



Kenai Peninsula Borough School District

K-12 Social Studies Curriculum



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Section A: Introduction

Acknowledgements

2019-2020

Social Studies Curriculum Committee Members

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Philosophy

The study of social studies is a process that develops from kindergarten through high school. This development helps learners to understand their place in the world and their roles and responsibilities. Based on the Alaska State Standards and the Strands of Social Studies content (Civics, Government, Economics, History, and Geography), we strive to develop a defined, rigorous, relevant, and dynamic curriculum that balances the tension between depth and breadth of content and meets the needs to all our learners. Under the National Council of Social Studies' College, Career, and Civic Life (C3) Framework learners will have opportunities to build social studies skills. These skills will focus on history, communication, thinking, and social aspects of citizenship and civic engagement.

Mission

The Kenai Peninsula Borough School District seeks to improve student achievement in social studies. Our goal is prepare thoughtful, responsible, productive citizens in our democratic society by providing our students a comprehensive, integrated, and personalized K-12 Social Studies Curriculum. The core curriculum will encompass the social studies strands of history, geography, civics/government, economics and cultural studies. The study of Alaska, United States' heritage, and world civilizations will include multicultural perspectives and an understanding of global interdependence. Each social studies course is based on central themes that are carried across the K-12 continuum. Students will become critical thinkers, effective communicators and responsible citizens in a global and technological society.

Explanation of Terms

Alaska Content Standards

High academic standards adopted by the Alaska State Board of Education. These standards are general statements of what Alaskans want their students to know and be able to do as a result of their public school experience. The standards reflect the collaborative work of Alaskan educators and national experts from the nonprofit National Center for the Improvement of Educational Assessment, and are informed by the input of Alaskan teachers and public comment.

Alaska Cultural Standards

Standards endorsed by the State Board of Education serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all learners. Similarly, it guarantees adequate time for teachers to teach content and for learners to learn it. A guaranteed and viable curriculum is one that ensures that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

National Council for the Social Studies (NCSS) Standards

Intended as a companion to content standards, the social studies curriculum standards are an indispensable framework for the implementation of content standards. The standards continue to be structured the following themes of social studies:

- Culture
- Time, continuity, and change
- People, places, and environments
- Individual development and identity
- Individuals, groups, and institutions
- Power, authority, and governance
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices

Elementary Overview

Kindergarten: Me and My World

Kindergarten learners will demonstrate understanding that their world is made up of many different groups and places. These groups and places can change over time. Kindergartners will also understand how people in their lives (including the classroom) and they themselves can make positive contributions as group members and/or citizens. Learners will participate in decision making related to wants and needs. Finally, learners will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision-making skills.

Grade 1: My Family and School Community

First grade learners will study their own families, past and present. They will compare present-day families and schools to ones of recent and distant past. Through the discussion of civic issues that arise in school, the learners will understand rules, fairness and collective decision-making. Learners will make and use simple maps and timelines.

Grade 2: My Local Community

Learners in second grade will develop a conceptual understanding of community. They will be introduced to the domains of social studies (history, geography, culture, civics, economics, and government) through the lens of their local community. Learners will explore how people, places, geography, and events have shaped their Kenai Peninsula area communities historically. In addition, they will become acquainted with local government and current issues.

Grade 3: Alaska Studies

Learners will focus on Alaska, past, present, and future. Learners will compare and contrast various cultures and regions within the state. They will also focus on the study of Alaska's history, geography, culture, civics, economics, and government. Learners will explore the Indigenous cultures of Alaska, why and how the first Alaska Natives and Europeans came to the area, the United States purchase of Alaska, and how Alaska became a state. The learners will also explain the importance of natural resources to Alaska's economy.

Grade 4: United States Region Geography

This yearlong study helps develop knowledge of the geography of the United States, continents, and oceans to lay the foundation for further social studies explorations. The learners will examine the factors, both physical and cultural, that help define regions in the United States. Learners will explore the idea of financial and civic responsibility. Throughout their social studies exploration, learners will focus on developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action (C3 Framework).

Grade 5: American History

In fifth grade, learners will survey the most important events in American History from the earliest discovery of the Americas to the American Civil War through modern times. Students will study major events and people that have shaped the United States, as we know it today.

- Explorations initiated the exchange of people, ideas, plants, animals, and diseases between the Americas, Europe, Asia, and Africa.
- History of the United States, focusing on the story of European colonization, interactions with Indigenous peoples, and the foundations of United States government as it relates to today.
- The development of the industrial nation: Industrialization and innovation influence a nation.
- The Twentieth Century: Modern wars have shaped the world.

Middle School Overview

Grade 6 World History:

In sixth grade, learners will develop an understanding of world geography. It introduces key geography skills and an understanding of the world. Students will identify and explore the continents and countries of the world. This course is designed to introduce students to differing cultures and ways of life. Students will learn about the world's physical and political boundaries. This course analyzes human settlement in relation to climate and resources of the world. Students will explore various societies and their governmental systems. This course will guide students to develop an understanding of how humans have affected the physical landscape of the world.

Grade 7: Ancient Civilizations:

Seventh grade learners will continue their exploration of the world in ancient times. This course develops general chronology of world history from prehistoric times to the emergence of empires. It also examines important themes and trends that affect more than one world civilization. The course provides a crucial overview of cultures and meetings between cultures that accelerate movement toward an ever more integrated globe.

Grade 8: United State History

This course offers an interactive and comprehensive overview of United States history from pre-Columbian to Western Expansion. This course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, the creation of a new nation through the American Revolution, and Westward Expansion.

High School Overview

Alaska History

The Alaska History course is a comprehensive introduction to the geography, culture, and history of Alaska, centered around an essential question, project-based curriculum. The course emphasizes Alaska's distinctive physical and human geography. It examines Alaskan Native culture, key historical events, economic resource development, changing forms of governance, the evolution of modern Alaska, and challenges facing the future of the state. A primary goal of the course is to create informed state citizens, who have the knowledge and skills to actively participate in shaping a sustainable future of Alaska for the betterment of themselves and their communities.

Government

This course focuses on the American political system and preparation of students for effective and productive citizenship. Government provides an in-depth, content-specific study of the Constitution, comparative political and economic systems, federal, state and local governments, international relations, and rights and responsibilities of the individual. The American legal system, legislative processes, and the Bill of Rights will be critically examined in order to invite student activism and involvement in democracy. Exposure and participation to real life experiences is a major focus in this course. Identification of issues crucial to the maintenance of democratic institutions is emphasized with a view toward resolution.

United States History

This is a comprehensive, integrated course in United States history from pre-European contact to the present. This course is organized chronologically but may be taught thematically, and is intended to serve as a capstone for U.S. History studies in the elementary and secondary schools. In-depth, student-centered exploration of issues relevant to historical inquiry and methodology will be emphasized. Students will practice and refine historical thinking skills throughout the course.

World History

This program focuses on the history of the major cultures and societies of the world from prehistory to the present. Historical perspective is analyzed on major world events, movements, and conditions. This course enables the student to understand the world through exploration of the histories and cultures of past and present societies. Emphasis is on the acquisition and application of historical thinking skills within the context of world history. Students will apply concepts and knowledge from social studies disciplines such as geography, government, and economics, in addition to other disciplines such as world literature and science.

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Section B: Elementary Social Studies

KPBSD Social Studies Curriculum

Kindergarten Unit 1: Economics and Civic Participation

Desired Results													
<p>Alaska State Standards</p> <p>Government and Citizenship F: A student should understand the economies of the United States and the state and their relationship to the global economy.</p> <p>Government and Citizenship G: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 2px;"> Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Recognize that people have basic needs and wants. </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;">Meaning</th> </tr> <tr> <td style="width: 50%; padding: 2px; vertical-align: top;"> <p style="text-align: center; margin: 0;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • People have economic needs and wants. • Goods and services can satisfy people’s wants. • Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. • People have jobs and earn money to meet their needs. </td> <td style="width: 50%; padding: 2px; vertical-align: top;"> <p style="text-align: center; margin: 0;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What do we want? • What do we need? • How do goods and services meet our needs and wants? • What happens when there isn’t enough for everyone? </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;">Acquisition</th> </tr> <tr> <td style="padding: 2px; vertical-align: top;"> Students will know... <ul style="list-style-type: none"> • People have basic needs and wants. • People have jobs in order to earn money to meet their needs. </td> <td style="padding: 2px; vertical-align: top;"> Students will be skilled at <ul style="list-style-type: none"> • I can classify items as wants or needs. • I can name common physical, social, and emotional needs. • I can identify jobs in my home and school. </td> </tr> </table>	Transfer		Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Recognize that people have basic needs and wants. 		Meaning		<p style="text-align: center; margin: 0;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • People have economic needs and wants. • Goods and services can satisfy people’s wants. • Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. • People have jobs and earn money to meet their needs. 	<p style="text-align: center; margin: 0;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What do we want? • What do we need? • How do goods and services meet our needs and wants? • What happens when there isn’t enough for everyone? 	Acquisition		Students will know... <ul style="list-style-type: none"> • People have basic needs and wants. • People have jobs in order to earn money to meet their needs. 	Students will be skilled at <ul style="list-style-type: none"> • I can classify items as wants or needs. • I can name common physical, social, and emotional needs. • I can identify jobs in my home and school.
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Assessment Ideas													
<ul style="list-style-type: none"> • Presentations • Writing samples • Sorting and categorizing • Identify needs and wants • Discussions 													

Vocabulary

Needs, wants, categorize, community, scarce, sort, profession, goods, services

Suggested Activities, Materials, and Resources

- [Needs and Wants \(http://www.c3teachers.org/inquiries/needsandwants/\)](http://www.c3teachers.org/inquiries/needsandwants/)
- [Recognize that people have basic needs \(food, shelter, and clothing\) and wants \(toys, games, treats\) \(https://www.uen.org/core/socialstudies/kindergarten/lesson_ideas.shtml#IV\)](https://www.uen.org/core/socialstudies/kindergarten/lesson_ideas.shtml#IV)
- [Explain that people have jobs and earn money to meet their needs.](#)
- [Goods and Services \(https://www.econedlink.org/resources/bad-kitty-gets-good-goods-and-services/\)](https://www.econedlink.org/resources/bad-kitty-gets-good-goods-and-services/)
- [Econedlink.org \(https://www.econedlink.org/\)](https://www.econedlink.org/)
- Guest Speakers
- Career Day with parents
- Field Trips to local merchants and community services

KPBSD Social Studies Curriculum

Kindergarten Unit 2: Geography

Desired Results

<p>Alaska State Standards</p> <p>Geography A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Use maps and geographic tools to successfully locate places and landmarks. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • People belong to different groups and live in different locations around the world that can be found on a globe or map. • Maps represent characteristics of familiar areas. • A map is a drawing of a place and a globe is a model of the earth. • Geographic tools represent places and spaces. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is a map? • How do maps help us find what we are looking for? • How can we use maps to show others where things are? • How do electronic maps make finding places easier?
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • Map, globes and other geographic tools helps us locate places. • Properties of maps (titles, legend, cardinal direction, scale, symbols). • Directions help us locate places 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can identify a map. • I can identify a globe. • I can identify that maps and globes represent places. • I can describe where something is with words like: up, down, in, out, above, below, etc. • I can identify places in my school, home or playground.

Assessment Ideas

<ul style="list-style-type: none"> • Presentations • Models/Create a Map • Verbal Directions • Writing samples • Discussions

Vocabulary

Paper map, digital map, symbol, GPS, scale, legend, east/west, north/south, left/right, geography, direction, top/bottom

Suggested Activities, Materials, and Resources

- [Paper Map Inquiry \(http://www.c3teachers.org/inquiries/maps-and-globes/\)](http://www.c3teachers.org/inquiries/maps-and-globes/)
- [Vacation Matrix \(https://www.uen.org/lessonplan/view/5626\)](https://www.uen.org/lessonplan/view/5626)
- [Maps and Globes \(http://www.c3teachers.org/inquiries/maps-and-globes/\)](http://www.c3teachers.org/inquiries/maps-and-globes/)
- [Maps and Me \(https://www.uen.org/lessonplan/view/10687\)](https://www.uen.org/lessonplan/view/10687)
- [Fairy Tale Maps \(https://www.uen.org/lessonplan/view/18787\)](https://www.uen.org/lessonplan/view/18787)
- [Let's Take a Trip \(https://www.uen.org/lessonplan/view/18795\)](https://www.uen.org/lessonplan/view/18795)
- [Me on the Map \(https://www.uen.org/lessonplan/view/25974\)](https://www.uen.org/lessonplan/view/25974)
- [Map the Path \(https://www.uen.org/lessonplan/view/5632\)](https://www.uen.org/lessonplan/view/5632)
- Globe and map center
- Curriculum Support Center – Art Kits
- Recycling Projects
- Construct a map of the school

KPBSD Social Studies Curriculum

Kindergarten Unit 3: Government and Citizenship

Desired Results

<p>Alaska State Standards</p> <p>Government and Citizenship A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</p> <p>Government and Citizenship E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand who they are as an individual and respect the similarities and differences of others. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Rules are good when they keep people safe, but not all rules do that. • Rules should help people, but not all rules do. • People should follow rules, but they can also make new rules or change the rules if they decide they need to. • Children and adults have rights and responsibilities at home, at school, in the classroom and in the community. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Are all rules good rules? • Who makes the rules? • What does it mean to follow the rules? • Can rules ever change? • Why do I have to be responsible? • What does responsibility look like? • What are my responsibilities at home and at school?
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment. • People in authority make rules and laws that provide for the health and safety of all. • Children and adults have opportunities to contribute to the development of rules and/or laws. • Being responsible helps to keep everyone safe. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can explain why laws and rules are made. • I can participate in a democratic decision making process. • I can explain and/or demonstrate the difference between following a rule and not following a rule. • I can explain why rules are important, but sometimes laws/rules need to be changed. • I can act responsibly in school and at home. • I can identify and perform my responsibilities at home and at school.

Assessment Ideas

- Rubrics
- Demonstration of rules
- Speaking and Listening Activities
- Oral Presentations
- Community Service Project
- Role Play
- Discussions
- Classroom norm creation
- Video

Vocabulary

Rule, law, safe, vote, responsibility, participate, authority, orderly, contribute

Suggested Activities, Materials, and Resources

- [Rules](http://www.c3teachers.org/inquiries/rules/) (<http://www.c3teachers.org/inquiries/rules/>)
- [Why Do I have to be Responsible?](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Civic_Ideals.pdf) (http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Civic_Ideals.pdf)
- [Why Do We Need Rules?](https://www.uen.org/lessonplan/view/25965) (<https://www.uen.org/lessonplan/view/25965>)
- [Safety First](https://www.uen.org/lessonplan/view/25993) (<https://www.uen.org/lessonplan/view/25993>)
- [Our Community Helpers](https://www.uen.org/lessonplan/view/5597) (<https://www.uen.org/lessonplan/view/5597>)
- [Brain Pop Jr.](#)
- [Daily Pledge of Allegiance](#)
- [Class jobs](#)
- [Kids Voting](https://www.k12northstar.org/Page/8808) (<https://www.k12northstar.org/Page/8808>)

KPBSD Social Studies Curriculum

Kindergarten Unit 4: History and Culture

Desired Results

<p>Alaska State Standards</p> <p>History A: A student should understand that history is a record of human experiences that links the past to the present and the future.</p> <p>History D: A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner</p>	Transfer				
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand who they are as an individual and respect the similarities and differences of others. 				
	Meaning				
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Assessment Ideas

- Self-Portrait/Book about themselves
- Oral Presentations
- Discussions
- Video
- Calendar of School or Classroom Traditions

Vocabulary

Unique, characteristics, holiday, similar, different, tradition, dislikes/likes, relationship, identity, family

Suggested Activities, Materials and Resources

- [Identity](#)
- [Holidays](#)
- [Our Families, Yours and Mine](#)
- [My Family is Important](#)
- [A Book About Me](#)
- [Ways to Celebrate in Winter](#)
- [Our School is a Community](#)
- [We Are Alike and Different](#)
- [We Are All Different in Many Ways](#)
- [Celebrating Family Traditions](#)
- [We Are Different, We Are the Same.](#)
- [Author Study of Patricia' Polacco's Family Stories](#)

KPBSD Social Studies Curriculum

First Grade Unit 1: Economics

Desired Results		
<p>Alaska State Standards</p> <p>Government and Citizenship G: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Recognize that people have basic needs and wants and make economic choices as producers and consumers of goods and services. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Choice is influenced by the money we have. • People and families work to earn money to purchase goods and services they need or want. • People make decisions about how to spend and save money that they earn. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What choices do we make with our money? • How do families gain money? • What do families choose to spend their money on? • What is the difference between something I need and something I want?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • The difference between spending and earning. • The difference between short-term goal versus saving for a long-term goal. • People may choices to meet their needs. • The difference between things they want and things they need for survival. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can identify an example and non-example of a method for obtaining money. • I can explain the pros and cons of spending for a short-term goal and saving for a long term goal • I can identify ways I can help my family save money. • I can identify uses of money (saving, spending, and donating). 	

Assessment Ideas

- Oral Presentations
- Collage
- Discussions
- Drawings
- Simple budget

Vocabulary

Choice, budget, saving, wages, consumer, earn, spending, expenses, services, save, donation

Suggested Activities, Materials, and Resources

- Needs and Wants (<http://www.c3teachers.org/inquiries/needsandwants/>)
- Everyone Works (<https://www.uen.org/lessonplan/view/25995>)
- Do I Want or Need? (https://www.uen.org/core/socialstudies/first/lesson_ideas.shtml#IV)
- Newspapers and magazines (e.g., *Scholastic Weekly Reader*)
- Play “store” or have a classroom economic system (e.g., Dojo Dollars)
- Buy choice time activities with tokens
- Read aloud and discuss:
 - *The Go-Around Dollar* by Barbara Johnston Adams
 - *If You Make a Million* by David Schwartz
 - *Monster Money Book* by Loren Leedy
- Play a game like “Would You Rather” - understanding choices and costs
- Junior Achievement (<https://www.juniorachievement.org/web/ja-usa/home>)

KPBSD Social Studies Curriculum

First Grade Unit 2: Geography

Desired Results		
<p>Alaska State Standards</p> <p>Geography A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.</p> <p>Geography B: A student should be able to utilize, analyze, and explain information about the human and physical feature of places and regions.</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Understand the purpose of maps and how we use geographic tools to read and make maps. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Maps represent characteristics of familiar areas (physical and man-made). • A map is a drawing of a place and a globe is a model of the earth. • Geographic tools represent places and spaces. • Maps are used to locate important places in our community (i.e. school, hospital, monuments). 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is a map? • How do maps help us find what we are looking for? • How can we use maps to show others where things are? • What are map symbols and how do we use them? • How do electronic maps make finding places easier?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • Geographic tools such as maps and globes to represent places • Map keys and compass rose help people read maps. • Maps have different purposes and represent different things. • Directional vocabulary to describe how to locate objects. • Symbols are used to represent physical features and manmade structures on maps and globes. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can construct and label familiar places on a map. • I can analyze the information on a map and explain its purpose. • I can identify three map symbols and explain how they are helpful. • I can describe where something is with directional words like: up, down, in, out, above, below, etc. • I can identify places in my school, home or playground using a map. • I can use a compass to identify cardinal directions. 	

Assessment Ideas

- Oral presentations
- Collage
- Written directions to places in the school or home
- Discussions
- Drawings
- Use a map or globe to locate places and landmarks
- Create a map

Vocabulary

Geography, symbol, legend, map, compass, navigate, cardinal directions, key, globe

Suggested Activities, Materials, and Resources

- Map Skills (<http://www.c3teachers.org/inquiries/map-skills/>)
- Map Trap (<https://www.uen.org/lessonplan/view/25988>)
- Can My Like Fit On a Map? (http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_1_Maps_and_geography.pdf)
- U.S Symbols Activities for Kids (<https://educators.brainpop.com/lesson-plan/u-s-symbols-activities-for-kids/?bp-jr-topic=u-s-symbols>)
- I Can Use a Compass, Can You? (https://www.uen.org/core/socialstudies/first/lesson_ideas.shtml#III)
- Use clay to build models of basic landforms
- Cut out a paper shape of Alaska and place it accurately on various maps around the classroom playing “Where’s Alaska?”
- Layer Foldables® to illustrate neighborhood, town, state, etc.
- *Molly of Denali*

KPBSD Social Studies Curriculum

First Grade Unit 3: Government and Citizenship

Desired Results		
<p>Alaska State Standards</p> <p>Government and Citizenship A: A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</p> <p>Government and Citizenship E: A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Demonstrate ways of being a good citizen in multiple settings. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • There are social skills that are necessary for working in a group. • Students have responsibilities in the classroom, school, community and home. • Laws help protect the rights and define the responsibilities of individuals and groups. • Governments exist to represent the needs of the people, create and enforce laws, and help solve conflicts. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does it mean to be a good citizen in my classroom, community and world? • What is a friend? • How do I act if I do not like someone? • What do I do if someone does not like me? • Is the President the Most Important Person in Government?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • We have to treat everyone respectfully whether we like them or not. • The traits or characteristics of being a responsible citizen. • Rules help us stay safe. • Leaders have important jobs. • Behaviors that contribute to cooperation within groups at school and in the community. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can explain the purpose of rules at home and school. • I can name ways to be a good citizen at home, school and my community. • I can identify, discuss and engage in appropriate team building behaviors. • I can explain why schools have rules. • I can list important people and leaders in my school and community. • I can express my feelings respectfully. • I can explain my role in a group and cooperate with others. 	

Assessment Ideas

- Oral presentations
- Participate in class discussions or current events
- Demonstrate what it means to be a responsible citizen
- Discussions
- Drawings
- Role play

Vocabulary

Citizen, government, respect, contribution, leader

Suggested Activities, Materials, and Resources

- [Alaska Resources - Rules](#)
- [Rules and Laws](#)
- [Is the President the Most Important Person in Government?](#)
- [Stringing Good Teams Together](#)
- Share family Responsibilities
- BrainPOP Jr.
- Econ Ed Link (<https://www.econedlink.org/resources/grade/k-2/>)
- Kids Voting (<https://www.k12northstar.org/Page/8808>)
- Constitution Day (September 17) activities
- *Molly of Denali*

KPBSD Social Studies Curriculum

First Grade Unit 4: History and Culture

Desired Results		
<p>Alaska State Standards</p> <p>History A: A student should understand that history is a record of human experiences that links the past to the present and the future.</p> <p>History B: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Explore and appreciate their personal history and their role in history. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Individuals are similar and different. Families are similar and different. Language, beliefs, customs and traditions help shape the identity and culture of a family and a community. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can families be the same or different? What do families look like? What special things do families do together? Who am I in my family?
	Acquisition	
Students will know... <ul style="list-style-type: none"> Families are basic units of all societies and different people define family differently. The roles within a family. Different families and similar and different tradition, celebrations, and customs. The definition of respect. Alaska has several Indigenous cultures from long ago that continue today. 	Students will be skilled at <ul style="list-style-type: none"> I can participate in classroom, school, and community events that celebrate traditions and cultures. I can identify my role in my family. I can identify traditions/celebration/customs of my family. I can compare traditions and celebrations from the past with today. I can define and share examples of what respect looks like in my own words. 	
Assesment Ideas		
<ul style="list-style-type: none"> Oral presentations about family traditions and celebrations Draw and label pictures of family members and things they do together Discussions Drawings Construct a timeline of school events that happen during the year. Write a journal about feelings or reactions to school events Interview a community member Art Kits from the KPBSD Curriculum Support Center 		

Vocabulary

Commonalities, Indigenous, tradition, differences, customs, culture, celebration

Suggested Activities, Materials, and Resources

- [Family \(http://www.c3teachers.org/inquiries/family/\)](http://www.c3teachers.org/inquiries/family/)
- [Traditions in Our Family \(http://www.c3teachers.org/inquiries/family/\)](http://www.c3teachers.org/inquiries/family/)
- [Folk Dancing Fun \(http://www.c3teachers.org/inquiries/family/\)](http://www.c3teachers.org/inquiries/family/)
- [Games People Play \(https://www.uen.org/lessonplan/view/21436\)](https://www.uen.org/lessonplan/view/21436)

KPBSD Social Studies Curriculum

Second Grade Unit 1: Economics

Desired Results					
<p>Alaska State Standards</p> <p>Government and Citizenship F: A student should understand the economies of the United States and the state and their relationships to the global economy.</p> <p>Government and Citizenship G: A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</p> <p>Geography D: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.</p>	Transfer				
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Understand that through businesses, town organizations and local governments, a community meets the needs and wants of its people. 				
	Meaning				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">ENDURING UNDERSTANDINGS</th> <th style="text-align: center; padding: 5px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> We can share resources and workers to support many communities. The price of goods and services, scarcity and choice all influence the decisions we make. </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> How do people meet their needs and wants? What challenges do people face in meeting their needs and wants? How do people work together to overcome the challenges of meeting their needs and wants? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> We can share resources and workers to support many communities. The price of goods and services, scarcity and choice all influence the decisions we make. 	<ul style="list-style-type: none"> How do people meet their needs and wants? What challenges do people face in meeting their needs and wants? How do people work together to overcome the challenges of meeting their needs and wants?
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Assessment Ideas

- Oral Presentations
- Identify some goods and services provided by local government and by other producers on the Kenai Peninsula.
- Pictures/Collage
- Discussions
- Drawing
- Role play

Vocabulary

Scarcity, goods, services, producer, consumer

Suggested Activities, Materials, and Resources

- Ecnomic Interdependence (<http://www.c3teachers.org/inquiries/economic-interdependence/>)
- Give and Take (<https://www.uen.org/lessonplan/view/14830>)
- Producing and Consuming (<https://www.uen.org/lessonplan/view/25999>)
- Council for Economic Education (www.econedlink.org)

KPBSD Social Studies Curriculum

Second Grade Unit 2: Geography

Desired Results		
<p>Alaska State Standards</p> <p>Geography A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.</p> <p>Geography E: A student should understand and be able to evaluate how humans and physical environments interact.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand their place in the world and examine the impacts of development in their community. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • People in communities affect the environment as they meet their needs and wants. • Each community has physical characteristics. • Geography and natural resources shape where and how communities develop and how they sustain themselves. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do we shape our environment? • How do we modify our environment over time? • How does our use of land improve or harm our community? • How do we use geographic tools?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • The locations of natural and physical resources often affects where people settle and how people sustain themselves. • Humans modify the environment of their communities through housing, transportation, schools, marketplaces and recreation areas. • Maps and globes help us locate places and landmarks. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can make and use a map to identify areas in my community. • I can explain how a local development has helped or harmed the community. • I can identify ways people have modified the environment in my community. • I can describe how geographic aspects of the area affect a community and influence culture (river, mountain, tundra). • I can describe ways in which people have modified the physical environment in a community (building roads, clearing land for homes). • I can locate where I live, the State of Alaska, and the United States on a variety of maps or on a globe. 	

Assessment Ideas

- Oral Presentation
- Create a Community Map
- Graphic Organizers (Pros and Cons)
- Writing informational paragraphs using fact and evidence
- Collaborative activities making and using maps

Vocabulary

Positive impact, negative Impact, relationship, landmark, environment

Suggested Activities, Materials, and Resources

- [Communities Change](http://www.c3teachers.org/inquiries/geography-humans-environment/) (<http://www.c3teachers.org/inquiries/geography-humans-environment/>)
- [Me On The Map](https://www.uen.org/lessonplan/view/5713) (<https://www.uen.org/lessonplan/view/5713>)
- [How Do We Shape Our Environment?](http://www.c3teachers.org/inquiries/geography-humans-environment/) (<http://www.c3teachers.org/inquiries/geography-humans-environment/>)
- [Our Relationship with Rivers](http://www.c3teachers.org/inquiries/our-relationship-with-rivers/) (<http://www.c3teachers.org/inquiries/our-relationship-with-rivers/>)
- [Map Making](https://www.readingrockets.org/article/map-making) (<https://www.readingrockets.org/article/map-making>)

KPBSD Social Studies Curriculum

Second Grade Unit 3: Government and Citizenship

Desired Results		
<p>Alaska State Standards</p> <p>Government and Citizenship A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</p> <p>Government and Citizenship E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Examine civic responsibility and demonstrate what it means to demonstrate good citizenship. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service. We demonstrate our values through our decisions, words and actions in and around the rules that we make. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can I be a good citizen? In what ways do symbols unite people? What would happen if we did not have rules? How are our values reflected in our rules? Why do people use symbols? Do symbols mean the same thing to everyone?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> There is a relationship between what we value and the rules we create. We all have values and values are reflected in our rules. Not everyone's values are the same. Rules typically originate from a common value held by a group. A symbol is a word, object, or action that represents something else. Symbols unite community members. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> I can identify and list characteristics of being a good citizen. I can identify and participate in a local civic activity. I identify roles of people in my school and/or community and explain their importance. I can explain and share examples of how I am a good citizen and respect my school and/or community. I can explain the benefits of being a US Citizen. I can identify state and national activities (voting, The Pledge of Allegiance). I can name a symbol a name and explain what it means and/or stands for. I can identify symbols in my school, community and country. 	

Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics Demonstrations Formative Observation	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Oral Presentations • Letters • Argument Paper • Surveys 	<ul style="list-style-type: none"> • Discussions • Drawing • Writing (Letter) • Interview • Voting
Vocabulary		
Positive Impact Relationship	Negative Impact Landmark	Environment Symbol
Sample Learning Plans		
<ul style="list-style-type: none"> • Rules • Be a Responsible Citizen 	<ul style="list-style-type: none"> • Thank You Day 	<ul style="list-style-type: none"> • Symbols

KPBSD Social Studies Curriculum

Second Grade Unit 4: History and Culture

Desired Results		
<p>Alaska State Standards</p> <p>History C: A student should develop the skills and processes of historical inquiry.</p> <p>History D: A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Recognize and describe how cultures within their community, state, and nation are similar and different. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Cause and effect relationships help us understand the changes in communities. There are cultural differences within a community. Different cultural groups contribute to their community, state and the nation. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is the difference between cause and effect? How have events from the past changed our lives in the present? How do people today solve problems created in the past? How do people from a community, state or nation help each other? How are communities alike and different? How do cultural differences affect a community?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> People from our past influence the history of neighborhoods and communities. Cause and effect relationships helps us understand the changes in communities. A community is a population of various individuals in a common location. Population density and use of land are some characteristics that define and distinguish different types of communities. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> I can list and discuss how neighborhoods change over time. I can recognize and explain various cultural heritages within my community. I can identify people from the past who have influenced my school, community and neighborhood. I can explain the difference between urban, suburban, and rural communities. I can identify and explain cause and effect relationships. I can compare and contrast characteristics of my community that are similar or different from the comparison community. 	

Assessment Ideas

- Discussions about diversity
- Interviews of Community and Family Members
- Written Explanations/Arguments
- Pen Pal Letters
- Graphic Organizers (Compare and Contrast)
- Collaborative map or mural of the KPB Communities

Vocabulary

Cause and effect, disadvantage, urban, suburban, unique, rural, diversity

Suggested Activities, Materials, and Resources

- Community History (<http://www.c3teachers.org/inquiries/community-history/>)
- Family Cultural Traditions (<https://www.uen.org/lessonplan/view/25971>)
- Urban, Suburban, and Rural (<http://www.c3teachers.org/inquiries/urban-suburban-and-rural/>)
- Community Culture Trunk (<https://www.uen.org/lessonplan/view/16261>)
- Crayon Box – Family Diversity (<https://www.uen.org/lessonplan/view/25969>)
- *Molly of Denali*

KPBSD Social Studies Curriculum

Third Grade Unit 1: Alaska Studies - Economics

Desired Results		
<p>Alaska State Standards</p> <p>Government and Citizenship F: A student should understand the economies of the United States and the state and their relationship to the global economy.</p> <p>Government and Citizenship G: A student should understand the impact of economic choices and participate effectively in the local, state, national and global economies.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Develop financial skills with an understanding of making choices with limited resources. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Economic development affects communities. • Factors such as natural resource development, new technologies, globalization bring about changes to the economy. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does economic development influence communities? • How do natural resources influence our economy in Alaska?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • The cause and effect relationship between the physical environment and the economy of Alaska (fishing, mining, gas and oil industry). • The ways in which we manage natural resources. • Access to natural resources and events impact industry in Alaska (droughts can impact human water supply, increase forest fires, and alter camping and fishing practices). • The ways in which the movement of goods and services and technology create connections between people and regions in Alaska. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can identify resources in the state of Alaska and explain how they are managed. • I can identify Alaska natural resources and how they have changed over time. • I can recognize the relationship between supply and demand. • I can identify examples and describe the roles of producers and consumers in my community. • I can identify resources and explain how they are managed in Alaska. 	

Assessment Ideas

- Oral Presentations
- Discussion
- Written Explanations/Arguments
- Identify the natural resources of Alaska
- Identify the types of decisions that are made about resources
- Presentations

Vocabulary

Supply, demand, producer, economy, consumer, technology, globalization, natural resource, services, market, scarce, import, export

Suggested Activities, Materials, and Resources

- [KidsEcon Posters](https://www.kidseconposters.com/consumers-and-producers) (<https://www.kidseconposters.com/consumers-and-producers>)
- [Econedlink](https://www.econedlink.org/resources/we-are-consumers-and-producers/) (<https://www.econedlink.org/resources/we-are-consumers-and-producers/>)
- [Take Charge America – Third Grade lessons](https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/#thirdgrade) (<https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/#thirdgrade>)
- Supply and Demand Lesson Plan
- [Exploring Economics](#)

KPBSD Social Studies Curriculum

Third Grade Unit 2: Alaska Studies - Geography

Desired Results		
<p>Alaska State Standards</p> <p>Geography Standard A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.</p> <p>Geography Standard B: A student should be able to utilize analyze, and explain information about the human and physical features of places and regions.</p> <p>Geography Standard C: A student should understand the dynamic and interactive natural forces that shape the Earth's environments.</p> <p>Geography Standard D: A student should understand and be able to interpret spatial (geographical) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state.</p> <p>Geography Standard E: A student should understand and be able to evaluate how humans and physical environments interact.</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> • Understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate and solve global problems. 	
	Meaning	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • The geography of Alaska impacts settlement of the state. • There are forces at work that affect the geography of Alaska (climate change, erosion, volcanic activity). • Humans change the physical environment to meet their needs in a variety of ways. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What impact has the geography of Alaska had on the development and settlement of the state? • How have the geographic attributes of Alaska changed over time? • What are ways humans have changed the physical environment of Alaska to meet their needs? 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to read a graph/grid and identify latitude and longitude. • Human life affects the physical geography of Alaska. • Climate change, erosion, seismic activity affect the physical geography of Alaska. • There is a causal relationship between population and physical geography. • Geography influence the development of industry. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can explain the similarities and differences between at least two communities in Alaska. • I can accurately label a map of Alaska. • I can classify physical geographic attributes of Alaska. • I can identify major geographical features and explain how settlement and migration is linked to geography, climate, and the environment. • I can use geographical tools to recognize Alaska geography and changes that have happened over time. • I can classify physical geographic attributes of Alaska. • I can make inferences about the relationship between the Alaska's physical geography and the state's communication and transportation systems. • I can identify Alaska Native cultures by region. • I can compare and contrast Alaska Native Cultures by region. 	

Assessment Ideas

- Oral Presentations
- Discussion
- Create a brochure
- Field Trips
- Written Explanations/Arguments
- Label Maps
- Graphic Organizers (Compare and Contrast)
- Presentations

Vocabulary

Longitude, latitude, compass rose, legend/key, symbol, Mountain Ranges – Alaska, Aleutian, Brooks and Coastal, Mountain – Denali, River – Yukon, Kuskukuum, Kenai, Kasilof, Russian, Copper, Tanana; Cities – Kenai, Anchorage, Juneau, Fairbanks, Nome, Barrow/Utqiagvik, Sitka, Wasilla, Palmer; Island – Kodiak, Profolav, Baranof, St. Lawrence, Aleutian; Regions – South Central, Interior, Southeast, Far North, Southwestern

Suggested Activities, Materials, and Resources

- *Molly of Denali* (<https://pbskids.org/molly>)
- Playground Grid (<https://www.uen.org/lessonplan/view/21833>)
- Physical Attributes (<https://www.uen.org/lessonplan/view/23790>)
- Alaska Fish and Game curriculum resources (<http://adfg.alaska.gov/index.cfm?adfg=curricula.awc>)
- Alaska's Wetlands and Wildlife (<https://www.adfg.alaska.gov/index.cfm?adfg=alaskawildlifecurriculum.wetlandswildlife>)

KPBSD Social Studies Curriculum

Third Grade Unit 3: Alaska Studies - History

Desired Results					
<p>Alaska State Standards</p> <p>History A: A student should understand that history is a record of human experiences that links the past to the present and the future.</p> <p>History B: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>History C: A student should develop skills and processes of historical inquiry.</p>	Transfer				
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand how Alaska’s history has been shaped by many diverse people, events and ideas. 				
	Meaning				
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Assessment Ideas

- Oral Presentations
- Discussion
- Interviews of Community and Family Members
- Timelines
- Written Explanations/Arguments
- Identify key historical events
- Compare/contrast life 300 years ago vs. present day
- Graphic Organizers (Compare and Contrast)
- Presentation

Vocabulary

Chronological, timeline, historic, perspective, oral tradition, architecture, influence, primary/secondary Sources,

Suggested Activities, Materials, and Resources

- Dena'ina Way of Living Timeline (<http://denaina.anchoragemuseum.org/pdfs/timelines/Denaina%20Time%20Travel.pdf>)
- *Dena'ina: Nat'uh Our Special Place*
- Alaska Kids' Corner (<http://alaska.gov/kids/learn/chronology.htm>)
- Alaska Historical Society.org (<https://alaskahistoricalsociety.org/>)
- Possible key events: Land Bridge, Russian Contact, Fur Trade, Gold Rush, WWII, Purchase from Russia, Statehood
- First Contact Perspective Native vs. Russian
- Interviews, Biographies
- Interviews with Elders
- UAF Sustaining Indigenous and Local Knowledge (<https://sites.google.com/alaska.edu/silkathome?scrlybrkr=69b1fedb>)
- Quilts (<https://www.uen.org/lessonplan/view/41054>) (adapt for Alaska)
- Connecting to Alaska's Diversity (<https://www.uen.org/lessonplan/view/23792>) adapt for Alaska

KPBSD Social Studies Curriculum

Third Grade Unit 4: Alaska Studies - Government and Citizenship

Desired Results		
<p>Alaska State Standards</p> <p>Government and Citizenship A: A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</p> <p>Government and Citizenship B: A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.</p> <p>Government and Citizenship E: A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p>	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Understand the roles of civic life, politics and government in the lives of Alaska citizens. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • People who live in the Alaska have rights and responsibilities associated with representative government. • People have created systems of power and authority within this government. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How have government systems changed in Alaska? • How can we become productive and responsible citizens? • Why is it important to vote? • What are the roles of elected officials in our Alaska government?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • Forms of government found in Alaska (tribal, territorial, state). • What it means to be a responsible citizen within their community, including government. • The state government leaders and the branches of state government in Alaska. • Symbols have a purpose in our history. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can identify the forms of government in different regions of Alaska. • I can compare and contrast how governments address community needs. • I can describe and define the rights, principles, and responsibilities of citizenship in the United States and (e.g. vote, the responsibility to obey the law). • I can describe how the rules and laws are created in Alaska. • I can identify Alaskan leaders and their importance to our government. • I can identify and explain the role of state government and their basic functions. • I can identify and explain the importance of symbols in Alaska. 	

Assessment Ideas

- Oral Presentations
- Recite the Pledge of Allegiance
- Recite the lyrics to the Alaska State Song
- Community Service Project
- Written Explanations/Arguments
- Graphic Organizers (Compare and Contrast)
- Presentation
- Mock Election
- Explain the symbolism of state and national flag

Vocabulary

Civic, civic organizations, allegiance, representative, rights, responsibilities, government, judicial, election, debate, citizen, citizenship, borough, state senate, state house, of representatives, governor

Suggested Activities, Materials, and Resources

- Constitution Day (September 17)
- Alaska Holidays and Events (Seward Day, Iditarod, Alaska Day)
- Visits to the Borough Assmebly chambers and/or have city and borough mayors/officials visit the classroom.
- Invite elders and leaders from the community to speak to the class.
- [Voting to make your voice heard \(https://www.uen.org/lessonplan/view/23825\)](https://www.uen.org/lessonplan/view/23825) adapt for Alaska
- [Constitution Day \(https://www.constitutionday.com/\)](https://www.constitutionday.com/)
- Library of Congress (<https://www.loc.gov/law/help/commemorative-observations/constitution-day.php>)
- NewsELA
- Discovery Education

KPBSD Social Studies Curriculum

Third Grade Unit 5: Alaska Studies - Culture

Desired Results		
<p>Alaska State Standards</p> <p>Cultural Standards A: Culturally-knowledgeable students are well-grounded in the cultural heritage and traditions of their community.</p> <p>Cultural Standards B: Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p> <p>Cultural Standards C: Culturally-knowledgeable students are able to actively participate in various cultural environments.</p> <p>Cultural Standards D: Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</p> <p>Cultural Standards E: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Cultural values and beliefs influence the interaction of people from different cultural backgrounds. • Culturally-knowledgeable citizens demonstrate an awareness, appreciation and respect of people from different cultural backgrounds. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does our diverse heritage and culture help shape Alaska’s culture? • How are things different today for the Alaskan Natives today, compared to the past?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • Cultural values and traditions integrate into everyday behavior. • Traditions of a community are passed-on orally and in written history. • Changes occur when different cultural systems come in contact with one another. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can describe cultural elements that are shared by Alaskans as well as some of the differences that contribute to cultural diversity. • I can identify Alaska Native cultures be region. • I can compare and contrast Alaska Native cultures. • I can perform or explain the importance of subsistence activities in ways that are appropriate to local cultural traditions. • I can compare and contrast how cultural traditions have changed (past to present).

Assessment Ideas

- Oral Presentations
- Discussion
- Art/Poems/Songs/Dances/Stories/Painting
- Interviews of Community and Family Members
- Written Explanations/Arguments
- Graphic Organizers (Compare and Contrast)
- Presentation
- Interviews and Collaborative Activities with Elders
- Create a poster

Vocabulary

Culture, subsistence, traits, Indigenous, traditions, oral history, respect, traditions

Suggested Activities, Materials, and Resources

- [KPBSD Art Kits](https://www.kpbsd.k12.ak.us/Departments.aspx?id=36309) (Curriculum Support Center) (<https://www.kpbsd.k12.ak.us/Departments.aspx?id=36309>)
- UAF Sustaining Indigenous and Local Knowledge, Arts, and Teaching (SILKAT)
- The Sleeping Lady by Ann Dixon
- [Cook Inlet National Council](https://citci.org) (<https://citci.org>)
- *Alaska: Land in Motion* Nancy Ferrel
- Alaska Native Education Program

KPBSD Social Studies Curriculum

Fourth Grade Unit 1: United States Regions – Economics

Desired Results					
<p>Alaska State Standards</p> <p>Government and Citizenship F: A student should understand the economies of the United States and the state and their relationship to the global economy.</p> <p>Government and Citizenship G: A student should understand the impact of economic choices and participate effectively in the local, state, national and global economies.</p>	Transfer				
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand the changes that occur in the meaning, use, distribution and importance of resources over time. 				
	Meaning				
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Acquisition					
<p>Students will know...</p> <ul style="list-style-type: none"> • The cause and effect relationship between the physical environment and the economy of a region. • The ways in which the natural resources are managed in a region. • The ways in which the movement of goods and services and technology create connections between people in different regions. • The development of industry is influenced by geography. • Access to natural resources and events impact industry in a region. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • I can describe the main natural resources in each regions, and their impact on the population and economy of that region. • I can differentiate between economies of the five regions of the United States. • I can identify and explain ways people modified the environment to influence the movement of goods and services. • I can identify production, distribution and consumption of particular goods in the five regions. 				

Assessment Ideas

- Oral Presentations
- Discussion
- Create a brochure
- Virtual field trips
- Graphic organizers (Compare and Contrast)
- Presentations
- Research projects – compare and contrast the economies of the five regions of the US

Vocabulary

Supply, demand, producer, economy, consumer, technology, globalization, natural resource, services, market, scarce, import, export, entrapenuer, market economy, trade, investor

Suggested Activities, Materials, and Resources

- [National Geographic Kids https://kids.nationalgeographic.com/explore/countries/united-states/](https://kids.nationalgeographic.com/explore/countries/united-states/)
- Discovery Education
- NewsEla
- National Geographic

KPBSD Social Studies Curriculum

Fourth Grade Unit 2: United States Regions - Geography

Desired Results					
<p>Alaska State Standards</p> <p>Geography Standard A: A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.</p> <p>Geography Standard B: A student should be able to utilize analyze, and explain information about the human and physical features of places and regions.</p> <p>Geography Standard C: A student should understand the dynamic and interactive natural forces that shape the Earth's environments.</p> <p>Geography Standard D: A student should understand and be able to interpret spatial (geographical) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state.</p> <p>Geography Standard E: A student should understand and be able to evaluate how humans and physical environments interact.</p>	Transfer				
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate and solve global problems. 				
	Meaning				
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- I can identify population concentrations in the regions and explain the relationships between the population and the geography.

Assessment Ideas

- Oral Presentations
- Discussion
- Create a brochure
- Virtual field trips
- Label/Create Maps
- Graphic organizers (Compare and Contrast)
- Presentations

Vocabulary

Globe, map, atlas, latitude, longitude, equator, Prime Meridian, distortion, legend, key, relief, contour line, compass rose, cardinal directions, map scale, political units, plain, plateau, mountain, hill, elevation, erosion, natural resources, and economic, region, longitude, latitude, compass rose, legend/key, symbol, Pacific and Atlantic Ocean, Rocky and Appalachian Mountains, Gulf of Mexico, Great Lakes, Rio Grande river, Midwest rivers system, Sonora Desert and other relevant geographical features and landmarks...
Oceans, lakes, landforms, national parks

Suggested Activities, Materials, and Resources

- [National Geographic Kids https://kids.nationalgeographic.com/explore/countries/united-states/](https://kids.nationalgeographic.com/explore/countries/united-states/)
- Discovery Education
- NewsELA
- [What makes a region? ASCD Lesson Plan http://www.ascd.org/publications/books/102293/chapters/What-Makes-a-Region%C2%A2-A-Social-Studies-Unit-on-Regional-Characteristics-and-Variance.aspx](http://www.ascd.org/publications/books/102293/chapters/What-Makes-a-Region%C2%A2-A-Social-Studies-Unit-on-Regional-Characteristics-and-Variance.aspx)
- National Geographic.org
- [Map Skills \(https://www.nationalgeographic.org/education/map-skills-elementary-students/\)](https://www.nationalgeographic.org/education/map-skills-elementary-students/)

KPBSD Social Studies Curriculum

Fourth Grade Unit 3: United States Regions – History

Desired Results		
<p>Alaska State Standards</p> <p>History A: A student should understand that history is a record of human experiences that links the past to the present and the future.</p> <p>History B: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>History C: A student should develop skills and processes of historical inquiry.</p>	Transfer	
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KPBSD Social Studies Curriculum

Fourth Grade Unit 4: US Regions - Government and Citizenship

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	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">ENDURING UNDERSTANDINGS</th> <th style="width: 50%; text-align: center; padding: 5px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • People who live in the United States have rights and responsibilities associated with representative government. • People have created systems of power and authority within this government. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • What unique responsibilities does each of the three branches of government have? • How can we become productive and responsible citizens? • Why is it important to vote? • What are the roles of elected officials in our government? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • People who live in the United States have rights and responsibilities associated with representative government. • People have created systems of power and authority within this government.
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Acquisition				
Students will know...	Students will be skilled at			
<ul style="list-style-type: none"> • Forms of government found in the five regions of the United States (tribal, territorial, state). • The purpose of a government • What it means to be a responsible citizen within their community, including government. • The state government leaders and the three branches of state government. • Change can be brought forth through voting in our government elections (local, state, and/or national). 	<ul style="list-style-type: none"> • I can identify the forms of government in different regions of the United States. • I can explain the United States' three branches of government, the importance of the Constitution, and the voting process. • I can compare and contrast how governments address community needs. • I can describe and define the rights, principles, and responsibilities of citizenship in the United States and (e.g. vote, the responsibility to obey the law). • I can identify state government leaders and explain the three branches of state government and their basic functions. 			

Assessment Ideas

- Oral Presentations
- Student Council Events
- Community Service Project
- Written Explanations/Arguments
- Graphic Organizers (Compare and Contrast)
- Presentation
- Mock Election

Vocabulary

Civic, civic organizations, allegiance, representative, rights, responsibilities, government, judicial, election, debate, citizen, citizenship, borough, state senate, state house of representatives, governor, president, vice president, executive, judicial, legislative

Suggested Activities, Materials, and Resources

- Constitution Day (September 17)
- [Voting to make your voice heard \(https://www.uen.org/lessonplan/view/23825\)](https://www.uen.org/lessonplan/view/23825)
- [Constitution Day \(https://www.constitutionday.com/\)](https://www.constitutionday.com/)
- Library of Congress (<https://www.loc.gov/law/help/commemorative-observations/constitution-day.php>)
- NewsELA
- Discovery Education
- BrainPop Jr.
- BrainPop
- [The United States in Spatial Terms](#)
- [National Geographic Society https://www.nationalgeographic.org/maps/united-states-regions/](https://www.nationalgeographic.org/maps/united-states-regions/)
- [Traditional Regions of the United States \(National Britannica\) https://www.britannica.com/place/United-States/Traditional-regions-of-the-United-States](https://www.britannica.com/place/United-States/Traditional-regions-of-the-United-States)
- [American Government \(https://www.ushistory.org/gov/\)](https://www.ushistory.org/gov/)

KPBSD Social Studies Curriculum

Fourth Grade Unit 5: United States Regions - Culture

Desired Results				
<p>Alaska State Standards</p> <p>Cultural Standards A: Culturally-knowledgeable students are well-grounded in the cultural heritage and traditions of their community.</p> <p>Cultural Standards B: Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p> <p>Cultural Standards C: Culturally-knowledgeable students are able to actively participate in various cultural environments.</p> <p>Cultural Standards D: Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</p> <p>Cultural Standards E: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p>	Transfer			
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Understand that culture refers to the behaviors, beliefs, values, traditions, and ways of living together of a group of people. 			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">ENDURING UNDERSTANDINGS</th> <th style="text-align: center; padding: 5px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> Cultural values and beliefs influence the interaction of people from different cultural backgrounds. Culturally-knowledgeable citizens demonstrate an awareness, appreciation and respect of people from different cultural backgrounds. </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> How does our diverse heritage and culture help shape a region's culture? How are things different today for the Alaskan Natives today, compared to the past? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> Cultural values and beliefs influence the interaction of people from different cultural backgrounds. Culturally-knowledgeable citizens demonstrate an awareness, appreciation and respect of people from different cultural backgrounds.
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<ul style="list-style-type: none"> Cultural values and beliefs influence the interaction of people from different cultural backgrounds. Culturally-knowledgeable citizens demonstrate an awareness, appreciation and respect of people from different cultural backgrounds. 	<ul style="list-style-type: none"> How does our diverse heritage and culture help shape a region's culture? How are things different today for the Alaskan Natives today, compared to the past? 			
Acquisition				
<p>Students will know...</p> <ul style="list-style-type: none"> Cultural values and traditions integrate into everyday behavior. Traditions of a community are passed-on orally and in written history. Changes occur when different cultural systems come in contact with one another. 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> I can identify regions of the United States and explain physical and culture characteristics of each region.. I can identify and explain the importance local cultural traditions and landmarks in a region. I can compare and contrast how cultural traditions have changed (past to present). 			

Assessment Ideas

- Oral Presentations
- Discussion
- Art/Poems/Songs/Dances/Stories/Painting
- Written Explanations/Arguments
- Graphic Organizers (Compare and Contrast)
- Presentation
- Google Earth
- Create a poster
- Reports
- Virtual Field Trips and Tours

Vocabulary

Culture, subsistence, traits, Indigenous, traditions, oral history, respect, traditions

Suggested Activities, Materials, and Resources

- NewEla
- Discovery Education
- National Geographic (<https://www.nationalgeographic.org>)
- National Geographic Kids (
- Encyclopedia Britannica (<https://www.britannica.com/place/United-States/Traditional-regions-of-the-United-States>)
- US Embassy (<https://usa.usembassy.de/travel-regions.htm>)

KPBSD Social Studies Unit Maps:



Course

5th Grade American History

COURSE DESCRIPTION:

American History is a survey of important events in American history, from the earliest discovery of the Americas to the American Civil War through modern times. Students will study major events and people that have shaped the United States, as we know it today.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: 5th Grade American History

Big Idea: With an emphasis on introducing important people and events from American history, the 5th grade curriculum examines early American history from the beginning to the Civil War era. Each unit within the 5th grade curriculum is tied to a Text Dependent Analysis to specifically target key English/Language Arts skills for cross-curricular support.

Digital Textbook Resources Available:

- Discovery Ed TechBook - <https://www.discoveryeducation.com/solutions/social-studies-techbook/>
- My World Social Studies (Pearson) - <https://mypearsontraining.com/>
- Mr. Donn.org - <https://americanhistory.mrdonn.org/>
- Mr. Nussbaum - <http://www.mrnussbaum.com/index.html>

Unit Outline

- [Unit 1: Explorations](#)
- [Unit 2: Building a Nation](#)
- [Unit 3: The Development of the Industrial Nation](#)
- [Unit 4: The Twentieth Century](#)

*Each Unit include an optional TDA (Text Dependent Analysis) assignment. Example TDA Prompts are listed at the end of this Curriculum Map.

Unit 1: Exploration

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Explorations initiated the exchange of people, ideas, plants, animals, and diseases between the Americas, Europe, Asia, and Africa.

Big Idea:

- Exploration and colonization of the world transformed human history.

Project Focus:

- First Americans
- European Explorers
- American Explorers
- American Settlements

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How does geography affect exploration?
2. Why do people choose to explore the unknown?
3. How does technology advance exploration?
4. How is culture affected by contact with other cultures?
5. What motivates people to leave their homeland and settle in a new place?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand how the colonization of North America transformed human history.
- Use maps and other geographic tools to locate and analyze the routes used by explorers.
- Explain how advances in technology lead to an increase in exploration.
- Identify explorers who came to the Americas, and the nations they represented.
- Determine reasons for the exploration of North America (e.g., religious, economic, political).
- Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).

SUGGESTED VOCABULARY

Culture Diversity Migration	Change Historical Indigenous	Native Exploration	Perspective Era	Nation Country
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Unit 1 Continued:

STANDARDS
<p><i>What Alaska Performance Standards will be addressed in this unit?</i></p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● G.A.1: Use maps and globes to locate places and regions. <p>HISTORY</p> <ul style="list-style-type: none"> ● H.A.1: Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences. ● H.A.7: Understand that history is dynamic and composed of key turning points. ● H.A.8: Know that history is a bridge to understanding groups of people and an individual’s relationship to society. ● H.B.1: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> ○ a. The development of culture, the emergence of civilizations, ○ b. Human communities and their relationships with climate ○ c. The origin and impact of ideologies, religions, and institutions upon human societies; ○ d. The consequences of peace and violent conflict to societies and their cultures; and ○ e. Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. <p>LITERACY STANDARDS</p> <ul style="list-style-type: none"> ● LA.RI.5.3: Explain the relationships (e.g., cause effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text ● LA.RI.5.6: Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events ● LA.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently ● LA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text ● LA.W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly: <ul style="list-style-type: none"> ○ a. Introduce a topic clearly, ○ b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. ○ c. Link ideas within and across categories of information using words, phrases, and clauses.

Unit 1 Continued:

- LA.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly;
 - a. Come to discussions prepared, having read or studied required material.
 - b. Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - c. Follow agreed-upon rules for discussions and carry out assigned roles.
 - d. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - e. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- LA.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations Literacy Standards Content Standards when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

Unit 2: Building a Nation

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Colonization of the Americas led to the formation of the United States.
- Colonial conflict sparked the formation a new government

Big Idea:

- Political change can have costs and benefits for different groups.

Project Focus:

- Colonies
- Revolution
- Independence
- Constitution

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What key events led to self-government in the colonies?
2. How can change come through revolution?
3. Why was independence important to the American colonies?
4. Can individuals, even outside of the elected leaders, have a profound impact on history?
5. How did the movement toward revolution cause the Declaration of Independence to be written?
6. How does the U.S. organize its government?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand why people and groups of people declare independence.
- Understand the ideals of the U.S. as expressed in the Declaration of Independence and the Constitution.
- Understand the chronology and significance of key events leading to self-government.
- Explain the events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).
- Analyze arguments both for and against declaring independence.
- Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.
- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.
- Understand how the American government was structured under the Articles of Confederation and the weaknesses of this structure.

Unit 2 Continued:

- Explain why the Constitutional Convention was called and what it was intended to do.
- Summarize the struggles and compromises involved in writing the U.S. Constitution
- Compare and contrast the Virginia Plan and the New Jersey Plan.
- Identify historical figures and explain their impact on the American Revolution.
- Study the content of the Articles of Confederation and identify key concepts that caused it to fail.
- Study the Declaration of Independence and the Constitution (including the Bill of Rights), and be able to identify key principles that became the foundation of our government.
- Explain how the Constitution limits the power of government through a system of checks and balances.
- Explain that the Bill of Rights guarantees the individual rights of all citizens.
- Describe the civic responsibilities of citizens of the United States.
- Analyze the basic principles of democracy and why they are important to citizens today.
- Analyze the role of the Supreme Court and other federal courts in interpreting the Constitution and the Bill of Rights.

SUGGESTED VOCABULARY

history culture diversity perspective	revolution war colonization nation/country	government branches of government compromise law	constitution liberty justice rights	freedoms checks and balances democracy colony
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STANDARDS
What Alaska Performance Standards will be addressed in this unit?

- GOVERNMENT AND CITIZENSHIP**
- GC.A.1: Understand the necessity and purpose of government.
 - GC.A.2: Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.
 - GC.A.3: Understand how nations organize their governments
 - GC.B.3: Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.
 - GC.C.1: Understand the various forms of the state’s local governments and the agencies and commissions that influence students’ lives and property
- LITERACY STANDARDS**
- LA.RI.5.1: Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.

Unit 2 Continued:

- LA.RI.5.2: Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate
- LA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).LA.RI.5.9: Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably
- LA.W.5.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly:
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses.
- LA.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fifth grade topics and texts, building on others’ ideas and expressing their own clearly;
 - a. Come to discussions prepared, having read or studied required material.
 - b. Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - c. Follow agreed-upon rules for discussions and carry out assigned roles.
 - d. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - e. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- LA.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations Literacy Standards Content Standards when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

Unit 3: The Development of the Industrial Nation

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Technological advances can change how and where people live.
- People move for economic, religious, and political reasons.

Big Idea:

- Industrialization and innovation influence a nation (agriculture, transportation, and inventions).

Project Focus:

- Civil War
- Westward Expansion
- Industrial Revolution
- Innovation and Technology

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What are the positive and negative impacts of technology on society and the environment?
2. What were the economic conditions that contributed to the Civil War, Westward Expansion, the Industrial Revolution, and invention?
3. Throughout the eighteenth century, how does technological change influence people's lives and society?
4. What impact did the Civil War, the Industrial Revolution, Westward Expansion, and invention have on the economics of the United States?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify significant inventors, their respective contributions, and their impact.
- Describe important changes that occurred as a result of the American Industrial Revolution.
- List the effects the American Industrial Revolution had on society.
- Describe the factors that led to the Industrial Revolution.
- Identify and describe the impact of major battles of the American Revolution (e.g., Lexington & Concord, Bunker Hill, Yorktown).
- Analyze both positive and negative impacts of technology on society and the environment.
- Examine how impacts from the eighteenth century can still be seen today.
- Explore the costs and benefits resulting from changes in technology.

Unit 3 Continued:

SUGGESTED VOCABULARY				
Industrial Revolution innovation technology	economics industry manufacturing	Manifest Destiny homestead	confederacy slavery	consumer profit
STANDARDS				
<i>What Alaska Performance Standards will be addressed in this unit?</i>				
<p>HISTORY</p> <ul style="list-style-type: none"> ● H.1: Use maps and globes to locate places and regions; ● H.A.1: Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences. ● H.A.7: Understand that history is dynamic and composed of key turning points. ● H.A.8: Know that history is a bridge to understanding groups of people and an individual’s relationship to society. ● H.B.1: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> ○ a. The development of culture, the emergence of civilizations, and the accomplishments; ○ b. Human communities and their relationships with climate, subsistence base, resources, geography, and technology; ○ c. The origin and impact of ideologies, religions, and institutions upon human societies; ○ d. The consequences of peace and violent conflict to societies and their cultures; and ○ e. Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. <p>LITERACY STANDARDS</p> <ul style="list-style-type: none"> ● LA.RI.5.3: Explain the relationships (e.g., cause effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text ● LA.RI.5.6: Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events) ● LA.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently ● LA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 				

Unit 3 Continued:

- LA.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information:
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
 - d. Provide a concluding statement or section that reinforces or restates the opinion presented.
- LA.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations Literacy Standards Content Standards when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

Unit 4: The Twentieth Century

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Conflicts can have unexpected results that can reshape regions and countries.

Big Idea:

- Modern wars have shaped the world.

Project Focus:

- The United States emerged as a world power
- World War I
- World War II
- Cold War conflicts (Korea, Vietnam)

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How did the major world power leaders influence conflicts leading up to the World Wars and the Cold War?
2. What are the major causes of conflicts throughout the world?
3. What were the immediate and long-term consequences of the war?
4. When is war justified, and what is worth fighting for?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Review the impact of World War I on the United States.
- Summarize the consequences of the Great Depression on the United States
- Analyze how the United States' involvement in World War II led to its emergence as a superpower.
- Understand World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
- Examine how World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.
- Examine how the failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.
- Explain why people will fight to protect their beliefs and way of life.
- Demonstrate how wars affect men, women, children, and the environment.

Unit 4 Continued:

SUGGESTED VOCABULARY				
cost benefit hardship	alliances imperialism nationalism	capitalism communism	propaganda rationing	Holocaust genocide
STANDARDS				
<i>What Alaska Performance Standards will be addressed in this unit?</i>				
<p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● G.A.1: Use maps and globes to locate places and regions; <p>HISTORY</p> <ul style="list-style-type: none"> ● H.A.1: Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences. ● H.A.7: Understand that history is dynamic and composed of key turning points. ● H.A.8: Know that history is a bridge to understanding groups of people and an individual’s relationship to society. ● H.B.1: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> ○ a. The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations; ○ b. Human communities and their relationships with climate, subsistence base, resources, geography, and technology; ○ c. The origin and impact of ideologies, religions, and institutions upon human societies; ○ d. The consequences of peace and violent conflict to societies and their cultures; and ○ e. Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. <p>LITERACY STANDARDS</p> <ul style="list-style-type: none"> ● LA.RI.5.3: Explain the relationships (e.g., cause effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text ● LA.RI.5.6: Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events ● LA.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently ● LA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 				

Unit 4 Continued:

- LA.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information:
 - a. Introduce a topic or text clearly, state an opinion.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
 - d. Provide a concluding statement or section that reinforces or restates the opinion presented.
- LA.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations Literacy Standards Content Standards when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

Additional Course Resources

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [American Beginnings](#) - A website full of historical documents, literary texts, and works of art pertaining to the European presence in North America from 1492-1690.
- [Beyond the Bubble: History Assessments of Thinking](#) - Developed by the Stanford History Education Group (SHEG), *Beyond the Bubble* is the cornerstone of SHEG's membership in the Library of Congress's Teaching with Primary Sources Educational Consortium. *Beyond the Bubble* offers easy-to-use assessments that capture students' knowledge in action – rather than their recall of discrete facts
- [The Civil War Trust: Battles in Action Animated Maps](#) - A collection of animated maps bring battles of the American Civil War to life, complete with troop movement animations, narratives, video, and more.
- [History & Politics Out Loud](#) - This is an awesome site that has audio recordings of hundreds of historical and political speeches. For example, you can listen to Winston Churchill's Iron Curtain speech or Martin Luther King's I Have a Dream Speech.
- [Island of the Blue Dolphins - The National Parks Service](#) - Chapter summaries of the book, interactive maps of the island, and free teacher resources to support the teaching of the novel, *Island of the Blue Dolphins*.
- [101 Maps for US History](#) - This site provides a comprehensive list of 101 thematic maps for teaching United States history.
- [National Gallery of Art: Uncovering America](#) - What does it mean to be an American? Discover compelling stories of creativity, struggle, and resilience in this new set of resources for K-12 educators featuring works of art that reflect the richness and diversity of the people, places, and cultures of the United States. Encourage creative, critical, and historical thinking in students through the examination of works of art from the country's creation to the present day.
- [National Museum of American History: A Smithsonian Museum](#) - The educator's page from the Smithsonian provides a wealth of information about using the Museum of American History's resources in the classroom.
- [National Park Services: Teaching with History Places](#) - New resources to support the use of historic places in education. Consists of authentic remnants of the past, real historic places form both an emotional and intellectual bridge to the past, sparking the interest and curiosity that promotes student learning.
- [Teaching American History](#) - A compilation of letters, speeches, documents, etc. on significant people and events in American political thought and history.
- [Teaching Tolerance: The Southern Poverty Law Center](#) - Teaching Tolerance provides free teaching materials and a quarterly magazine in an effort to promote tolerance. Topics such as The Civil Rights Movement, Rosa Parks, and Dealing with Bullies, are just a few of the issues available in outstanding curriculum materials.

Section C: Middle and High School Social Studies

KPBSD Social Studies Unit Maps:



Course

6th Grade World Geography

COURSE DESCRIPTION:

This course develops an understanding of world geography. It introduces key geography skills and an understanding of the world. Students will identify and explore the continents and countries of the world. This course is designed to introduce students to differing cultures and ways of life. Students will learn about the world's physical and political boundaries. This course analyzes human settlement in relation to climate and resources of the world. Students will explore various societies and their governmental systems. This course will guide students to develop an understanding of how humans have affected the physical landscape of the world.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: 6th Grade World Geography

Big Idea: Students will develop an understanding of world geography through the introduction of key geography skills and examples to better understand the world. Students will identify and explore the continents and countries of the world. Each unit within the 6th grade curriculum is tied to a Text Dependent Analysis to specifically target key English/Language Arts skills for cross-curricular support.

Digital Textbook Resources Available:

- <https://geoguessr.com>
- [Brain Pop: Longitude and Latitude](#)
- [World Population History](#)
- [Musical Map of the World](#)
- [International Arts and Crafts](#)
- [Smithsonian Folkways](#)
- [Material World](#)
- [Nat Geo: Geography](#)
- [Dollar Street: Compare Countries of the World](#)
- [World Trade Map](#)

Unit Outline

- [Unit 1: Geography Skills](#)
- [Unit 2: North America](#)
- [Unit 3: South America](#)
- [Unit 4: Europe](#)
- [Unit 5: Asia](#)
- [Unit 6: Africa](#)
- [Unit 7: Oceania](#)
- [World Geography Supplemental Resources](#)

*Each Unit include an optional TDA (Text Dependent Analysis) assignment. Example TDA Prompts are listed at the end of this Curriculum Map.

Unit 1: Geography Skills

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Geographical tools help determine location.
- The earth is made up of a variety of landforms and water features.
- The earth is divided into seven continents and five oceans.

Big Idea:

- Geography is the study of human and nonhuman features of the earth.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. Where are things located?
2. Why are things where they are?
3. What tools help geographers determine absolute and relative location?
4. How are maps used?
5. How have humans interacted with landforms and water features, and impacted the natural world?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand and determine relative and absolute location through the use of geographical tools including maps, compasses, and coordinate grids.
- Analyze and create maps.
- Differentiate between various landforms and water features.
- Read a variety of maps including political, physical, and special-purpose maps.
- Identify the seven continents and five oceans.

Unit 1 Continued:

SUGGESTED VOCABULARY				
map	globe	compass	key	scale
longitude	meridian	equator	Tropic of Capricorn	Antarctic Circle
latitude	parallel	Tropic of Cancer	Arctic Circle	Prime Meridian
coordinates	relative location	absolute location	physical map	political map
special purpose map	continent	ocean	landform	water features
basin	butte	cataract	flood plain	hill
bay	canyon	delta	glacier	island
isthmus	mesa	mountain	mountain pass	peninsula
plain	plateau	river mouth	strait	tributary
valley	volcano	Asia	Africa	North America
South America	Antarctica	Europe	Oceania	Atlantic Ocean
Pacific Ocean	Indian Ocean		Arctic Ocean	Southern Ocean
STANDARDS				
<i>What Alaska Performance Standards will be addressed in this unit?</i>				
GEOGRAPHY				
<ul style="list-style-type: none"> ● G.A.1: Use maps and globes to locate places and regions; ● G.A.2: Make maps, globes, and graphs; ● G.A.3: Understand how and why maps are changing documents; ● G.A.4: Use graphic tools and technologies to depict and interpret the world’s human and physical systems; ● G.A.5: Evaluate the importance of the locations of human and physical features in interpreting geographical patterns; ● G.A.6: Use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems; ● G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features; 				
LITERACY STANDARDS				
<ul style="list-style-type: none"> ● LA.RI.6.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). ● LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● LA.RI.6.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. ● LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research. 				

Unit 1 Continued:

LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2: North America

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- North America is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- North America is a diverse continent.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of North America?
2. How do physical features contribute to the political boundaries of North America?
3. How do climate and natural resources play a role in human development and settlement in North America?
4. Why have the cultures of North America changed over time?
5. What are the governing bodies of North America?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of North and Central America.
- Analyze how humans have interacted with and changed the landscape of North America.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in North America.
- Make inferences into the ongoing culture changes of North America.
- Understand the unique governments of North America and their processes.
- Discover North American current events.

SUGGESTED VOCABULARY

Central America capital culture province	North America dependency population pollution	immigration government democracy deforestation	state climate monarchy dictatorship	country natural resources republic diaspora
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Unit 2 Continued:

STANDARDS

What Alaska Performance Standards will be addressed in this unit?

GEOGRAPHY

- G.B.1: Know that places have distinctive geographic characteristics;
- G.B.2: Analyze how places are formed, identified, named, and characterized;
- G.B.3: Relate how people create similarities and differences among places;
- G.B.4: Discuss how and why groups and individuals identify with places;
- G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities;
- G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features;
- G.B.8: Compare, contrast, and predict how places and regions change with time;
- G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.
- G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions;
- G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments;
- G.D.3: Interpret population characteristics and distributions;
- G.E.2: Recognize and assess local, regional, and global patterns of resource use;
- G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity;
- G.E.4: Determine the influence of human perceptions on resource utilization and the environment;
- G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape;
- G.F.3: Analyze resource management practices to assess their impact on future environmental quality.

LITERACY STANDARDS

- LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)
- LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.

Unit 2 Continued:

- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: South America

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- South America is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- South America is a diverse continent.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of South America?
2. How do physical features contribute to the political boundaries of South America?
3. How do climate and natural resources play a role in human development and settlement in South America?
4. Why have the cultures of South America changed over time?
5. What are the governing bodies of South America?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of South America.
- Analyze how humans have interacted with and changed the landscape of South America.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in South America.
- Make inferences into the ongoing culture changes of South America.
- Understand the unique governments of South America and their processes.
- Discover South American current events.

SUGGESTED VOCABULARY

South America physical features import El Niño	deforestation oligarchy export Amazon Basin	natural resources democracy ecosystem savanna	climate dictatorship terraced farming rainforest	representative democracy coup Latin America market economy
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Unit 3 Continued:

STANDARDS
<i>What Alaska Performance Standards will be addressed in this unit?</i>
<p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● G.B.1: Know that places have distinctive geographic characteristics; ● G.B.2: Analyze how places are formed, identified, named, and characterized; ● G.B.3: Relate how people create similarities and differences among places; ● G.B.4: Discuss how and why groups and individuals identify with places; ● G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty; ● G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities; ● G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features; ● G.B.8: Compare, contrast, and predict how places and regions change with time; ● G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. ● G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; ● G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments; ● G.D.3: Interpret population characteristics and distributions; ● G.E.2: Recognize and assess local, regional, and global patterns of resource use; ● G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity; ● G.E.4: Determine the influence of human perceptions on resource utilization and the environment; ● G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape; ● G.F.3: Analyze resource management practices to assess their impact on future environmental quality. <p>LITERACY STANDARDS</p> <ul style="list-style-type: none"> ● LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources. ● LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally) ● LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text. ● LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.

Unit 3 Continued:

- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 4: Europe

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Europe is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- Europe is a diverse continent with many different cultures.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of Europe?
2. How do physical features contribute to the political boundaries of Europe?
3. How do climate and natural resources play a role in human development and settlement in Europe?
4. Why have the cultures of Europe changed over time?
5. What are the governing bodies of Europe?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of Europe.
- Analyze how humans have interacted with and changed the landscape of Europe.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in Europe.
- Make inferences into the ongoing culture changes of Europe.
- Understand the unique governments of Europe and their processes.
- Discover European current events.

SUGGESTED VOCABULARY

Eurasia Alpine Mountains European Union Judaism trade alliances fascism	Parliament immigration Western Uplands pollution Scandinavia industrialization war	militarism peninsula cultural borrowing deportation North European Plain endangered Islam	resources oligarchy imperialism loess Iberian Peninsula emigrate Central Uplands	constitutional monarchy Christianity socialism city-state nationalism taiga cultural diffusion
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Unit 4 Continued:

STANDARDS
<p><i>What Alaska Performance Standards will be addressed in this unit?</i></p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● G.B.1: Know that places have distinctive geographic characteristics; ● G.B.2: Analyze how places are formed, identified, named, and characterized; ● G.B.3: Relate how people create similarities and differences among places; ● G.B.4: Discuss how and why groups and individuals identify with places; ● G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty; ● G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities; ● G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features; ● G.B.8: Compare, contrast, and predict how places and regions change with time; ● G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. ● G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; ● G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments; ● G.D.3: Interpret population characteristics and distributions; ● G.E.2: Recognize and assess local, regional, and global patterns of resource use; ● G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity; ● G.E.4: Determine the influence of human perceptions on resource utilization and the environment; ● G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape; ● G.F.3: Analyze resource management practices to assess their impact on future environmental quality. <p>LITERACY STANDARDS</p> <ul style="list-style-type: none"> ● LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources. ● LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally) ● LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text. ● LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.

Unit 4 Continued:

- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 5: Asia

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Asia is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- Asia is a diverse continent with many different cultures.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of Asia?
2. How do physical features contribute to the political boundaries of Asia?
3. How do climate and natural resources play a role in human development and settlement in Asia?
4. Why have the cultures of Asia changed over time?
5. What are the governing bodies of Asia?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of Asia.
- Analyze how humans have interacted with and changed the landscape of Asia.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in Asia.
- Make inferences into the ongoing culture changes of Asia.
- Understand the unique governments of Asia and their processes.
- Discover Asian current events.

Unit 5 Continued:

SUGGESTED VOCABULARY				
empire socialism pollution economy drought Siberia terrorism aquifers shamal	constitutional monarchy archipelago communism population density Judaism manufacturing flood fossil fuels natural resources	parliamentary democracy steppe limited government tsunامي Hinduism monsoon Christianity deforestation	extinction desalination hijab hereditary monarch secular democracy Shinto Buddhism refugee	Islam trade famine urbanized Fertile Crescent autocracy comparative advantage typhoon
STANDARDS				
<p><i>What Alaska Performance Standards will be addressed in this unit?</i></p>				
GEOGRAPHY				
<ul style="list-style-type: none"> ● G.B.1: Know that places have distinctive geographic characteristics; ● G.B.2: Analyze how places are formed, identified, named, and characterized; ● G.B.3: Relate how people create similarities and differences among places; ● G.B.4: Discuss how and why groups and individuals identify with places; ● G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty; ● G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities; ● G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features; ● G.B.8: Compare, contrast, and predict how places and regions change with time; ● G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. ● G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; ● G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments; ● G.D.3: Interpret population characteristics and distributions; ● G.E.2: Recognize and assess local, regional, and global patterns of resource use; ● G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity; ● G.E.4: Determine the influence of human perceptions on resource utilization and the environment; ● G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape; ● G.F.3: Analyze resource management practices to assess their impact on future environmental quality. 				

Unit 5 Continued:**LITERACY STANDARDS**

- LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)
- LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.
- LA.W.6.1: Write arguments focused on discipline specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Unit 5 Continued:

- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 6: Africa

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Africa is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- Africa is a diverse continent with many different cultures.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of Africa?
2. How do physical features contribute to the political boundaries of Africa?
3. How do climate and natural resources play a role in human development and settlement in Africa?
4. Why have the cultures of Africa changed over time?
5. What are the governing bodies of Africa?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of Africa.
- Analyze how humans have interacted with and changed the landscape of Africa.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in Africa.
- Make inferences into the ongoing culture changes of Africa.
- Understand the unique governments of Africa and their processes.
- Discover African current events.

SUGGESTED VOCABULARY

deforestation savanna Serengeti famine language disease African Union	dictatorship gross domestic product desertification oasis rainforest drought natural resources	imperialism Great Rift Valley genocide secularism pollution Sahel nomad	animal reserve poaching infrastructure ecotourism urbanization water rights colony	Highlands poverty tribe arable land griots democracy human development index
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Unit 6 Continued:

STANDARDS

What Alaska Performance Standards will be addressed in this unit?

GEOGRAPHY

- G.B.1: Know that places have distinctive geographic characteristics;
- G.B.2: Analyze how places are formed, identified, named, and characterized;
- G.B.3: Relate how people create similarities and differences among places;
- G.B.4: Discuss how and why groups and individuals identify with places;
- G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities;
- G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features;
- G.B.8: Compare, contrast, and predict how places and regions change with time;
- G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.
- G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions;
- G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments;
- G.D.3: Interpret population characteristics and distributions;
- G.E.2: Recognize and assess local, regional, and global patterns of resource use;
- G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity;
- G.E.4: Determine the influence of human perceptions on resource utilization and the environment;
- G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape;
- G.F.3: Analyze resource management practices to assess their impact on future environmental quality.

LITERACY STANDARDS

- LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)
- LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.

Unit 6 Continued:

- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 7: Oceania

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Oceania is comprised of unique physical and political features, climate, culture, natural resources, and current events.

Big Idea:

- Oceania is a diverse continent with many different cultures.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How have humans affected the physical landscape of Oceania?
2. How do physical features contribute to the political boundaries of Oceania?
3. How do climate and natural resources play a role in human development and settlement in Oceania?
4. Why have the cultures of Oceania changed over time?
5. What are the governing bodies of Oceania?
6. How do current events help us understand the inner-workings of a country?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the countries of Oceania.
- Analyze how humans have interacted with and changed the landscape of Oceania.
- Determine the relationship between physical and political boundaries.
- Apply geographical evidence to explain human settlement patterns in Oceania.
- Make inferences into the ongoing culture changes of Oceania.
- Understand the unique governments of Oceania and their processes.
- Discover Oceanian current events.

SUGGESTED VOCABULARY

Polynesia Aborigines continental islands constitutional monarchy	colonization coral reef low islands natural resources	invasive species drought high islands Outback	Maori climate change marine realm climate	assimilation indigenous secondary industry primary industry
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Unit 7 Continued:**STANDARDS**

What Alaska Performance Standards will be addressed in this unit?

GEOGRAPHY

- G.B.1: Know that places have distinctive geographic characteristics;
- G.B.2: Analyze how places are formed, identified, named, and characterized;
- G.B.3: Relate how people create similarities and differences among places;
- G.B.4: Discuss how and why groups and individuals identify with places;
- G.B.5: Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- G.B.6: Make informed decisions about where to live, work, travel, and seek opportunities;G.B.7: Understand that a region is a distinct area defined by one or more cultural or physical features;
- G.B.8: Compare, contrast, and predict how places and regions change with time;
- G.C.1: Analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.
- G.C.2: Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions;
- G.C.3: Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments;
- G.D.3: Interpret population characteristics and distributions;
- G.E.2: Recognize and assess local, regional, and global patterns of resource use;
- G.E.3: Understand the varying capacities or physical systems, such as watersheds, to support human activity;
- G.E.4: Determine the influence of human perceptions on resource utilization and the environment;
- G.E.5: Analyze the consequences of human modification on the environment and evaluate the changing landscape;
- G.F.3: Analyze resource management practices to assess their impact on future environmental quality.

LITERACY STANDARDS

- LA.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- LA.RI.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- LA.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- LA.RI.6.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)
- LA.RI.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LA.RI.6.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- LA.RI.6.9: Analyze the relationship between a primary and secondary source on the same topic.

Unit 7 Continued:

- LA.W.6.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LA.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LA.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.6.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LA.W.6.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.6.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LA.W.6.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

World Geography Supplemental Resources

Unit	Resources						
1. Geography Skills	Countries of the World	Natural Resources	Landforms	Seven continents video	Five oceans video	Weather vs. Climate	World Landmark Puzzle
2. North America	North American Countries video	Geography Games	North America Facts for Kids	Nat Geo: North America	Newsela	WorldBook	Discovery Education
3. South America	South America Countries and Capitals	South America Games	South America Facts for Kids	Nat Geo: South America	Newsela	WorldBook	Discovery Education
4. Europe	Countries of Europe Video	Geography Games	Europe Facts for Kids	Nat Geo: Europe	Newsela	WorldBook	Discovery Education
5. Asia	Countries of Asia Video	Geography Games	Asia Facts for Kids	Nat Geo: Asia	Newsela	WorldBook	Discovery Education
6. Africa	Countries of Africa Video	Geography Games	Africa Facts for Kids	Nat Geo: Africa	Newsela	WorldBook	Discovery Education
7. Oceania	Countries of Oceania	Geography Games	Oceania Facts for Kids	Nat Geo: Oceania	Newsela	WorldBook	Discovery Education

Text Dependent Analysis Question (TDA) Templates:

The (article/passage) is written about _____. Read (article/passage), and explain and describe _____. Write a well-organized response using specific evidence from the articles to support your answer.

Example TDA Prompts*:

Unit 1: Geography Skills

- The articles, “Places everyone! Continents take their positions — for the time being” and “Bodies of Water: Oceans” are written about the geography of the world. Read these articles, and explain and describe the way physical boundaries directly affected the development of political boundaries. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 2: North America

- Choose two “Countries of the World” articles for North America. Read the articles about two North American countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 3: South America

- Choose two “Countries of the World” articles for South America. Read the articles about two South American countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 4: Europe

- Choose two “Countries of the World” articles for Europe. Read the articles about two European countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 5: Asia

- Choose two “Countries of the World” articles for Asia. Read the articles about two Asian countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 6: Africa

- Choose two “Countries of the World” articles for Africa. Read the articles about two African countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

Unit 7: Oceania

- Choose two “Countries of the World” articles for Oceania. Read the articles about two Oceanian countries. Compare and contrast the countries’ climate, culture, government, or natural resources. Write a well-organized response using specific evidence from the articles to support your answer.

KPBSD Social Studies Unit Maps:



Course

7th Grade Ancient Civilizations

COURSE DESCRIPTION:

This course develops general chronology of world history from prehistoric times to the emergence of empires. It also examines important themes and trends that affect more than one world civilization. The course provides a crucial overview of cultures and meetings between cultures that accelerate movement toward an ever more integrated globe.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: 7th Grade Ancient Civilizations

Big Idea: Through the study of the chronology of world history, from prehistoric times to the emergence of empires, important themes and trends emerge that affect more than one world civilization. Through the lens of agriculture, civilization building, and cross-cultural interaction, students can understand major civilizations and events throughout history.

Digital Textbook Resources Available:

- [Newslea](http://www.newslea.com) - Online curated history articles and primary sources texts leveled for different grade level reading. (www.newslea.com)
- [Boundless World History](#) - From Lumen Learning, a for-profit company that helps educators access open educational resources. Boundless World History materials are provided by Lumen Learning free of charge, though they are not updated or improved. This resource includes textbook-style sections for various World History subjects, as well as downloadable quizzes, lecture slides, and a downloadable EPUB for offline use.
- [History of World Civilization II from Lumen Learning](#) - Covers global exploration to WWII
- [New Visions Social Studies Curriculum \(Global History I and II\)](#) - Curated to meet the New York State K-12 Social Studies Framework's objectives, New Visions provides a full scope and sequence framework of open educational resource materials designed for Global History. New Visions materials are available in Google Docs, allowing teachers to make copies and modify for individual needs.
- [World History For Us All](#) - A national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists that offers teaching units, lesson plans, and resources, World History For Us All is a project of the National Center for History in the Schools, a division of the Public History Initiative, Department of History, UCLA.

Unit Outline

- [Theme 1: The Rise of Agriculture](#)
- [Theme 2: Civilization Develops](#)
- [Theme 3: Empires and Cross Cultural Interaction](#)

Unit 1: The Rise of Agriculture

Suggested historical time frame: Paleolithic to Neolithic Era

Suggested time frame of study: 6-8 weeks

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand how historians interpret prehistory.
- Students will understand early human migration and the environmental factors that contributed to migration patterns.
- Students will understand how early humans modified and adapted to the environments of the Stone Ages.
- Students will understand the events that led to the early stages of agriculture.

Big Ideas:

- Stone Age people adapted to changing environments, eventually settled, and developed agriculture, thus paving the way for civilization.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do historians interpret the past?
2. How does climate change affect where and how people live?
3. What were the positive and negative consequences of domestication and an agrarian lifestyle?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Define and use the key vocabulary of the unit.
- Understand that history is based on evidence and inference.
- Interpret archaeological evidence to understand how people of the Stone Ages adapted to their environments.
- Use and create maps to understand and illustrate early human migration.
- Analyze the impacts of agriculture and domestication on prehistoric people.

RESOURCES

- [The First Civilizations Unit Outline \(New Visions for Public Schools\)](#)
- [Big Era 1: Humans in the Universe \(World History For Us All - UCLA Dept. of History\)](#)
- [Big Era 2: Human Beings Almost Everywhere \(World History For Us All - UCLA Dept. of History\)](#)
- [Big Era 3: Farming and the Emergence of Complex Societies \(World History For Us All - UCLA Dept. of History\)](#)
- [Ancient Civilizations \(USHistory.org\)](#)

Unit 1 Continued:

<ul style="list-style-type: none"> • Khan Academy - Dawn of Agriculture - https://www.khanacademy.org/humanities/world-history/world-history-beginnings/birth-agriculture-neolithic-revolution/a/where-did-agriculture-come-from • British Agricultural Revolution - http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml 				
SUGGESTED VOCABULARY				
climate change agriculture/agrarian evidence inference settlement migration	artifacts geology the Stone Ages (Paleolithic era, Mesolithic era, Neolithic era)	ice age BC/AD and BCE/CE archaeology land bridge theory	modification anthropology fossils domestication composite tools	prehistory/history timeline chronological order adaptation excavation
STANDARDS				
<i>What Alaska Performance Standards will be addressed in this unit?</i>				
HISTORY				
<ul style="list-style-type: none"> • H.A.1: Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences. • H.A.2: Know that the interpretation of history may change as new evidence is discovered • H.A.4: Understand that history relies on the interpretation of evidence • H.B.1b: Comprehend the forces of change and continuity that shape human history through the following persistent themes: human communities and their relationships with climate, subsistence base, resources, geography, and technology. • H.C.2: Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers 				
GEOGRAPHY				
<ul style="list-style-type: none"> • G.E.5: Analyze the consequences of human modification of the environment and evaluate the changing landscape. 				

Unit 2: Civilization Develops

Suggested historical time frame: 3500BCE to 500BCE, including early river civilizations such as Mesopotamia, Egypt, China, and India

Suggested time frame of study: 10-14 weeks

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand the favorable geographic features that led to the development of the first civilizations.
- Students will understand how agricultural techniques led to the production of economic surplus and the emergence of cities as centers of culture and power.
- Students will understand that humans organize society through the establishment of infrastructures and political institutions (e.g., irrigation systems, cities, government, military).
- Students will understand that humans organize society through the establishment of social institutions (e.g., religion and social classes).
- Students understand the roles that religion, gender, and status play in the organization of society.

Big Idea:

- Earliest river civilizations emerge and establish the features of civilization.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How did agricultural production and technology lead to civilization growth?
2. How do the beliefs and values of a culture affect individuals and society?
3. How did government and religion work together to influence people’s lives?
4. What is the purpose of law?
5. Why do leaders matter?
6. Why do societies organize themselves the way they do?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the features of civilization: government, religion, social hierarchy, public works, writing, cities, job specialization, art and architecture.
- Locate and describe the physical settings that supported early civilizations.
- Explore the causes of surplus and the emergence of cities as centers of culture, trade, and power.
- Discuss the main factors of early forms of government.
- Analyze and investigate the relationship between political and social systems.
- Evaluate the significance of law.
- Draw conclusions about how government and religion influence architecture.

Unit 2 Continued:

RESOURCES				
<ul style="list-style-type: none"> • Ancient History Encyclopedia - Mesopotamia - https://www.ancient.eu/Mesopotamia/ • Ancient History Encyclopedia - China - https://www.ancient.eu/china/ • History.com - https://www.history.com/topics/ancient-history/ancient-egypt • British Museum - Ancient Egypt - http://www.ancientegypt.co.uk/menu.html • PBS Ancient Egypt - https://www.pbs.org/empires/egypt/educators/index.html • Khan Academy - https://www.khanacademy.org/humanities/art-asia/imperial-china/neolithic-art-china/a/an-introduction-to-ancient-china • Mr. Donn - Mesopotamia - https://mesopotamia.mrdonn.org/lessonplans.html • Mr. Donn - Ancient China - https://china.mrdonn.org/ 				
SUGGESTED VOCABULARY				
city city-state government law	surplus writing art/architecture rank	social hierarchy military/standing army innovation surplus	elite discrimination merchant scribe	artisan noble bureaucracy
STANDARDS				
<i>What Alaska Performance Standards will be addressed in this unit?</i>				
HISTORY				
<ul style="list-style-type: none"> • H.A.6: Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction • H.B.1c: Comprehend the forces of change and continuity that shape human history through the origin and impact of ideologies, religions, and institutions upon human societies. • H.B.1a: Comprehend the forces of change and continuity that shape human history through the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organization. • H.B.1e: Comprehend the forces of change and continuity that shape human history through the major developments in societies as well as changing patterns related to class, ethnicity, race, and gender • H.B.4: Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns • H.C.2: Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers; 				
GOVERNMENT & CITIZENSHIP				
<ul style="list-style-type: none"> • GC.A.1: Understand the necessity and purpose of government • GC.A.4: Compare and contrast how different societies have governed themselves over time and in different places. 				

Unit 2 Continued:

GEOGRAPHY

G.D.1: Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interactions, and transportation and communication links.

Unit 3: Empires and Cross Cultural Interaction

Suggested historical time frame: 500BCE to 1000CE, including empires such as China, Greek, Rome, Persia, Gupta, Mongol, Aztec, Incan, and Mayan
Suggested time frame of study: 14-18 weeks

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand how empires rose and fell.
- Students will understand the foundations of new forms of governments.
- Students will understand the origins and impacts of major world religions.
- Students will understand how and why trade expands.
- Students will understand that the spread of goods and ideas is an essential factor in connecting the world.

Big Idea:

- Civilizations expand beyond their borders, and empires rise and fall

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do empires rise?
2. Why do empires fall?
3. How and why did democracy form?
4. How does religion impact societies?
5. How does trade shape our world?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Define “empire” and explain the process by which empires maintain their power.
- Identify factors that contribute to an empire’s fall.
- Explain the origins of democracy and the impact of democracy on the individual.
- Analyze the influence of world religions such as Judaism, Islam, Christianity, Buddhism, and Hinduism
- Explore and analyze how the transfer of goods and ideas impacted societies (*suggestions:* Silk Road, Spice Route, Tran-Saharan Trade)

RESOURCES

- Ancient History Encyclopedia - China - <https://www.ancient.eu/china/>
- Mr. Donn - Ancient China - <https://china.mrdonn.org/>

Unit 3 Continued:

- Khan Academy - major world religions - <https://www.khanacademy.org/humanities/tools-for-understanding-religion-in-art/beginners-guide-understanding-religion-art/v/five-major-world-religions>
- Business Insider - Spread of Religion Video - <https://www.youtube.com/watch?v=AvFl6UBZLv4>
- All Roads Lead To Rome - Lesson Plan exemplar - <https://www.cde.state.co.us/standardsandinstruction/ss7-allroadsleadfromromeandgreece-pdf>
- PBS.org - The Roman Empire - <http://www.pbs.org/empires/romans/educators/>
- National Geographic - Teaching Rome - <https://www.nationalgeographic.org/media/teaching-idea-ancient-rome/>
- The Field Museum - Silk Road Lesson - https://www.fieldmuseum.org/sites/default/files/silk_road_activity.pdf
- The Asian Art Museum - Mapping the Silk Road Lesson - <https://education.asianart.org/explore-resources/lesson-or-activity/mapping-silk-road-lesson>
- TED Ed - The Silk Road - <https://ed.ted.com/lessons/the-silk-road-history-s-first-world-wide-web-shannon-harris-castelo>

SUGGESTED VOCABULARY

empire emperor conquest tyranny oligarchy	aristocrat citizen Judaism Islam Christianity	Hinduism Buddhism cultural diffusion feudalism democracy	elite autocracy dictatorship monarchy	monotheism polytheism theocracy Silk Road
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STANDARDS
What Alaska Performance Standards will be addressed in this unit?

- HISTORY**
- H.A.8: Know that history is a bridge to understanding groups of people and an individual’s relationship to society
 - H.B.1c: Comprehend the forces of change and continuity that shape human history through the origin and impact of ideologies, religions, and institutions upon human societies
 - H.B.2: Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world
 - H.B.4: Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns
 - H.C.2: Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers
- GEOGRAPHY**
- G.D.1: Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interactions, and transportation and communication links.
 - G.D.5: Analyze how conflict and cooperation shape social, economic, and political use of space.

Unit 3 Continued:

GOVERNMENT AND CITIZENSHIP

GC.A.4: Compare and contrast how different societies have governed themselves over time and in different places.

KPBSD Social Studies Unit Maps:



Course

8th Grade US History

COURSE DESCRIPTION:

This course offers an interactive and comprehensive overview of United States history from the pre-Columbian era to Western Expansion. This course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization, and settlement in America, the creation of a new nation through the American Revolution, and Westward Expansion.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: 8th Grade U.S. History

Big Idea: To prepare students with deep understandings of the major themes, patterns, and events in a broad survey of American history by practicing and refining historical thinking skills through primary source analysis and discussion.

Theme	Unit 1	Unit 2	Unit 3	Unit 4
Trade & Conquest	X			
Rebellion		X		X
Government	X		X	X
People’s Perspectives	X	X	X	X

Digital Textbook Resources Available:

- [Newslea](http://www.newslea.com) - Online curated history articles and primary sources texts leveled for different grade level reading. (www.newslea.com)
- [American YAWP and American YAWP Reader](http://www.americanyawp.com/index.html) - A full, open, free textbook covering all periods of American History that this course covers. For each chapter in the book is a corresponding collection of primary sources. (<http://www.americanyawp.com/index.html>)
- [USHistory.org](https://www.ushistory.org/us/index.asp) - This textbook-like organization of American history presents brief articles that can be used in lieu of the more in-depth American YAWP. (<https://www.ushistory.org/us/index.asp>)
- [Digital History at UH](http://www.digitalhistory.uh.edu/index.cfm) - An eclectic resource that can act as a textbook with brief readings organized by topic and a plethora of media. (<http://www.digitalhistory.uh.edu/index.cfm>)
- [Boundless US History](https://courses.lumenlearning.com/boundless-ushistory/) - From Lumen Learning, a detailed online textbook with learning objectives in each article available for free use. (<https://courses.lumenlearning.com/boundless-ushistory/>)

Unit Outline

I. Unit 1: Trade and Conquest
II. Unit 2: Rebellion
III. Unit 3: Government
IV. Unit 4: Peoples’ Perspectives

Unit 1: Trade and Conquest

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand how resource acquisition was a contributing factor of exploration and conquest of the Americas.

Big Idea:

- The European quest for economic prosperity (wealth) had global impacts.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How does trade impact the world?
2. How do perspectives influence colonization?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Define and use the key vocabulary of the unit.
- Understand human, natural, and capital resource acquisition and exchange as it pertains to the colonization of North America.
- Analyze perspectives of Europeans, Africans, and North American Tribal Nations on trade and the colonization in the Americas.

SUGGESTED VOCABULARY

colony trade human resource	capital resources natural resources cash crops	staple crops conquest Columbian Exchange	Northwest Passage Middle Passage indentured servant	slavery triangular trade
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STANDARDS

What Alaska Performance Standards will be addressed in this unit?

HISTORY

- H.C.4: Use historical perspective to solve problems, make decisions, and understand other traditions.
- H.D.3: Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others
- H.B.1d: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: the consequences of peace and violent conflict to societies and their cultures

Unit 1 Continued:**GEOGRAPHY**

- G.F.1: Analyze and evaluate the impact of physical and human geographical factors on major historical events.
- G.D.2: Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally
- G.E.1: Understand how resources have been developed and used
- G.E.2: Recognize and assess local, regional, and global patterns of resource use

RESOURCES

- **Art**
 - The MET Museum British Colonial Art - https://www.metmuseum.org/toah/hd/arid/hd_arid.htm
 - Smithsonian - Early American Art - <https://americanart.si.edu/art/highlights/early-america>
- **Interactive Websites**
 - Visual Capitalist - [Interactive World Trade Map](#)
 - National Geographic
 - Trade Routes & 13 Colonies - <https://www.nationalgeographic.org/photo/colonial-trade/>
 - Slavery in America - <https://www.nationalgeographic.org/interactive/slavery-united-states/>
 - Library of Congress - Trade in the Colonies - <https://guides.loc.gov/colonial-america-business-research/trade-mercantilism>
 - [Ducksters.com](#) - Interactive quizzes & student-appropriate research. - https://www.ducksters.com/history/colonial_america/jobs_occupations.php
 - Age of Exploration - <http://ageofex.marinersmuseum.org/index.php>
- **Videos**
 - [500 Nations](#)
 - The Atlantic Slave Trade in 2 minutes - http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html
- **Google Earth KMZ Files**
 - [Star Forts Around the World KMZ file](#)
- **Native American Perspectives:**
 - American Indian Encyclopedia - www.nativeamericanencyclopedia.com
 - History.com - <http://www.history.com/topics/native-american-history/native-american-cultures>
 - Indians.org (history, ancestry, tribes' descriptions, etc.) - www.Indians.org
 - Native Languages - <http://www.native-languages.org/languages.htm>
 - PBS Video - We Shall Remain - <http://www.pbs.org/wgbh/amex/weshallremain/>

Unit 2: Rebellion

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand that rebellion was an important part of the foundation of the United States.

Big Idea:

- Rebellion has initiated ongoing change.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What are the causes and effects of rebellion?
2. What can rebellion look like?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify time, place, and context of ideologies pertaining to rebellion in colonial America.
- Understand the ideals presented in the Declaration of Independence.
- Evaluate the impacts of the Revolutionary War.

SUGGESTED VOCABULARY

rebellion revolution Boston Massacre	Boston Tea Party propaganda Puritans	Quakers Declaration of Independence human rights	taxes acts embargo	boycott imports exports
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STANDARDS

What Alaska Performance Standards will be addressed in this unit?

HISTORY

- H.A.7: Understand that history is dynamic and composed of key turning points;
- H.D.4: Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context
- H.B.1d: Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: *the consequences of peace and violent conflict to societies and their cultures*
- H.B.2: The student will understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;

Unit 2 Continued:**GOVERNMENT AND CITIZENSHIP**

- GC.B.1: Understand the ideals of this nation as expressed in the Declaration of Independence
- GC.B.9: Recognize the role of dissent in the American political system.

RESOURCES

- PBS - Liberty! - <https://www.pbs.org/ktca/liberty/teachers.html>
- Ben's Guide - Interactive Lessons on the Constitution - <https://bensguide.gpo.gov/>
- US History.org - Free online textbook - <https://www.ushistory.org/>
- History.com - American Revolution videos/articles and more - <https://www.history.com/topics/american-revolution>
- Library of Congress - http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html
- History Channel - <http://www.history.com/topics/thirteen-colonies>
- Links to Resources - <http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>
- Colonial Williamsburg - <http://www.history.org/history/museums/mappingExhibit.html>
- Smithsonian - <http://www.smithsoniansource.org/display/topic/viewdetailshis.aspx?TopicId=1004>
- PBS - <http://www.pbs.org/wnet/colonialhouse/history/>

Unit 3: Government

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand the factors that contributed to the establishment of government in the United States.
- Students will understand the role of the individual in society.

Big Idea:

- The purpose of government is to protect human rights through the establishment and enforcement of laws.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is the purpose of government?
2. What does it mean to be a good citizen?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand the rights and responsibilities of citizens of the United States.
- Examine the development and purpose of the Constitution.
- Explore the rights outlined in the Bill of Rights.
- Investigate techniques of political persuasion.

SUGGESTED VOCABULARY

citizenship suffrage Bill of Rights constitution federal	government Legislative Branch Judicial Branch Executive Branch separation of powers	three branches of government political parties sovereignty freedom equality	power political cartoon checks and balances Articles of Confederation Supreme Court	Congress House of Representatives Senate propaganda
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STANDARDS

What Alaska Performance Standards will be addressed in this unit?

GOVERNMENT AND CITIZENSHIP

- GC.B.1: Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;
- GC.B.2: Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- GC.B.3: Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;

Unit 3 Continued:

<ul style="list-style-type: none"> ● GC.B.4: Know how power is shared in the United States’ constitutional government at the federal, state, and local levels; ● GC.B.5: Understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy; ● GC.B.6: Recognize the significance of diversity in the American political system; ● GC.B.7: Distinguish between constitution-based ideals and the reality of American political and social life; ● GC.B.8: Understand the place of law in the American political system; and ● GC.B.9: Recognize the role of dissent in the American political system. <p>HISTORY</p> <ul style="list-style-type: none"> ● H.D.1: Understand that the student is important in history; ● H.D.5: Base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others ● H.B.3: Recognize that historical understanding is relevant and valuable in the student’s life and for participating in local, state, national, and global communities
RESOURCES
<ul style="list-style-type: none"> ● Ben’s Guide - Interactive Lessons on the Constitution - https://bensguide.gpo.gov/

Unit 4: Peoples' Perspectives

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Students will understand that population growth, religion, and economic opportunities influenced Westward Expansion.
- Students will understand that U.S. history is composed of the narratives of its people.

Big Idea:

- History is a narrative told in many voices, and expresses various perspectives of the historical experience.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. Why do people move?
2. How do historical context and personal points of view determine the way a story is told?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explore the personal narratives of 19th century United States (e.g., Gold Rush, Mormon Trail, Oregon Trail, Trail of Tears, Irish immigration, slavery, Lewis and Clark, Industrial Revolution, Texas Revolution, Mexican American War, et al.).
- Understand the ideologies behind expansion.
- Examine push and pull factors of immigration and emigration.

SUGGESTED VOCABULARY

push factors pull factors	immigration	emigration	Louisiana Purchase	Manifest Destiny
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STANDARDS

What Alaska Performance Standards will be addressed in this unit?

GEOGRAPHY

- G.F.1: Analyze and evaluate the impact of physical and human geographical factors on major historical events;

HISTORY

- H.B.5: Evaluate the influence of context upon historical understanding
- H.A.5: Understand that history is a narrative told in many voices and expresses various perspectives of historical experience
- H.A.8: Know that history is a bridge to understanding groups of people and an individual's relationship to society
- H.C.2: Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

Unit 4 Continued:**RESOURCES**

- Smithsonian Museum of the American Indian - <https://americanindian.si.edu/>
- Bureau of Indian Affairs - <https://www.bia.gov/>
- Newsela: “A Mile in Our Shoes” Text Set
- National Geographic - Western Expansion - https://www.nationalgeographic.org/topics/resource-library-westward-expansion/?q=&page=1&per_page=25
- American History Narratives - Timeline - <https://icss.uni.edu/timeline/>
- Library of Congress Historical Narratives - <http://www.loc.gov/teachers/classroommaterials/connections/california-narrative/file.html>
- Mr. Donn.org - Manifest Destiny resources - <https://americanhistory.mrdonn.org/manifestdestiny.html>

Additional Course Resources

These resources may be useful throughout the course. This list is merely a place to start.

Lesson Plans/Planning

- [KhanAcademy.org: US History](https://www.khanacademy.org/humanities/us-history) - This is a full course's worth of videos, readings, activities, and assessments. (<https://www.khanacademy.org/humanities/us-history>)
- [DocsTeach.org](https://www.docsteach.org/) - Has several ready-to-go activities and a lesson-building tool that includes primary source documents. (<https://www.docsteach.org/>)
- [Library of Congress Teacher Resources](https://www.loc.gov/teachers/) - Professional development and lesson planning ideas using primary sources. (<https://www.loc.gov/teachers/>)
- [Stanford History Education Group: History Lessons](https://sheg.stanford.edu/history-lessons) - Has a number of resources available for organizing lessons that directly address historical thinking skills. (<https://sheg.stanford.edu/history-lessons>)
- [History Matters](http://historymatters.gmu.edu/) - Contains a wide variety of resources for lesson planning, as well as primary source documents. (<http://historymatters.gmu.edu/>)
- [EDSITEment! Lesson Plans](https://edsitement.neh.gov/lesson-plans) - Full plans with attached resources, organized by grade. (<https://edsitement.neh.gov/lesson-plans>)
- [EDSITEment! Teacher's Guides](https://edsitement.neh.gov/teachers-guides) - Topical guides with additional material and teacher prep for subjects including minority groups and special events like Constitution Day. (<https://edsitement.neh.gov/teachers-guides>)
- [Teaching American History](https://teachingamericanhistory.org/) - A full repository of plans and primary/secondary sources. (<https://teachingamericanhistory.org/>)

Primary Sources

- [Library of Congress Digital Collections](https://www.loc.gov/collections) - Searchable database of multimedia resources. There are also curated topical collections available for a number of US History related subjects. (<https://www.loc.gov/collections>)
- [Core Documents of U.S. Democracy](https://www.wtamu.edu/library/govt/coredocs.shtml) - Everything from foundational documents to Supreme Court case analysis to presidential letters. (<https://www.wtamu.edu/library/govt/coredocs.shtml>)
- [100 Milestone Documents](https://www.ourdocuments.gov/content.php?flash=true&page=milestone) - A curated collection of US History documents. (<https://www.ourdocuments.gov/content.php?flash=true&page=milestone>)



KPBSD Social Studies Unit Maps

**FINAL DRAFT – SOCIAL STUDIES CURRICULUM REVISIONS
2019-2020**

Included Materials:

- **Course Descriptions**
- **Unit Outlines**
- **Alaska State Standards Alignment**

KPBSD History Courses will cover the Alaska Content Performance Standards - History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners

***English/ Language Arts Integration: All KPBSD History Courses will incorporate and support English Language skills, Technology integration standards, Social Emotional Learning skills and other cross-curricular support to help students gain required skills for success.**

KPBSD History Unit Maps:



Course

Alaska History

COURSE DESCRIPTION:

The Alaska History course is a comprehensive introduction to the geography, culture, and history of Alaska, centered around an essential question, project-based curriculum. The course emphasizes Alaska's distinctive physical and human geography. It examines Alaskan Native culture, key historical events, economic resource development, changing forms of governance, the evolution of modern Alaska, and challenges facing the future of the state. A primary goal of the course is to create informed state citizens, who have the knowledge and skills to actively participate in shaping a sustainable future of Alaska for the betterment of themselves and their communities.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

KPBSD History Unit Maps:



Course

Government

COURSE DESCRIPTION:

This course focuses on the American political system and preparation of students for effective and productive citizenship. Government provides an in-depth, content-specific study of the Constitution, comparative political and economic systems, federal, state and local governments, international relations, and rights and responsibilities of the individual. The American legal system, legislative processes, and the Bill of Rights will be critically examined in order to invite student activism and involvement in democracy. Exposure and participation to real life experiences is a major focus in this course. Identification of issues crucial to the maintenance of democratic institutions is emphasized with a view toward resolution.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
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 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

KPBSD History Unit Maps:



Course

US History

COURSE DESCRIPTION:

This is a comprehensive, integrated course in United States history from pre-European contact to the present. This course is organized chronologically but may be taught thematically, and is intended to serve as a capstone for U.S. History studies in the elementary and secondary schools. In-depth, student-centered exploration of issues relevant to historical inquiry and methodology will be emphasized. Students will practice and refine historical thinking skills throughout the course.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
 - **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

KPBSD History Unit Maps:



Course

World History

COURSE DESCRIPTION:

This program focuses on the history of the major cultures and societies of the world from prehistory to the present. Historical perspective is provided on major world events, movements, and conditions. This course enables the student to understand the world through exploration of the histories and cultures of past and present societies. Emphasis is on the acquisition and application of historical thinking skills within the context of world history. Students will apply concepts and knowledge from social studies disciplines such as geography, government, and economics, in addition to other disciplines such as world literature and science.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

High School Course Descriptions.

- **Alaska History**

The Alaska History course is a comprehensive introduction to the geography, culture, and history of Alaska, centered around an essential question, project-based curriculum. The course emphasizes Alaska's distinctive physical and human geography. It examines Alaskan Native culture, key historical events, economic resource development, changing forms of governance, the evolution of modern Alaska, and challenges facing the future of the state. A primary goal of the course is to create informed state citizens, who have the knowledge and skills to actively participate in shaping a sustainable future of Alaska for the betterment of themselves and their communities.

- **Government**

This course focuses on the American political system and preparation of students for effective and productive citizenship. Government provides an in-depth, content-specific study of the Constitution, comparative political and economic systems, federal, state and local governments, international relations, and rights and responsibilities of the individual. The American legal system, legislative processes, and the Bill of Rights will be critically examined in order to invite student activism and involvement in democracy. Exposure and participation to real life experiences is a major focus in this course. Identification of issues crucial to the maintenance of democratic institutions is emphasized with a view toward resolution.

- **US History**

This is a comprehensive, integrated course in United States history from pre-European contact to the present. This course is organized chronologically but may be taught thematically, and is intended to serve as a capstone for U.S. History studies in the elementary and secondary schools. In-depth, student-centered exploration of issues relevant to historical inquiry and methodology will be emphasized. Students will practice and refine historical thinking skills throughout the course.

- **World History**

This program focuses on the history of the major cultures and societies of the world from prehistory to the present. Historical perspective is provided on major world events, movements, and conditions. This course enables the student to understand the world through exploration of the histories and cultures of past and present societies. Emphasis is on the acquisition and application of social studies skills within the context of world history. Students will apply concepts and knowledge from social studies disciplines such as geography, government, and economics, in addition to other disciplines such as world literature and science.

Standards Description:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

KPBSD History Unit Maps:



Course

Alaska History

COURSE DESCRIPTION:

The Alaska History course is a comprehensive introduction to the geography, culture, and history of Alaska, centered around an essential question, project-based curriculum. The course emphasizes Alaska's distinctive physical and human geography. It examines Alaskan Native culture, key historical events, economic resource development, changing forms of governance, the evolution of modern Alaska, and challenges facing the future of the state. A primary goal of the course is to create informed state citizens, who have the knowledge and skills to actively participate in shaping a sustainable future of Alaska for the betterment of themselves and their communities.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPC History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
 - **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: Alaska History

Big Idea: Students will become familiar with historic, economic, political, geographic, and cultural influences on Alaska and how these factors have shaped modern Alaskan society.

Digital Textbook Resources Available:

- [Alaska History and Cultural Studies, 2020 revised edition](#) - A comprehensive overview of Alaskan history that corresponds with the course unit map. This 2020 new edition of the Alaska History and Cultural Studies digital textbook is a free resource, specifically created for an online format and includes hundreds of images. ([Alaskastudies.org](#))
- [Alaska History and Cultural Studies, original edition](#) - The original Alaska History and Cultural Studies digital textbook. This textbook was created in 2003 by the Alaska Humanities Forum and a committee of the state's leading historians, anthropologists, geographers and educators. The project was funded by a grant by the U.S. Department of Education. ([akhistorycourse.org](#))

Units:

1. [Geography of Alaska](#)
2. [Alaska Native Cultures](#)
3. [Russian Alaska](#)
4. [U.S. Territorial Period](#)
5. [Modern Alaska](#)

Unit 1: Geography of Alaska

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Alaska’s unique physical, cultural, and environmental geography affects and influences society in Alaska.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What aspects influence Alaska’s physical geography?
2. How does Alaska’s physical geography affect the state’s human communities?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine Alaska’s place in the broader world.
- Locate key communities and physical features.
- Understand the physical processes that have created and shaped Alaska’s physical geography (e.g. plate tectonics and volcanism, climatic regions and their causes, glaciation, permafrost, etc.).
- Analyze patterns and significance of natural resource usage and development.
- Compare and contrast the regions of Alaska (Southeast, Southcentral, Western, Interior, and Arctic) based on the key physical, climatic, cultural, and economic features that characterise and define each region.
- Consider how Alaska’s physical geography impacts the state’s human communities.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Select and individually present photos of a significant place in Alaska and explain why it is meaningful
- Primary source analysis of major natural disasters, such as the Katmai Eruption and Good Friday Earthquake
- Analyze how the student’s local economy is based on the environment through research, interviews, or guest speakers
- Create physical maps or models of Alaska, or specific geographical features
- Research and present on an Alaskan region or a comparison of multiple regions
- Climate comparison charts of key cities from different regions - Students should be able to explain the physical and geographical forces that create Alaska’s varied climates
- Research the potential impacts of climate change on Alaska’s communities and economy

Unit 1 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Unit 1: Alaska Geography textbook readings from alaskastudies.org

[Chapter 1: Alaska's Place in the World](#)

[Chapter 2: Alaska Places and Locations](#)

[Chapter 3: Alaska's Geology](#)

[Chapter 4: Regions of Alaska](#)

Further Unit Resources:

- [UAF Alaska Earthquake Center](https://earthquake.alaska.edu/earthquakes) - A current and historical record of seismic events in Alaska. (<https://earthquake.alaska.edu/earthquakes>)
- [Witness: Firsthand Accounts of the Largest Volcanic Eruption in the Twentieth Century](https://www.nps.gov/articles/aps-v11-i1-c9.htm) - A narrative of the 1912 Katmai eruption with several firsthand accounts and photographs. Created by Katmai National Park and Preserve. (<https://www.nps.gov/articles/aps-v11-i1-c9.htm>)

Unit 2: Alaska Native Cultures

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Explore the origins, setting, and culture of Alaskan Native groups, with an emphasis on the interaction between environment and the development of distinct cultures.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What defines the culture of each Alaskan Native group?
2. How does place influence culture?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the origins of Alaskan Native groups (Tlingit, Haida, Tsimshian, Athabaskan, Eyak, Aleut, Alutiiq, Yupik, and Inupiaq).
- Identify the location and physical environment of Alaskan Native groups.
- Compare & contrast traditional cultures of each Alaskan Native groups (e.g. subsistence patterns, social structures, technologies, settlement patterns, beliefs and values, etc.).
- Examine modern day influences and examples of Alaska Native culture.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Students present elements of culture in their own life and compare these to traditional Alaskan Native culture
- Create a map showing the three major prehistoric migrations to Alaska
- Interview an Alaskan Native regarding traditional culture
- Research and model a traditional Alaskan Native artifact (home, boats, tools, etc.)
- Research and present a comparison of different Alaska Native groups based on specific cultural features, such as housing, transportation, subsistence patterns, etc.
- Create a map showing the historical location of Alaska Native groups
- Primary source analysis of early European art of Alaskan Natives
- ELA Book Study: stories and novels focused on Alaskan Native culture, such as *The Two Old Women*

Unit 2 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Unit 2: Alaska Native Cultures textbook readings from alaskastudies.org

[Chapter 1: Origins of Alaskan Native Culture](#)

[Chapter 2: Athabaskans \(People of the Boreal Forest\)](#)

[Chapter 3: Tlingit \(People of the Rainforest\)](#)

[Chapter 4: Aleut \(People of the Ocean\)](#)

[Chapter 5: Eskimos \(People of the Arctic\)](#)

Further Unit Resources:

- Alaskool.org - Online materials about Alaskan Native history, culture, language, and cultures.
- *The Native People of Alaska* by S.J. Langdon - This is not an online resource, but a readily available, short book that provides both a comprehensive and concise overview of Alaskan Native groups and culture.

Unit 3: Russian Alaska

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Consider the historical, environmental, and geographic forces that shaped Russian colonization. Examine the interaction between Russians and Alaskan Natives and the resulting cultural diffusion.

Essential Questions: *What provocative questions will explore and lead to the big ideas and enduring understandings?*

1. What were the reasons for European interest in Alaska?
2. What challenges did Russians face in Alaska and what was their response?
3. How did Russians affect Alaskan Native communities and culture?
4. What is the lasting impact of Russian imperialism in Alaska?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand the chronology and key events of Russian Alaska.
- Analyze the impacts of Russian colonization on Alaskan Native communities and the changes they underwent.
- Identify challenges and problems faced by Russians in Alaska and their efforts to respond to these.
- Identify important individuals in Russian American and their roles.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Analyze Gordon Miller’s painting *Vitus Bering in Alaska. First European contact with Eskimos in the North Pacific*
- Create a map of Russian-America settlements and analyze reasons for settlement locations
- Analyze works of art depicting Russian settlements
- Analyze letters between Baranov and Shelikhov
- Create a timeline of events of the Russian Era
- Analyze primary sources from the Second Battle of Sitka
- Research and present how Russian influence impacted Alaska Native culture and communities
- Compare and contrast the impact of Russians on different Alaskan Native groups
- Create a biography of an influential person from the Russian Era
- Research and write a position piece or have a class discussion on whether or not Russia should sell Alaska

Unit 3 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Unit 3: Russian-America textbook readings from alaskastudies.org

[Chapter 1: Discovery](#)

[Chapter 2: Beginnings of Russian-America](#)

[Chapter 3: Baranov Era](#)

[Chapter 4: Life in Russian-America](#)

Further Unit Resources:

- [Envisioning Alaska](https://envisioning-alaska.org/) - A very comprehensive collection of art from the Russian Era. The pieces can be sorted by both artist and location. (<https://envisioning-alaska.org/>)
- [Russian American Reader](#) - A collection of primary source materials from the Russian Era. This collection was created as a companion piece to the Alaska History and Cultural Studies textbook. (A PDF of this source can be found in the Social Studies folder in the District Staff Shared folder)

Unit 4: U.S. Territorial Period

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Examine the forces and events which shaped the development of Alaska’s government, economy, demographics, and culture between the purchase of Alaska and statehood.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What key events shaped Alaska’s history between before statehood?
2. What factors influenced the evolution of government in Alaska?
3. What role did natural resources play in the development of territorial Alaska?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand the development of the territory’s government, economy, demography, and infrastructure.
- Explain how Alaskan Natives lived under US governance. Describe the paths and limits to citizenship and conflicts over land ownership.
- Define the impact of the Gold Rush and World War II.
- Describe the path to statehood and creation of the Alaska Constitution.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Presentations on how being American impacts a student’s life and community
- Analyze primary sources from the Gold Rush era
- Create a map of Gold Rush towns and transportation routes
- Analyze primary sources about the issue of Alaska Native land and political rights during the territorial period
- Research and present on a topic from World War II (e.g. Battle of Attu, Alaskan Highway, Aleut detainment)
- Analyze census data for Alaska and how key events affected the population
- Create a map depicting the evolution of Alaskan transportation systems over the territorial period
- Create an editorial for or against Alaskan statehood

Unit 4 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Unit 4: An American Territory textbook readings from alaskastudies.org

[Chapter 1: An American Territory](#)

[Chapter 2: The Gold Rush](#)

[Chapter 3: Building Alaska](#)

[Chapter 4: Alaska at War](#)

[Chapter 5: The Fight for Statehood](#)

Further Unit Resources:

- [Alaska's Gold](#) - A collection of primary sources about the Gold Rush created by the Alaska Department of Education. This is a link to an archived copy of web site; as of 2020 it was no longer maintained. (https://web.archive.org/web/20190630020559/https://education.alaska.gov/temp_lam_pages/library/goldrush/midmain.htm)
- [Alaska's Digital Newspaper Program](#) - A collection of digitally preserved newspapers, primarily from early 20th century. (https://library.alaska.gov/hist/newspaper/digital_home.html)
- [Attu: The Forgotten Battle](#)- A detailed look at World War II in Alaska. (<https://www.nps.gov/aleu/planyourvisit/upload/Attu-Forgotten-Battle-Optimized-508.pdf>)
- [The 49th Star: Creating Alaska](#) - This hour-long documentary chronicles Alaska's journey from Russian territory to statehood. The film weaves interviews with original convention delegates and staff, historians and Alaskan leaders to reveal the behind-the-scenes struggles for statehood. (<https://www.youtube.com/watch?v=GoT4Ov0maLg>)

Unit 5: Modern Alaska

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Examine the prominent problems, issues, and events that Alaska has faced since statehood. Examine the changes in land ownership since statehood and what the consequences of these changes have been on Alaska’s communities and economy.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is the basis of Alaska’s economy today and in the future?
2. Who owns Alaska’s land?
3. What are current topics and future challenges the State may face and how can students address them?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine Alaska’s economy and the impact of the development of the oil industry, including the creation of the Permanent Fund.
- Examine how the Statehood Act, ANCSA, and ANILCA changed land ownership.
- Consider contemporary land and resource issues.
- Understand Alaskan Natives and their places in modern Alaska.
- Examine the multi-cultural dimensions of modern Alaska.
- Analyze the strengths and challenges of Alaska’s modern economy.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Create a biography of an influential Alaskan since Statehood
- Create a diagram showing how the Permanent Fund and Permanent Fund Dividend work
- Write a positional paper or hold a class discussion on the future of the PFD - Students should consider what state revenue and spending changes are necessary to make their position sustainable.
- Create a chart showing the change in land ownership before and after the Statehood Act, ANCSA, and ANILCA
- Write a positional paper or hold a class discussion on the fairness of ANCSA
- Research the present on the student’s local economy or a local industry, and consider future growth and challenges
- Create a chart describing the key Alaska industries
- Interview a local businessperson, community figure, or political leader on the strengths and challenges of the current and future Alaskan economy
- Analyze census data to look at ethnic diversity in contemporary Alaska

Unit 5 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Unit 5: Modern Alaska textbook readings from alaskastudies.org

[Chapter 1: Events since Statehood](#)

[Chapter 2: Alaska's Land](#)

Chapter 3: Alaska's Economic Overview

Further Unit Resources:

- [Alaska Native Land Claims](#) - A history of Alaska Native Land Claims from an Alaskan Native perspective. (<http://www.alaskool.org/projects/ancsa/landclaims/LandClaimsTOC.htm#top>)
- [Handbook on Alaska State Government](#) - Written by the Alaska Legislative council, this handbook is a detailed overview of the organization and basic power structures of the Alaska state government (<http://w3.legis.state.ak.us/docs/pdf/handbook.pdf>)
- [Alaska's Constitution: A Citizen's Guide](#) - An annotated exploration of Alaska's constitution. (http://w3.legis.state.ak.us/docs/pdf/citizens_guide.pdf)
- [What Drives the Alaska Economy?](#) - A concise overview of Alaska's economy and key industries created by the UAA Institute of Social and Economic Research. (http://www.commonwealthnorth.org/download/action_groups/fiscal_action_coalition/2008/What%20Drives%20the%20Alaska%20Economy.pdf)

Course Resources

These resources may be useful throughout the course. This list is merely a place to start.

- Alaskool.org- Online materials about Alaskan Native history, culture, language and cultures.
- [Alaska Digital Archives](https://vilda.alaska.edu/digital/) - Alaska's Digital Archives presents a wealth of historical photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from libraries, museums and archives throughout our state. (<https://vilda.alaska.edu/digital/>)
- [Anchorage Museum Collection](http://onlinecollections.anchoragemuseum.org/#/) - Online collection of Anchorage Museum's exhibits, artifacts and artworks. (<http://onlinecollections.anchoragemuseum.org/#/>)
- [Alaska State Museums](https://museums.alaska.gov/about_collections.html) - An online database of artifacts from Alaska State Museum and Sheldon Jackson Museum. (https://museums.alaska.gov/about_collections.html)
- [Alaska State Museums Teacher's Online Resources](https://museums.alaska.gov/resources.html#gold)- A variety of resources compiled by the Alaska State Museums. (<https://museums.alaska.gov/resources.html#gold>)
- [Alaska State Library Online Exhibits](https://library.alaska.gov/hist/exhibits/online_exhibits.html) - A collection of images on different topics curated by the Alaska State Library. (https://library.alaska.gov/hist/exhibits/online_exhibits.html)
- Haycox, S. W., & Mangusso, M. C. (1996). *An Alaska anthology: Interpreting the past*. Seattle: University of Washington Press.
- Naske, C., & Slotnick, H. E. (1979). *Alaska: A history of the 49th State*. Grand Rapids, MI: Eerdmans.

KPBSD History Unit Maps:



Course

Government

COURSE DESCRIPTION:

This course focuses on the American political system and preparation of students for effective and productive citizenship. Government provides an in-depth, content-specific study of the Constitution, comparative political and economic systems, federal, state and local governments, international relations, and rights and responsibilities of the individual. The American legal system, legislative processes, and the Bill of Rights will be critically examined in order to invite student activism and involvement in democracy. Exposure and participation to real life experiences is a major focus in this course. Identification of issues crucial to the maintenance of democratic institutions is emphasized with a view toward resolution.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: Government

Big Idea: To prepare students to be educated and active citizens, with the skills and knowledge to participate in shaping the government for the betterment of themselves and their communities. Students will understand and compare both local and national government structures and actions. Students will analyze and research case studies and examples of Government from U.S. Founding to current political issues and events.

Digital Textbook Resources Available:

- [American Government 2e](https://openstax.org/details/books/american-government-2e) - This OpenStax textbook is dense and detailed, but comes with instructor resources. (<https://openstax.org/details/books/american-government-2e>)
- [USHistory.org: American Government](https://www.ushistory.org/gov/) - This textbook-like resource is much more concise and may be more accessible to different reading levels. (<https://www.ushistory.org/gov/>)

Unit Overview:

<ol style="list-style-type: none"> 1. Foundations of American Government <ol style="list-style-type: none"> A. Forms of Government B. Foundational Documents C. US Constitution & Bill of Rights 2. Interactions Among Branches of Government <ol style="list-style-type: none"> A. 3 Branches of Government B. Legislative Process C. Federalism (Local, State, & Federal Government) 	<ol style="list-style-type: none"> 3. Civil Rights & Liberties <ol style="list-style-type: none"> A. Bill of Rights B. The Supreme Court C. Historical Challenges to Rights & Liberties D. Current Events Issues 4. Politics & Elections <ol style="list-style-type: none"> A. Current Political Offices B. Voting, Elections & Political Campaigns C. Role of the Media D. Political Participation
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Unit 1: Foundations of American Government

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- American government’s origins lie in centuries of development of democratic and republican ideals.
- Constitutional principles provide a structure for government that divides and limits power.
- Understandings and interpretations of the Constitution constantly evolve.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What types of democratic governments are there, and why is the American system designed the way it is?
2. How is the government of the United States different from other systems of government?
3. What are the foundational principles of American government?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Evaluate the role of the government in the lives of students and their communities.
- Investigate the historical origins of American democracy (e.g. Athenian democracy, Roman Republicanism, the Magna Carta, English parliamentary government, and Enlightenment ideals and philosophers).
- Examine the Articles of Confederation and consider the problems which led to the Constitutional Convention.
- Consider the key debates that shaped the writing and ratification of the Constitution, such as the Great Compromise creating the bicameral structure of Congress and the anti-federalist debate leading to the Bill of Rights.
- Evaluate the core Constitutional principles of popular sovereignty, separation of powers, checks and balances, federalism, and limited government.
- Understand the amendable nature of the U.S. Constitution through provisions in Article V.
- Explain the basic role and responsibilities of each branch in American government and multiple ways in which the branches check and balance each other.
- Assess the history of federalism and evolving relationship between national and state governments.
- Evaluate the significance of core founding documents including the Declaration of Independence, Constitution, and Bill of Rights.
- Thoroughly study and apply the U.S. Constitution to questions about government throughout the course.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Three Branches of Government comparison chart
- Local, State, National Government Biographies
- Jigsaw U.S. Constitution and the Bill of Rights
- *1776 the Musical* movie review

Unit 1 Continued:

- Comparative Document Analysis - compare two documents in an analytical presentation (e.g. Constitution vs. Articles of Confederation, or Federalist vs. Anti-Federalist papers)

Unit 2: Interactions Among Branches of Government

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- The division of power between the three branches of government provides checks and balances that simultaneously generate conflict and provide long-term stability.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. Why are the branches of government always in competition?
2. How do the legislative, executive, and judicial branches interact to form a singular federal government?
3. How do interactions with the federal government shape state governments and policies?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine the law-making process and assess how different parts of the process influence legislation (e.g. committees, House and Senate leadership, interest groups, and the presidential role).
- Consider the extent of Congressional power and how it has evolved over time.
- Examine the various roles and duties of the presidency and how these have evolved over time.
- Understand the evolution and utilization of executive privilege, and the expansion of presidential power.
- Compare the use of executive orders and to legislation.
- Examine the role of the federal bureaucracy in government and analyze how it can both be checked and have independence from the three branches.
- Describe the structure of the judicial branch and the basis for judicial decision making.
- Assess the role of the judicial branch in interpreting the Constitution and deciding key questions regarding the role of government in national life.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Mock Congress
- Mock Supreme Court Trial
- Concept Application Project - describe and analyze (in a presentation or essay) the way different branches of government could influence and steer proposed legislation, regulation, or court cases using a provided scenario
- Parts of Government Presentations (posters, PowerPoints, etc.) on 3 branches of government, how a bill becomes a law, court systems, etc.

Unit 3: Civil Rights & Liberties

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- The United States Constitution provides structures for protecting, establishing, and framing rights and liberties for Americans.
- Protections for and definitions of civil rights and liberties are developed through national discourse, protest, judicial rulings, and social movements.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What rights and liberties should be protected by law?
2. How does American public discourse influence and shape legislation relating to civil rights?
3. How and why have protected rights changed over the course of American history?
4. Will the fight for civil rights and liberties ever reach a point of completion?
5. When is it appropriate to limit civil liberties?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Understand the Bill of Rights, its origins and purpose, and the rights that it protects.
- Evaluate the effects that the First Amendment’s protections of religion, speech, and press have had on the evolution of American culture, discourse, and legislation.
- Discuss varying interpretations of the Second Amendment and its role in related policy formation.
- Describe and understand the guarantees of due process, the rights of the accused, and the right to privacy.
- Consider issues and questions regarding the interpretation of the 4th Amendment in the digital age.
- Evaluate the effectiveness of social movements and how the government has responded to these.
- Understand how the outcomes of cornerstone Supreme Court cases have expanded or limited civil rights and liberties.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Supreme Court research papers
- Hot Topic formal debates
- Then & Now comparison presentation/paper about a demographic or specific civil right
- Comparative Supreme Court case project - compare two or more cases that are related to each other

Unit 4: Politics & Elections

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- America is a pluralistic society with a variety of perspectives, beliefs, and principles that can be measured and quantified.
- Understanding and attempting to influence voter behavior are central to elections and political campaigns.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do polling and information-gathering strategies affect our understanding of American political opinions and beliefs?
2. How do individual and group beliefs affect voting behavior, and where do those beliefs come from?
3. What factors encourage and discourage political participation?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Describe the variety of political attitudes and beliefs that Americans have about government and political socialization.
- Understand how special interest groups, political parties, and campaigns attempt to modify voter behavior and influence legislation.
- Analyze the impact that third parties have had on past elections, and understand their role in the political process.
- Differentiate beliefs and policies between conservative and liberal ideologies and how these relate to Democratic, Republican, and prominent third parties.
- Compare and contrast the differences between the ways that local, state, and national level elections are conducted.
- Understand the role of campaign finance in elections and evaluate the impact and value of advertising in political campaigns.
- Describe and map out the process of a presidential campaign and election. Assess how the Electoral College shapes presidential campaigns.
- Identify the requirements to serve government offices in the House of Representatives and the Senate.
- Analyze the key elements of public opinion polls and evaluate what role they should have in policy making.
- Consider how political leaders and campaigns use the concept of demographic groups to shape election strategies.
- Evaluate the role of media in shaping political discourse, public opinion, and acting as a government watchdog.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Mock Elections
- Conduct polling about a current political topic or election and publish results and analysis of those results
- Analyze (through production of a presentation/paper) a political campaign’s strategic efforts
- Political Blog - Create a student blog and include prompts to cover various political topics for students to discuss and comment.
- Policy Research - Follow a current policy/topic through the legislative process at the local, state, or national level and analyze actions of various groups, political parties, and individuals on that legislation.

Unit 4 Continued:

- Policy Forum - Research and present a position on a foreign, domestic, or economic policy of significance in front of the class or the school. Evaluate current positions in the national conversation and argue the student's own position. Include a panel of classmates (some of whom agree with the position and some who disagree) to enhance discussion and debate.
 - *Recommendation:* Introduce this project in an earlier unit. This can be used as a capstone project.

Additional Course Resources

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [KhanAcademy - US Government and Civics](https://www.khanacademy.org/humanities/us-government-and-civics) - This is a full course's worth of videos, readings, activities, and assessments. (<https://www.khanacademy.org/humanities/us-government-and-civics>)
- [American Presidents Project](https://www.presidency.ucsb.edu/) - Collection of presidential papers, profiles, documents, and other media. (<https://www.presidency.ucsb.edu/>)
- [Oyez.com](https://www.oyez.org/) - Thorough database of Supreme Court cases and information about the justices, current and historical. (<https://www.oyez.org/>)
- [GovTrack.us](https://www.govtrack.us/) - a database of legislative activity that's completely up to date. Has tools to track legislation as it makes its way through the Congress. (<https://www.govtrack.us/>)
- [Pew Research Center](http://www.pewresearch.org/) - Survey and polling information for just about any topic. (<http://www.pewresearch.org/>)
- [US Constitution Center](https://constitutioncenter.org/) - Deep analysis of the U.S. Constitution and a number of activities, including an interactive constitution. (<https://constitutioncenter.org/>)
- Ben's Guide to the U.S. Government - Student centered activities and topics to describe and explain the details of the U.S. system of Government. Includes games, lesson plans and interactive quizzes. (<https://bensguide.gpo.gov/>)

KPBSD History Unit Maps:



Course

US History

COURSE DESCRIPTION:

This is a comprehensive, integrated course in United States history from pre-European contact to the present. This course is organized chronologically but may be taught thematically, and is intended to serve as a capstone for U.S. History studies in the elementary and secondary schools. In-depth, student-centered exploration of issues relevant to historical inquiry and methodology will be emphasized. Students will practice and refine historical thinking skills throughout the course.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
- **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: U.S. History

Big Idea: To prepare students with deep understandings of the major themes, patterns, and events in a broad survey of American history by practicing and refining historical thinking skills through primary source analysis and discussion.

Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Politics & Power	X	X	X	X	X	X	X	X
Migration & Settlement	X		X	X		X		X
Development of a National Identity		X	X	X	X	X	X	X
America’s Role in the World	X			X	X	X	X	X
Social Context	X	X	X	X		X	X	X
Economic Transformations	X			X	X	X		X

Digital Textbook Resources Available:

- [American YAWP and American YAWP Reader](http://www.americanyawp.com/index.html) - A full, open, free textbook covering all periods of American History that this course covers. For each chapter in the book is a corresponding collection of primary sources. (<http://www.americanyawp.com/index.html>)
- [USHistory.org](https://www.ushistory.org/us/index.asp) - This textbook-like organization of American history presents brief articles that can be used in lieu of the more in-depth American YAWP. (<https://www.ushistory.org/us/index.asp>)
- [Digital History at UH](http://www.digitalhistory.uh.edu/index.cfm) - An eclectic resource that can act as a textbook with brief readings organized by topic and a plethora of media. (<http://www.digitalhistory.uh.edu/index.cfm>)
- [Boundless US History](https://courses.lumenlearning.com/boundless-ushistory/) - From Lumen Learning, a detailed online textbook with learning objectives in each article available for free use. (<https://courses.lumenlearning.com/boundless-ushistory/>)

Unit Outline

<p>Semester 1:</p> <p>I. North American & European Contact</p> <p>II. Foundations of the United States</p> <p>III. Slavery, Civil War, and Reconstruction</p> <p>IV. Imperialism & Industrialization</p>	<p>Semester 2:</p> <p>V. World at War</p> <p>VI. Cold War</p> <p>VII. Social Upheaval & Government Reaction</p> <p>VIII. Global America</p>
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Unit 1: North American and European Contact

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- When native populations migrated and settled across North America, they developed distinct and complex societies by adapting to and transforming their diverse environments.
- Contact with Europeans resulted in significant social, cultural, and political changes for both sides, as both asserted divergent worldviews on issues including religion, gender roles, land use, and power.
- The economic and imperial goals of the European colonists led to relationships and alliances with Native Americans, in addition to the subjugation of them, the spread of disease, and war.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What are the origins of Native American societies?
2. What were the effects of Native American and European contact?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain the nature of contact and conflict between Native American and European societies during the colonial period.
- Identify the differences between cultural understandings of wealth, power, and human-environment interaction for Native American and European peoples.
- Understand and analyze the effects of disease, warfare, and trade on Native American societies.
- Explain the adaptations and strategies that European settlers used to build economies, societies, and cultures that were unique to the Americas.
- Analyze the consequences of transatlantic Columbian Exchange of peoples, animals, plants, and pathogens on North American societies and ecosystems.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Historical to Modern Day Native Group Comparison (Dakota Access Pipeline Research)
- Research & 3D Model of traditional cultural artifact (housing, tool, clothing, etc.)
- Columbian Exchange mapping & analysis
- ELA Book Study: *Guns, Germs & Steel* by Jared Diamond
- Mock Trial of a European group or individual for “crimes against Indigenous peoples”

Unit 2: Foundations of the United States

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- During the founding of the United States of America, ideals emerged that included liberty, equality, individual rights, opportunity, and democracy.
- These ideals are manifested in America’s founding documents including the Declaration of Independence, the Constitution, and the Bill of Rights.
- These ideals were espoused and realized by many Americans, but not all.
- At the same time that these ideals were developed and practiced by American elites, many others were excluded.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What does it mean to be “American?”
2. What are “American ideals,” and where did those ideas come from?
3. How did the formation of the United States affect different and diverse populations?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explain the context, purpose, and impact of founding documents like the Declaration of Independence, the Constitution, and the Bill of Rights.
- Identify and explain the differences between the Articles of Confederation and the U.S. Constitution.
- Describe the early definitions of the American identity and its connection to westward expansion.
- Identify challenges that the early United States faced on the international stage.
- Evaluate the differences between stated democratic ideals and actual practice in the early United States.
- Evaluate the impact of Manifest Destiny, the Louisiana Purchase, and other territorial expansion.
- Identify the decimation of the Native American way of life as a result of westward expansion.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Articles of Confederation vs. Constitution comparison
- Document-Based Question: Founding Documents - Explain the ideals that emerged in foundational documents and how those ideals were realized by a specific group during the early democracy.
- Westward Expansion - Louis & Clark mapping project
- Group project: Miners vs. Farmers vs. Ranchers
- Ideals vs. Reality debate

Unit 3: Slavery, the Civil War, and Reconstruction

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.
- As American democracy developed, increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals, one of which was the abolition of slavery.
- The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.
- Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.
- Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. At the same time, new systems to ensure racial inequality emerged including the "black codes," sharecropping, and Jim Crow laws.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. Why did slavery exist in America? How was it abolished?
2. What were the causes and effects of the American Civil War?
3. What are the long-term impacts of the Civil War and slavery on the United States?
4. What were the economic and political factors that separated the North & South?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the tensions inherent in Reconstruction: protecting freed persons and unifying the country and its impact upon federalism.
- Describe and evaluate the social, economic, and political impacts of slavery on the United States.
- Describe the social, religious, and political movements that shaped early 19th century American culture.
- Understand the regional differences in beliefs about slavery, the legal status of slaves, and the conflicts that those differences generate between states.
- Examine the causes and effects of the secession of the southern states and the Civil War.
- Explain the impact of the Civil War on the Confederacy and the Union.
- Discuss the successes and failures of Reconstruction.

Unit 3 Continued:**ASSESSMENT IDEAS**

What evidence will demonstrate student achievement of their learning?

- Slave Narratives Projects (Document Analysis or Primary Source creation)
- Modern Day Slavery PSA
- Research & Timeline Project
- Create a Newspaper Project
- Civil War Battle Plan Recreation
- Reconstruction - Black Codes Analysis
- Reconstruction WebQuest (Vocab Search/Jigsaw)

Unit 4: Imperialism & Industrialization

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Technological change, expanding communication networks, large-scale production, and pro-growth government policies all contributed to a massive industrial revolution in the United States at the turn of the 19th century. As a result, cities transformed, the standard of living changed, and debates about the role of government in the economy and labor emerged.
- Political and social reform movements of the Progressive Era impacted individuals, communities, and institutions.
- Many factors have contributed to American involvement in imperialism. Proponents of American imperialism used economic, political, humanitarian, and military reasons to justify the U.S. activities in the Spanish American War and other countries.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is the impact of industrialization in America in the late 1800s?
2. What factors have led to American involvement in imperialism?
3. What have been the effects of American involvement in imperialism on the United States and the rest of the world community?
4. What were the impacts of new technologies and processes on America’s social, economic, and political fabrics?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the cause and effect relationship that explains the causes of imperialism and its domestic and foreign effects.
- Understand and analyze contemporary arguments for and against America’s imperialist actions in the late 19th century and early 20th century.
- Understand the ways that the relations between workers and business owners evolve as industrialization progresses.
- Describe the impact of urbanization on rural areas and rapidly expanding cities.
- Evaluate the effectiveness of political response to the problems of industrialization, monopoly, capitalism, urbanization, and political corruption.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Have a class fair showing off new industrial technologies in the form of presentations and models, with explanations of their impacts and significance at the turn of the 20th century
- Create a map of American territorial acquisition and intervention with explanations/justifications for those actions and the effects
- Build a model tenement diorama that analyzes the effects on tenants and subsequent social reform movements
- Class debate about whether or not American actions during this period constitute imperialism
- Class debate about whether or not individual acquisitions were justified/beneficial either to the U.S. or to the subject population
- Thesis-driven essay examining attempts to rein in political corruption and arguing for or against their effectiveness

Unit 5: World at War

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Many factors have contributed to American involvement in war. Proponents of U.S. involvement used economic, political, humanitarian, and military reasons to justify the U.S. activities.
- During military conflicts, there were significant effects on the home front, including shifts in gender roles, growth of the economy, limitation of civil liberties and the targeting of groups suspected of disloyalty such as the Red Scare.
- Military leadership, strategy, technology, and policy all have played a role in the success and failures of the U.S. at war.
- Effects of war include the shifts that take place on the Homefront, changes to the U.S. status in the world, the devastation of the other countries involved and a high number of war casualties - both civilians and soldiers.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What factors have led to American involvement in major world wars?
2. What strategies and tactics has the United States used in wars and how did they change in different conflicts over time?
3. How has American involvement in war affected the American “Homefront”?
4. What have been the effects of American involvement in war on the world?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the causes and effects of America’s involvement in World War I, including the effects of new technology & industrialization upon modern warfare, as well as the impact on civil liberties.
- Understand political, social, cultural, and economic tensions of the 1920s.
- Evaluate cause and effect relationships of the Great Depression and reforms that followed, which expanded the role of the federal government.
- Identify the causes and effects of America’s involvement in World War II at home and abroad.
- Discuss the changing roles of women and minority groups in domestic industry and the military during the World Wars and the interwar period.
- Describe the contributions of individuals and communities in relation to the art, literature, and music of the period.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- WWI Art Analysis project
- “Who Started WWI” structured class debate
- WWII Timeline

Unit 5 Continued:

- Military Narrative - Tell the story of a U.S. soldier or a civilian on the Homefront, and use relevant historical detail to expand on their perspectives
- Interwar Narrative - Tell the story of a family in the U.S. dealing with the growth in the 20s and the Depression in the 30s
- Then & Now - Presentation or essay detailing the change in roles for women and/or minorities at the beginning of the period vs. the end

Unit 6: Cold War

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Attacks and perceived attacks on the U.S. and American lives have prompted involvement in continued global conflicts.
- During the Cold War, the U.S. was motivated by democratic ideals, foreign policy, and practical concerns in engaging in foreign conflicts.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is the role of the United States in regional conflicts elsewhere on the globe?
2. How did the role of America in Cold War conflicts shape policy and government programs?
3. What ideological differences led to conflict during the Cold War?
4. How were events and conflicts during this period impacted by Cold War ideologies?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Describe changes in the U.S. economy, demographics, and internal migration following the end of World War II.
- Analyze the causes, course, and character of the Cold War at home and abroad.
- Analyze the impact of 21st century technological innovations on society.
- Identify America’s role and impact in regional conflicts, like Korea, Vietnam, and Cuba.
- Understand the relationship between the United States and the Soviet Union.
- Understand the origins of the space race, its global impact, and its connections to the Cold War.
- Evaluate the U.S. global economic connections and interdependence with other countries.
- Explain how the U.S. became a world power via trade and the imperialistic acquisition of new territories.
- Discuss the impact of protests against the Vietnam War and the draft and government responses to them.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Document-Based Question: Cold War conflicts - Analyze the involvement of the United States in Cold War conflicts and the varied opinions about such involvement
- Host a “Kitchen Debate” simulation/skit: analyze through discussion/debate who “won” the Kitchen Debate
- Create a global map that demonstrates diplomatic conflict and interconnectedness
- Create a presentation that shows the effects of new technologies (weapons, space, etc.) during this period on everything from foreign and domestic policy to the lives of individual Americans
- Build a diorama detailing the effects of nuclear weapons on urban areas and explain the impact on policy and international conflict

Unit 7: Social Upheaval & Government Reaction

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Responses to the Cold War and opinions on America’s place in the global community drove movements for social and political change with a variety of outcomes.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What factors contributed to the effectiveness of the Civil Rights movement in forging change in the United States?
2. What are the lasting impacts of the Cold War on the modern world?
3. How did America redefine itself both domestically and globally throughout the middle 20th century?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Categorize the state and federal actions that led to economic, political, and social changes that resulted from the Civil Rights Movement.
- Differentiate the ways in which Civil Rights movements were connected to and independent from other events during the Cold War era.
- Understand the impact of the key individuals and groups involved in protest movements during the Cold War.
- Analyze the tensions between the expanding role of the federal government and social challenges to the status quo.
- Discuss the differing generational and regional beliefs about American interventionism.
- Explain the development of neo-conservatism in response to competing ideologies.
- Evaluate the increasing agency of Latino, Asian, African American, and Native American women in the United States.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Present (or write about) the motivations and effects of any of the protest or Civil Rights movements during this time period
- Analytical presentation or paper about the diverging platforms of the major political parties during this period
- Class or group debate on American interventionism
- Biographical essay about a historically significant individual from this time period that explains and analyzes their impact
- Class debate about who was the most significant individual in a Civil Rights movement, or who was the most significant political leader

Unit 8: Global America

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- The United States becomes deeply interconnected with other nations through economic and political relationships that affect the entire globe.
- America is constantly engaged in discussion and debate about individual liberties and rights.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How does American economic policy affect relationships with other nations?
2. How has the role of the United States in regional conflicts evolved?
3. What is the role of the United States in an increasingly competitive international community?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify specific examples of the U.S. role in global interdependence and cooperation.
- Evaluate the United States' global economic connections and interdependence with other countries.
- Describe and analyze the effects of America's response to the September 11 terrorist attacks in terms of domestic and foreign policy.
- Identify modern domestic social discussions, movements, and platforms and their impacts on economic policy and legislation. Examples may include LGBTQ+, Black Lives Matter, immigration restrictions, Me Too, gun control, climate change.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Create a global map that demonstrates economic interconnectedness between the U.S. and its trading partners
- Geopolitical analysis paper that assesses the current state of events between the U.S. and another world power
- Presentation on a social discussion, movement, or platform that explains and analyzes impact on policy and legislation
- Create a presentation evaluating the long-term impacts of the September 11th terrorist attacks on American domestic and foreign policy
- Make a board game that allows players to experience a pivotal event or geopolitical dynamic from the Cold War

Additional Course Resources

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

Lesson Plans/Planning

- [KhanAcademy.org: US History](https://www.khanacademy.org/humanities/us-history) - This is a full course's worth of videos, readings, activities, and assessments. (<https://www.khanacademy.org/humanities/us-history>)
- [DocsTeach.org](https://www.docsteach.org/) - Has several ready-to-go activities and a lesson-building tool that includes primary source documents. (<https://www.docsteach.org/>)
- [Library of Congress Teacher Resources](https://www.loc.gov/teachers/) - Professional development and lesson planning ideas using primary sources. (<https://www.loc.gov/teachers/>)
- [Stanford History Education Group: History Lessons](https://sheg.stanford.edu/history-lessons) - Has a number of resources available for organizing lessons that directly address historical thinking skills. (<https://sheg.stanford.edu/history-lessons>)
- [History Matters](http://historymatters.gmu.edu/) - Contains a wide variety of resources for lesson planning, as well as primary source documents. (<http://historymatters.gmu.edu/>)
- [EDSITEment! Lesson Plans](https://edsitement.neh.gov/lesson-plans) - Full plans with attached resources, organized by grade. (<https://edsitement.neh.gov/lesson-plans>)
- [EDSITEment! Teacher's Guides](https://edsitement.neh.gov/teachers-guides) - Topical guides with additional material and teacher prep for subjects including minority groups and special events like Constitution Day. (<https://edsitement.neh.gov/teachers-guides>)
- [Teaching American History](https://teachingamericanhistory.org/) - A full repository of plans and primary/secondary sources. (<https://teachingamericanhistory.org/>)

Primary Sources

- [Library of Congress Digital Collections](https://www.loc.gov/collections) - Searchable database of multimedia resources. There are also curated topical collections available for a number of U.S. History related subjects. (<https://www.loc.gov/collections>)
- [Core Documents of U.S. Democracy](https://www.wtamu.edu/library/govt/coredocs.shtml) - Everything from foundational documents to Supreme Court case analysis to presidential letters. (<https://www.wtamu.edu/library/govt/coredocs.shtml>)
- [100 Milestone Documents](https://www.ourdocuments.gov/content.php?flash=true&page=milestone) - A curated collection of U.S. History documents. (<https://www.ourdocuments.gov/content.php?flash=true&page=milestone>)

KPBSD History Unit Maps:



Course

World History

COURSE DESCRIPTION:

This program focuses on the history of the major cultures and societies of the world from prehistory to the present. Historical perspective is analyzed on major world events, movements, and conditions. This course enables the student to understand the world through exploration of the histories and cultures of past and present societies. Emphasis is on the acquisition and application of historical thinking skills within the context of world history. Students will apply concepts and knowledge from social studies disciplines such as geography, government, and economics, in addition to other disciplines such as world literature and science.

STATE STANDARDS ADDRESSED:

- KPBSD History Courses will cover the ACPS History Standards and incorporate Alaska State English/Language Arts standards. Through the study of history, students will develop critical thinking, historical inquiry, and language skills that will help them to effectively participate as active citizens and lifelong learners.
 - **Alaska Content & Performance Standards - History**
 - (<https://education.alaska.gov/akstandards/History.pdf>)
 - **A:** A student should understand that history is a record of human experiences that links the past to the present and the future.
 - **B:** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 - **C:** A student should develop the skills and processes of historical inquiry
 - **D:** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
 - **Alaska English Language Arts Standards**
 - (<https://education.alaska.gov/akstandards/standardsassessed/HS-ELA-Standards-Assessed.pdf>)
 - Reading Standards for Informational Text
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards

***English/ Language Arts Integration:** All KPBSD History Courses are expected to incorporate and support English Language skills and standards.

Course Name: World History

Big Idea: From a global perspective, students will explore the enduring themes across time and culture that have molded our understanding of human history and continue to shape our contemporary world.

Big Ideas	Unit 1 Origins of Civilization	Unit 2 Empire Building	Unit 3 Religion and Belief	Unit 4 Continuity and Change	Unit 5 Origins of the Modern World	Unit 6 Industrialization & Imperialism	Unit 7 World at War	Unit 8 Global Acceleration	Unit 9 The New Millennium
Humans and the Environment	x				x	x		x	x
Cultural Developments and Interactions	x	x	x	x	x	x	x	x	x
Governance	x	x	x	x	x	x	x		
Economic Systems	x	x		x	x	x		x	
Social Interactions and Organization	x	x	x	x		x		x	x
Technology and Innovation	x	x			x	x	x	x	x

Digital Textbook Resources Available:

- [Boundless World History](https://courses.lumenlearning.com/boundless-worldhistory/) - World History materials are provided by Lumen Learning free of charge, though they are not updated or improved. This resource includes textbook-style sections for various World History subjects, as well as downloadable quizzes, lecture slides, and a downloadable EPUB for offline use. (<https://courses.lumenlearning.com/boundless-worldhistory/>)
 - [History of World Civilization II from Lumen Learning](https://courses.lumenlearning.com/atd-tcc-worldciv2/) - Covers global exploration to WWII (<https://courses.lumenlearning.com/atd-tcc-worldciv2/>)
- [New Visions Social Studies Curriculum \(Global History I and II\)](https://curriculum.newvisions.org/social-studies/) - Curated to meet the New York State K-12 Social Studies Framework’s objectives, New Visions provides a full scope and sequence framework of open educational resource materials designed for Global History. New Visions materials are available in Google Docs, allowing teachers to make copies and modify for individual needs. (<https://curriculum.newvisions.org/social-studies/>)
- [World History For Us All](https://whfua.history.ucla.edu/) - A national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists that offers teaching units, lesson plans, and resources, World History For Us All is a project of the National Center for History in the Schools, a division of the Public History Initiative, Department of History, UCLA. (<https://whfua.history.ucla.edu/>)

Unit Outline

<p>Semester 1:</p> <p>I. Origins of Civilization</p> <p>II. Empire Building</p> <p>III. Religion and Belief</p> <p>IV. Continuity and Change</p> <p>V. The Origins of the Modern World</p>	<p>Semester 2:</p> <p>VI. Industrialization & Imperialism</p> <p>VII. World at War</p> <p>VIII. Global Acceleration</p> <p>IX. The New Millennium</p>
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Unit 1: Origins of Civilization

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Early humans experienced a series of dramatic breakthroughs that created the foundations of civilization.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What is human culture?
2. How does innovation change the way of life for human beings?
3. What is the relationship between place and how societies develop?
4. What are the characteristics that define civilization?

Historical Periods: Paleolithic Era, Neolithic Revolution, Early Mesopotamian Civilizations (Sumer and Babylon), Ancient Egyptian (Old, Middle, and New Kingdoms), Early Indus Valley Civilizations (Harappan, Aryan Migration and Vedic Society), Early Chinese Civilization (Xia, Shang, and Zhou Dynasties)

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze current and past theories regarding the emergence of Homo sapiens and the processes by which human ancestors migrated from Africa to other major world regions.
- Examine the nature of human culture and how it persists and changes over time.
- Describe how agriculture became a turning point in human history and identify the changes that resulted.
- Explain the economic, social, and geographic factors that led to the development of the first civilizations (Mesopotamia, Ancient Egypt, Indus Valley, and Early Chinese civilizations).
- Compare the shared characteristics of geography, religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy of early civilizations.
- Elaborate on the possible ways that trade, migration, and invasion led to the spread of technology.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Document-Based Question: To what extent was farming an improvement over foraging?
- Group Project: Explore the characteristics of civilizations by creating your own model civilization
- Discussion: In what ways, if any, are the laws in Hammurabi’s Code still applicable today?

Unit 1 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*The First Civilizations Unit Outline \(New Visions for Public Schools\)*](#)
- [*Big Era 1: Humans in the Universe \(World History For Us All - UCLA Dept. of History\)*](#)
- [*Big Era 2: Human Beings Almost Everywhere \(World History For Us All - UCLA Dept. of History\)*](#)
- [*Big Era 3: Farming and the Emergence of Complex Societies \(World History For Us All - UCLA Dept. of History\)*](#)
- [*Ancient Civilizations \(USHistory.org\)*](#)

Unit 2: Empire Building

Enduring Understanding(s): *What specific understanding(s) should students take away?*

The development and achievements of classical civilizations around the globe created enduring cultural traditions and ideas.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do government systems affect the lives of citizens?
2. What drives the cycle of expansion, pinnacle achievement, and decline for empires?
3. How do societies interact through conflict, trade, and the exchange of ideas?
4. How do achievements and traditions become enduring cultural legacies?

Historical Periods: Near East and Europe (Assyria, Persia, Classical Greece, Hellenistic Period, and Rome), Chinese Civilization (Qin and Han Dynasties), Indian Civilization (Mauryan and Gupta Empires), New World Civilizations (Mayan)

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome), noting the amount of power each held within a region.
- Analyze the geographic factors that encouraged, hindered, and shaped a state’s/empire’s expansion and interactions.
- Examine the origins of empires around the world and analyze the methods to expand and maintain control over vast territories.
- Examine the origin and development of government systems and compare different models of governance.
- Examine periods of peace, prosperity, and cultural achievements that can be designated as a “Golden Age” of regional empires.
- Compare the political, socioeconomic, environmental issues, and external conflicts that led to the eventual decline and fall of Classical empires.
- Assess the legacy of Classical empires in the modern world.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Webquest: Ancient Greece - government systems, daily life in Athens and Sparta, and artifact analysis
- Jigsaw research Chinese dynasties to explore the “dynastic cycle” political theory and depict the theory in a one-page response
- Group project: Conduct an “autopsy” of a researched empire and analyze the decline of Classical empires
- Document-Based Question: How great was Alexander the Great?

Unit 2 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Classical Civilizations Unit Outline \(New Visions for Public Schools\)*](#)
- [*Big Era 4: Expanding Networks of Exchange and Encounter \(World History For Us All - UCLA Dept. of History\)*](#)
- [*Ancient Civilizations \(USHistory.org\)*](#)

Unit 3: Religion and Belief

Enduring Understanding(s): *What specific understanding(s) should students take away?*

The emergence and spread of belief systems influenced and shaped the development of cultures, including traditions and identities.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How does religion influence people’s way of life?
2. How do religious beliefs affect social and political structures?
3. How does religion create unity and conflict?
4. What is the influence of religion on the world today?

Historical Periods: Origins and development of major regional religions and belief systems: India (Hinduism, Buddhism, Jainism), the Middle East (Judaism, Christianity, Islam), and China (Confucianism, Daoism, Legalism)

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Identify the places of origin, core beliefs and practices, sacred texts, and ethical codes for regional religions and belief systems.
- Analyze the impacts of religion on government structures, social orders, and gender roles.
- Examine the causes and effects of religious schisms and conflicts.
- Identify the dominant geographic locations of religions today, as well as current religious conflicts, movements, and exchanges.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Jigsaw research and create a one-page response about a major world religion, including its origination, major beliefs/deities, current following, locations, and conflicts
- Create a map depicting and annotating the spread of the five major world religions
- Write a creative narrative piece that describes a day in the life of a Dalit

RESOURCES

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [Big Era 5: Patterns of Interregional Unity \(World History For Us All - UCLA Dept. of History\)](#)
- [Ancient Civilizations \(USHistory.org\)](#)

Unit 4: Continuity and Change

Enduring Understanding(s): *What specific understanding(s) should students take away?*

As classical civilizations fell, regional civilizations came to dominate much of the world. These civilizations would foster trans-regional interactions and cultural diffusion through trade, warfare, and expansion.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do societies interact through conflict, trade, and the exchange of ideas?
2. How do societies adapt to changing political structures?
3. What are the effects of interregional contact and conflict?
4. How do achievements and traditions become enduring cultural legacies?

Historical Periods: Europe and Near East (feudal Western Europe, Byzantine Empire, Vikings, Russia, Slavic cultures); Middle East (Umayyad Caliphate, Abbasid Caliphate, rise of the Ottoman Empire; Safavid Empire); Asia (Mongol Empire, Song, Tang, and Ming Dynasties, feudal Japan); Africa (Nubia, Axum, Kingdoms of Mali, Ghana, and Songhai); The Americas (Inca, Aztec); Trans-regional events and developments (Black Death, Crusades, Silk Road, Trans-Saharan trade)

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine the locations and relative sizes of post-classical states and empires, noting the amount of power they held within their regions and the areas they influenced.
- Explain why feudal societies develop and describe the economic, political and social impacts of a feudal society.
- Identify economic, political, and ideological factors that led to the expansion of regional empires, trans-regional connections, and cultural diffusion.
- Identify the location of trans-regional trade networks and analyze the effects of trans-regional exchanges, including cultural, technological, and biological factors.
- Compare and contrast the achievements, innovations, and legacies of regional civilizations.
- Examine the role of religion in justifying empire expansion and warfare, and explaining catastrophe.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Jigsaw research of African trading kingdoms
- Document-Based Question: Why was the bubonic plague so devastating for European society?
- Document-Based Question: The Mongols - How barbaric were the “barbarians”?
- Storyboard the major events and outcomes of the Crusades
- Create an annotated map of the Silk Road, including major trading centers
- Research an artifact from an American civilization and create a 3D model of it

Unit 4 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Political Powers and Change Unit Outline \(New Visions for Public Schools\)*](#)
- [*Social and Cultural Growth and Conflict \(New Visions for Public Schools\)*](#)
- [*Ottoman and Ming Pre-1600 \(New Visions for Public Schools\)*](#)
- [*Africa and the Americas Pre-1600 \(New Visions for Public Schools\)*](#)
- [*Big Era 5: Patterns of Interregional Unity \(World History For Us All - UCLA Dept. of History\)*](#)
- [*Ancient Civilizations \(USHistory.org\)*](#)

Unit 5: Origins of the Modern World

Enduring Understanding(s): *What specific understanding(s) should students take away?*

A number of key ideas, innovations, and developments would shape the modern world, including exploration, experimentation, and reexamination of the past.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do ideas spark change?
2. How can technological and scientific innovation change societies?
3. What is the impact of global trade and cultural exchange?
4. What is the role and purpose of government? What are human rights?

Historical Periods: Renaissance, Reformation, European Exploration, Colonization of New World and Atlantic Slave Trade, Scientific Revolution, Enlightenment, American and French Revolutions, Napoleonic Wars

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine the factors that led to the Renaissance, including global trade and the influence of Islamic and Byzantine societies.
- Consider Renaissance artistic, literary, and political achievements and analyze how these transformed European culture with new perspectives, such as humanism and secularism.
- Examine the factors that led to the Reformation, including the impact of the printing press, and analyze the consequences of the Reformation on European society, ideas, and politics.
- Examine the rise of national states and identity in Europe. Compare the development of absolutist and autocratic government in continental Europe with the emergence of parliament in England.
- Examine the various motives, new knowledge, and technological innovations that influenced exploration and the development of European transoceanic trade routes and maritime empires.
- Examine the culture and population of the Americas before the arrival of Europeans and evaluate the impact of European colonization on indigenous cultural and populations.
- Investigate the exchange of crops, animals, and diseases across the world during the Columbian Exchange and analyze the global impact.
- Examine the economic and labor motivations (such as sugar cultivation and silver mining) that led to the African slave trade and the European and African roles in its development. Consider the consequences of the slave trade on enslaved individuals and the impact of it on culture and populations in both Africa and the New World.
- Investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.
- Analyze how the Scientific Revolution challenged traditional authorities and beliefs.
- Examine the values of Enlightenment thinkers and the influence of their ideas on how society, power, and authority were conceptualized, including the concepts of social contract, consent of the governed, and natural rights.
- Analyze how Enlightenment philosophers and ideas challenged traditional political, social, and religious structures.
- Examine the causes of the American and French Revolutions, and the outcomes and consequences of each.

Unit 5 Continued:

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- “Recreate” Renaissance art with a photo that emulates its features
- Research an absolute monarch and create a caricature depicting the ruler’s life, policies, and influences
- Document-Based Question: Given all of the consequences, was the Columbian Exchange initiated by the Old World overall more positive or negative?
- Create a restaurant menu that includes “Old World,” “New World,” and “Columbian Exchange” options, or map the origins of a favorite dish
- Create a political cartoon that depicts Napoleon as a hero or a tyrant
- Mock trial of Galileo
- Primary source analysis of early European literature/art depicting Africans
- Group Project: Research an early voyage linking a European society with an Indigenous society; create a series of products to demonstrate an understanding of what the initial contact between these two cultures was like

RESOURCES

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Transformation of Western Europe and Russia \(New Visions for Public Schools\)*](#)
- [*Interactions and Disruptions \(New Visions for Public Schools\)*](#)
- [*The World in 1750 CE \(New Visions for Public Schools\)*](#)
- [*Enlightenment, Revolution, and Nationalism \(New Visions for Public Schools\)*](#)
- [*Big Era 6: The Great Global Convergence \(World History For Us All - UCLA Dept. of History\)*](#)

Unit 6: Industrialization & Imperialism

Enduring Understanding(s): *What specific understanding(s) should students take away?*

Innovations in industry led to shifts in social, economic, and political structures in Europe and North America. Competition led industrial powers to expand their control overseas to extract natural resources and create new markets.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How can technological innovation transform society?
2. How did imperialism and colonization impact societies, and what are the lasting effects of imperialism?
3. What characteristics and factors unite people as a nation?

Historical Periods: Industrial Revolution, social and political reform, Nationalism and Democracy in Europe, Partition of Africa and the Berlin Conference, Imperialism in Asia, Latin American Revolutions, Modernization of Japan

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze the factors and conditions needed to industrialize and to expand industrial production, including changes and innovation in energy, technology, communication, and transportation, as well as shifts in economic practices.
- Investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
- Examine suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.
- Trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa, India, and China, and created new political borders in those regions with little regard for traditional culture and commerce.
- Examine instances of resistance and adaptation among those who faced colonization.
- Compare and contrast the causes and effects of political movements that grew out of cultural identity and nationalism, i.e. the unification of Italy and Germany, revolutions in Europe and Latin America, and the dissolution of the Ottoman and Austrian Empires.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Jigsaw research and create one-page responses which explore one of the 19th-century revolutionary movements in Europe or Latin America
- Simulate the societal changes experienced during the Industrial Revolution with the “Urban Game” and reflect with the question: “Was industrialization worth it?”
- Analyze photos of early 20th-century child labor by Lewis Hines; summarize with a narrative reporting factory conditions from the perspective of an inspector
- Research a major societal “shift” from industrialization (child labor laws, unions, air travel, etc.) and create a presentation that includes a contemporary connection to the topic

Unit 6 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Causes and Effects of the Industrial Revolution* \(New Visions for Public Schools\)](#)
- [*Imperialism* \(New Visions for Public Schools\)](#)
- [*Big Era 7: Industrialization and its Consequences* \(World History For Us All - UCLA Dept. of History\)](#)

Unit 7: World at War

Enduring Understanding(s): *What specific understanding(s) should students take away?*

World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What makes WWI and WWII modern wars?
2. What are the causes and consequences of global war?
3. How can global peace be maintained?
4. How have the World Wars influenced the world today?

Historical Periods: World War I, Russian Revolution, Treaty of Versailles, Great Depression, Totalitarianism, World War II

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Explore the long- and short-term causes of WWI, including militarism, alliances, imperialism, and nationalism.
- Examine the role of technology in the development of modern warfare.
- Analyze the impacts of warfare on the home front, including the use of total war and propaganda and limitations placed on citizens.
- Analyze changes to political boundaries in Europe, Asia, and Africa after World War I.
- Examine factors that led to the rise of totalitarian states in the interwar period, including economic depression and nationalism.
- Examine the long- and short-term causes of WWII.
- Examine human atrocities and mass murders from this time period including the Armenian genocide, the Ukrainian Holodomor, and the Holocaust.
- Analyze the effects of modern warfare, including human casualties, economic and social impacts, and environmental impacts.
- Explore and evaluate efforts to build peace including the Treaty of Versailles, Wilson’s Fourteen Points, the League of Nations, and the United Nations.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Analyze WWI posters for propaganda tools in relation to “total war”
- Document-Based Question: What were the underlying causes of WWI?
- Document-Based Question: What were the human, economic, and political costs of WWI?
- Write a narrative in the form of a letter home from the front lines which uses key vocabulary relating to trench warfare
- Analyze Nazi propaganda for media manipulation used to influence the German people to support Hitler
- Model United Nations
- Primary Source Analysis: Treaty of Versailles

Unit 7 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Unresolved Global Conflict: 1914-1945 \(New Visions for Public Schools\)*](#)
- [*Big Era 8: A Half Century of Crisis \(World History For Us All - UCLA Dept. of History\)*](#)

Unit 8: Global Acceleration

Enduring Understanding(s): *What specific understanding(s) should students take away?*

The post-WWII era is marked by a major shift in the balance of power, independence movements and political conflicts that will reshape the modern world.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How do ideologies and identities shape a nation’s society?
2. How does conflict with nations impact international trade and relationships?

Historical Periods: United Nations, the Cold War, Post-colonial Africa and Asia, Communist China and Cultural Revolution, Korean and Vietnam Wars

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Analyze changes to political boundaries in Europe, Asia, and Africa after World War II.
- Examine the origins of the Cold War and key events (e.g. nuclear conflict, space race, Berlin Wall, Cuban Missile Crisis, Korean and Vietnam Wars, Detente).
- Evaluate the political, economic, and social differences between the Eastern and Western divide of the Cold War.
- Explore the emergence of new national societies and governments in post-colonial Africa and Asia.
- Examine social movements focused on greater rights for minority groups.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Research and create a presentation on a modern-day African nation’s politics, economy, society, and culture
- ELA book study focused on post-colonial society, such as *Persepolis* or *Things Fall Apart*
- Create a political poster for a post-1945 social movement
- Jigsaw research an element of Cold War competition (e.g. Space Race, Olympics, Nuclear Arms, Technology, etc.) to present to class

Unit 8 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Unresolved Global Conflict: 1945-1991* \(New Visions for Public Schools\)](#)
- [*Decolonization and Nationalism* \(New Visions for Public Schools\)](#)
- [*Tensions Between Cultural Traditions and Modernization* \(New Visions for Public Schools\)](#)
- [*Big Era 9: Paradoxes of Global Acceleration* \(World History For Us All - UCLA Dept. of History\)](#)

Unit 9: The New Millennium

Enduring Understanding(s): *What specific understanding(s) should students take away?*

The end of the Cold War marked the beginning of a new global economy in which international trade and interdependence are driving forces that shape the world in the new millennium.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. How can technological innovation transform society?
2. How is globalization changing cultures and economies across the world?
3. What environmental challenges does our contemporary world face and how should we respond to them?

Historical Periods: Urbanization and modernization of the developing world, Israeli-Palestinian conflict, Latin American democracy and civil war, global security and 9/11, Arab Spring, contemporary environmental challenges, European Union, Modern China

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine and evaluate the role of technology in fueling political and social movements.
- Analyze the integration of countries into the world economy, and the cultural and economic effects of globalization.
- Evaluate the consequences of the information, technological, and communication revolution on human society.
- Examine the environmental issues facing the modern world and consider the future consequences and responses to these.
- Explore the historical roots of Islamic terrorism and analyze its consequences on Western society and recent historical events.
- Analyze Modern Chinese governmental and economic infrastructure.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Summarize and analyze news articles covering current international topics
- Interview: 9/11 memories and perceptions
- Primary source analysis - stories from the Berlin Wall
- Group Project: Research a current world issue and propose a solution

Unit 9 Continued:**RESOURCES**

These resources may be useful throughout the course. This list is a starting point and not exhaustive.

- [*Globalization and the Changing Environment* \(New Visions for Public Schools\)](#)
- [*Human Rights Violations* \(New Visions for Public Schools\)](#)
- [*Big Era 9: Paradoxes of Global Acceleration* \(World History For Us All - UCLA Dept. of History\)](#)

Course Resources

These resources may be useful throughout the course. This list is merely a place to start.

Lesson Plans/Planning

- [Big History Project](https://school.bighistoryproject.com/bhplive) - Free and customizable lesson plans focused on a “big picture” look at the world. (<https://school.bighistoryproject.com/bhplive>)
- [Boundless World History](https://courses.lumenlearning.com/boundless-worldhistory/) - From Lumen Learning, a for-profit company that helps educators access open educational resources. Boundless World History materials are provided by Lumen Learning free of charge, though they are not updated or improved. This resource includes textbook-style sections for various World History subjects, as well as downloadable quizzes, lecture slides, and a downloadable EPUB for offline use. (<https://courses.lumenlearning.com/boundless-worldhistory/>)
 - [History of World Civilization II from Lumen Learning](https://courses.lumenlearning.com/atd-tcc-worldciv2/) - Covers global exploration to WWII (<https://courses.lumenlearning.com/atd-tcc-worldciv2/>)
- [Facing History and Ourselves](https://www.facinghistory.org/educator-resources) - Free resources for educators that address racism, antisemitism, and prejudice at pivotal moments in history. Includes primary sources, streaming videos, teaching strategies, a lending library, lesson plans, and full units. (<https://www.facinghistory.org/educator-resources>)
- [Khan Academy World History](https://www.khanacademy.org/humanities/world-history) - Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that allow learners to study at their own pace in and outside of the classroom. The World History section covers the origins of humankind to the 20th century. (<https://www.khanacademy.org/humanities/world-history>)
- [New Visions Social Studies Curriculum \(Global History I and II\)](https://curriculum.newvisions.org/social-studies/) - Curated to meet the New York State K-12 Social Studies Framework’s objectives, New Visions provides a full scope and sequence framework of open educational resource materials designed for Global History. New Visions materials are available in Google Docs, allowing teachers to make copies and modify for individual needs. (<https://curriculum.newvisions.org/social-studies/>)
- [PBS Learning Media](https://alaskapublic.pbslearningmedia.org/subjects/social-studies/world-history/) - Provides lesson plans, videos, interactives, and news quizzes for World History. (<https://alaskapublic.pbslearningmedia.org/subjects/social-studies/world-history/>)
- [Stanford History Education Group](https://sheg.stanford.edu/) - From Stanford University faculty, staff, and graduate students, “SHEG” provides free curriculum and assessments for World History, US History, and Civics. The curriculum focuses on historical inquiry and assessments are designed to measure historical thinking rather than recall. (<https://sheg.stanford.edu/>)
- [Teaching Tolerance](https://www.tolerance.org/) - Provides free resources to K-12 educators with an emphasis on social justice and anti-bias. Includes lessons, learning plans, student texts and tasks, and teaching strategies. (<https://www.tolerance.org/>)
- [World History For Us All](https://whfua.history.ucla.edu/) - From the Department of History at UCLA, World History For Us All provides curriculum for middle and high school; includes teaching units, lesson plans, and resources broken into “big eras” to look at human history as one story. (<https://whfua.history.ucla.edu/>)
- [Cambridge Digital Library](http://cudl.lib.cam.ac.uk/) - A collection of books, maps, manuscripts, and journals including important works from major world religions. (<http://cudl.lib.cam.ac.uk/>)
- [Eyewitness to History](http://www.eyewitnesstohistory.com/index.html) - Presented by Ibis Communications, a digital publisher of educational programming, includes eyewitness accounts, arranged by date - from ancient times through the twentieth century. (<http://www.eyewitnesstohistory.com/index.html>)

Course Resources Continued:

- [Hanover Historical Texts Collection](https://history.hanover.edu/project.php) - From Hanover College, a collection of digital historical texts covering Ancient Greece to the 20th Century. (<https://history.hanover.edu/project.php>)
- [The Internet History Sourcebooks Project](https://sourcebooks.fordham.edu/index.asp) - From Fordham University, a compilation of primary source materials organized for classroom use. Includes sections for ancient history, medieval history, and modern history, as well as regional and cultural-specific subsections. (<https://sourcebooks.fordham.edu/index.asp>)
- [World Digital Library](https://www.wdl.org/en/time/) - From the Library of Congress, the World Digital Library provides a collection of books, journals, manuscripts, maps, motion pictures, newspapers, prints, photographs, and sound recordings from countries all over the world, covering prehistoric times to the present. (<https://www.wdl.org/en/time/>)