul style="list-style-type: none"> As citizens, students need to understand the origins of the United States government and how it has changed through the legislative, executive, and judicial process. | Govt. & Citizenship A, B Culturally Responsive D, E Employability A |
| PEOPLE, PLACES, & ENVIRONMENT Geography | <ul style="list-style-type: none"> Does the environment shape the government and what is the responsibility of land and resources? | <ul style="list-style-type: none"> Federal lands Economic development Environmental protection | <ul style="list-style-type: none"> Involvement in the election process and voter registration/education. | <ul style="list-style-type: none"> As citizens, students need to recognize the importance of protecting our natural resources in the midst of economic development. | Govt. & Citizenship C, F, G Culturally Responsive A, B, E Employability A, B |