



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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MEMORANDUM

TO: School Board Members

FROM: Doris Cannon, Director of Elementary Education *Doris Cannon*

THOUGH: Dr. Steve Atwater, Assistant Superintendent of Instruction

DATE: February 9, 2009

RE: **Social Studies Curriculum Revision**

Attached to this memo is a copy of the revised social studies curriculum documents. These documents are for your review and comments will be welcomed during the worksession.

Thank you in advance.



Kenai Peninsula Borough School District

Social Studies Curriculum

Spring 2009

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley
Soldotna, AK 99669

SOCIAL STUDIES CURRICULUM

Fall 2009

Dr. Donna Peterson
Superintendent

Dr. Steve Atwater
Assistant Superintendent of Instruction

Committee Members

Sammy Crawford
School Board Representative
Katharine Bynagle
K-12 Small Schools Teacher
Judith Cox
Elementary Teacher
Ginny Espenshade
Community Member
Matthew Fischer
High School Teacher
Dan Harbison
High School Teacher

Sandra Hudson
Middle School Teacher
Riley Justis
K-12 Small Schools Teacher
Ward Romans
Middle School Teacher
Kelly Vasilie
Elementary Teacher
Shonia Werner
Elementary Teacher
Doris Cannon
Director of Curriculum

Kenai Peninsula Borough School District

Social Studies Curriculum Guide K-6 Elementary



Spring 2009

Social Studies

Self and Family

Kindergarten

	Essential Questions	Learning Goals
HISTORY	Why is your personal history important?	<p>Explore personal history. (HS-A1, D1; CS-A2)</p> <p>Understand that the student is important in history. (HS-D1)</p>
GEOGRAPHY	How are your classroom, home, and local environments similar and different?	<p>Study home and school by making and using a simple map. (GS-A1, A2)</p> <p>Identify symbols (e.g., safety, school, and culture) (GS- B5)</p> <p>Identify and compare similarities and differences between home and school (e.g. kitchen/ cafeteria, bedroom/classroom etc.) (GS- B3)</p>
GOVERNMENT/ CITIZENSHIP	How can you become a responsible member of your family, classroom, and community?	<p>*Recite the Pledge of Allegiance.</p> <p>Explore rules and the reasons for their existence. (GCS-E4)</p> <p>Analyze the rights, responsibilities, and the roles of the individual in a class setting. (GCS-E2)</p> <p>Recognize the role of the individual in class rules and resolving conflicts. (GCS-E7)</p> <p>Explore the roles within the family unit. (GCS- B2)</p> <p>Apply the democratic process by voting. (GCS-E3)</p> <p>Participate in various community service projects, such as, can food drive, Community Kindness, etc...) (GCS- E2, E6)</p>
CULTURE	What makes up your culture?	<p>Explore and discuss family traditions and different cultures. (CS-A2, A3, C4)</p> <p>Expose students to literature, art activities, and songs of various cultures. (HS-A6)</p> <p>Explore traditional activities in your local community. (CS-A6, C1, D1, D2, D3)</p>

Social Studies

Family and School Neighborhood

First Grade

	Essential Questions	Learning Goals
HISTORY	Why is your family history important?	<p>Show your family milestones over time, such as, moves, trips, new babies, new animals, etc. (CS- A2, A3; HS-A1, A5, A6, A7)</p> <p>Compare and contrast how families and social groups address similar needs and concerns, such as, nutrition, shelter, communication, etc.) (HS-B1)</p>
GEOGRAPHY	Where are the important landforms in your school neighborhood?	<p>Make a map of the school neighborhood and include a map key. (GS-A2)</p> <p>Identify basic landforms on a neighborhood map. (GS-A1, B1)</p>
GOVERNMENT/ CITIZENSHIP	How can you become a responsible member of your family, classroom, and community?	<p>Recognize authority and responsibility in school neighborhood, such as school rules and laws. (GCS-A1, A2)</p> <p>Apply the important characteristics of being a responsible citizen, such as, respecting rights and property of others and taking turns. (GCS-E1, E2)</p> <p>Recognize the role of the individual in class rules and resolving conflicts.(GCS-E7)</p> <p>Explore how others contribute to our school neighborhood. (GCS-E2, E6)</p> <p>Understand and apply the democratic process of voting. (GCS-E3)</p> <p>Participate in various community service projects, such as, can food drive, Community Kindness, etc...)(GCS- E2, E6)</p>
CULTURE	Why is cultural diversity important?	<p>Discuss how literature reflects customs and cultural diversity. (HS-A6; CS-B1)</p> <p>Compare/contrast family traditions and customs with others in your class. (CS- A2, A3, B1)</p> <p>Explore traditional activities in your local community. (CS-A6, C1, D1, D2, D3)</p>

Social Studies

Community and Map Skills

Second Grade

	Essential Questions	Learning Goals
HISTORY	Why is it important to know the history of the area you reside?	<p>Develop a historical timeline of the Kenai Peninsula area in which you live. (HS-A1)</p> <p>Communicate about important historical events in your community. (HS-A7, A8)</p>
GEOGRAPHY	What are the landmarks in your community?	<p>Study home and school by making and using a simple map. (GS-A1, A2)</p> <p>Identify and compare similarities and differences between home and school. (GS- B3)</p> <p>Identify symbols (e.g., safety, school, and culture) (GS- B5)</p> <p>Identify the diversity of the local environment. (GS-E2)</p>
GOVERNMENT/ CITIZENSHIP	How can you become a responsible member of your family, classroom, and community?	<p>Explore rules and the reasons for their existence. (GCS-E4)</p> <p>Analyze the rights, responsibilities, and the roles of the individual in a class setting. (GCS-E2)</p> <p>Recognize the role of the individual in class rules and resolving conflicts. (GCS-E7)</p> <p>Explore the roles within the family unit. (GCS- B2)</p> <p>Apply the democratic process by voting. (GCS-E3)</p> <p>Participate in various community service projects, such as, can food drive, Community Kindness, etc... (GCS- E2, E6)</p>
CULTURE	Why is cultural diversity important?	<p>Discuss how literature reflects customs and cultural diversity. (HS-A6; CS-B1)</p> <p>Compare/contrast cultural celebrations and customs in your community. (CS-A2, A3, B1)</p>

Social Studies

Local History/ Kenai Peninsula Geography

Third Grade

	Essential Questions	Learning Goals
HISTORY	What is the history of your local community and the Kenai Peninsula?	Examine important historical events and people of the Kenai Peninsula. (H-A1;A7;A8) Examine the changes through time of your local community. (H-A2;A7;A8;A9;B1a,b)
GEOGRAPHY	Where are the landforms and important landmarks on the Kenai Peninsula?	Make and use a Kenai Peninsula map which includes land and water forms, major cities and regional areas.(GS-A1;A2) Identify landforms and landmarks on a Kenai Peninsula map. (GS-A1;A2;B1) Understand that a community has distinct geographic characteristics defined by physical features. (GS-B1;B7;E2)
GOVERNMENT/ CITIZENSHIP	How do we preserve our fundamental rights? How can we become productive and responsible citizens?	*Recite the Pledge of Allegiance. Recognize the role of the individual in rules and resolving conflicts. (GCS E7) Understand and participate in a mock local election. (GCS E2;E3) Understand the necessity of personal responsibility and accountability. Apply important characteristics of being a citizen such as respecting public and private property, differing viewpoints and avoiding stereotyping. (GCS C2; E1;E2;E7) Participate in various community service projects, such as, can food drive, Community Kindness, etc...) (GCS- E2, E6)
CULTURE	What is culture? How do resources in a region influence culture?	Explore and discuss family traditions and different cultures. (CS-A2, A3, C4) Explore traditional activities in your local community. (CS-A6, C1, D1, D2, D3)

Social Studies

Alaska History & Geography

Fourth Grade

	Essential Questions	Learning Goals
HISTORY	What is the history of Alaska?	Examine important historical periods (indigenous culture, exploration, gold rush, homesteading and statehood) and people of Alaska. (H-A1;A7;A8)
GEOGRAPHY	<p>Where are the landforms in Alaska?</p> <p>What is the connection Between culture and environment?</p>	<p>Make and use an Alaska map which includes land and water forms. (GS-A1;A2)</p> <p>Identify landforms on an Alaska map. (GS-A1;A2;B1)</p> <p>Identify state symbols including the state flag, flower, tree, bird, insect, mineral, song, mammal (G5)</p>
GOVERNMENT/ CITIZENSHIP	<p>How do we preserve our fundamental rights?</p> <p>How do we become productive and responsible citizens?</p>	<p>*Recite the Pledge of Allegiance.</p> <p>Explore models of conflict resolution. (native circles) (GCS E7;)</p> <p>Compare and contrast tribal governments with the state government. (GCS A4 C1;C6;C4)</p> <p>Participate in various community service projects, such as, can food drive, Community Kindness, etc...) (GCS- E2, E6)</p>
CULTURE	<p>How have cultures changed over time?</p> <p>How do resources in a region influence culture?</p>	<p>Discuss how literature reflects customs and cultural diversity. (HS-A6; CS-B1)</p> <p>Compare and contrast Alaska's cultures and how natural resources affect their identity. (CS-A6, C1, D1, D2, D3)</p>

Social Studies

U.S. History (Exploration-Westward Expansion)/
U.S. Geography

Fifth Grade

	Essential Questions	Learning Goals
HISTORY	What is the history of the United States?	Examine important historical periods (indigenous culture, exploration, colonization, Civil War, westward expansion) and people of the United States. (H-A1;A7;A8;B1)
GEOGRAPHY	Where are the landforms in the United States? What is the connection between culture and environment?	Make and use a United States map which includes land and water forms and the orientation of Alaska. (GS-A1;A2) Identify landforms on a United States map. (GS-A1;A2;B1) Identify national symbols. (G5)
GOVERNMENT/ CITIZENSHIP	How do we preserve our fundamental rights? What is the importance of governmental structure? How can we become productive and responsible citizens?	*Recite the Pledge of Allegiance. Understand how the United States organizes its three branches of government.(A1;B3) Understand the ideals of the United States as expressed in the Declaration of Independence and the Constitution.(GC-1;A2;A3;B3) Participate in various community service projects, such as, can food drive, Community Kindness, etc...) (GCS- E2, E6)
CULTURE	What is the significance of cultural diversity? How do resources in a region influence culture?	Discuss how literature reflects customs and cultural diversity.(HS A6; CS-B1) Compare and contrast the United States' cultures and how natural resources affect their identity. (CS-A6, C1, D1, D2, D3)

Social Studies

Leadership/World Geography

Sixth Grade

	Essential Questions	Learning Goals
HISTORY	What is the significance of being a leader?	Define leadership and compare/contrast historical leaders. (GC-E5)
GEOGRAPHY	<p>Where are the landforms in the world?</p> <p>What is the connection between culture and environment?</p> <p>Why have maps changed over time?</p>	<p>Use world maps that illustrate physical and human aspects. (GS-A1;A2;A5)</p> <p>Locate and identify the 7 continents, 4 oceans. (G-A1 B1)</p> <p>Recognize that world geography has impacted human settlement patterns. (G-A5)</p> <p>Examine how natural resources affect life in different regions. (G-A5 B4)</p> <p>Know various geographical terms such as bay, strait, channel, delta, valley, mouth, mesa, plateau etc. (G-A1,B1)</p> <p>Locate locations on a map or globe using latitude and longitude coordinates.(G-A6; B4)</p> <p>Know that significant physical features have influenced historic events. (G-A5;G-E2; G-E5;B4)</p> <p>Understand how human changes in the physical environment in one place can cause changes in other places (e.g., dams, canals, irrigation systems, timber) (G-B8;E5;CS-E6)</p> <p>Understand that maps are changing documents. (G-A3;B8)</p>
GOVERNMENT/ CITIZENSHIP	<p>How do we preserve our fundamental rights?</p> <p>How do we become productive and responsible citizens?</p>	<p>*Recite the Pledge of Allegiance.</p> <p>Understand factors that contribute to conflict or cooperation. (GCS-E7;CS-E6; GD5)</p> <p>Participates in various community service projects, such as, canned food drive, Community Kindness, etc...) (GCS-E2, E6)</p>
CULTURE	What is the significance of cultural diversity?	Discuss how literature reflects customs and cultural diversity.(HS A6; CS-B1)

EMPLOYABILITY		<p>Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self discipline, initiative, reliability, accuracy, productivity, respect and perseverance. (E-A1)</p> <p>Identify and appreciate personal interests, aptitudes, abilities and priorities. (E-B1)</p>
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Kenai Peninsula Borough School District

Social Studies Curriculum Guide 7 – 12 Secondary



Spring 2009

Social Studies Ancient

Seventh Grade

	Essential Questions	Learning Goals
HISTORY	<p>How have the actions, movements, and priorities of people formed ancient civilizations?</p> <p>How have major conflicts and cooperate efforts contributed to the rise and fall of ancient civilizations?</p> <p>How have current societies been influenced by ancient civilizations?</p> <p>How have the actions, movements, and priorities of people formed ancient civilizations?</p> <p>How have major conflicts and cooperate efforts contributed to the rise and fall of ancient civilizations?</p> <p>How have current societies been influenced by ancient civilizations?</p>	<p>Know the eight (8) aspects of civilization: (B1, B2)</p> <ul style="list-style-type: none"> • religion, • government, • writing, • cities, • architecture/art, • specialized labor, • public works, and • social classes. <p>Know various methods used in the archaeological field (e.g., radiocarbon dating, artifact identification). (A1, A2, A4, C2)</p> <p>Understand the social and cultural characteristics of hunter-gatherer communities, including Mesolithic and Neolithic life (e.g., tools, weapons, communication, housing, transportation, food). (B1 a, b, c, C2)</p> <p>Understand the environmental factors that influenced the rise of ancient civilizations (e.g., mountain and river civilizations). (B1 a, b, B2)</p> <p>Understand the social, religious, economic, and political aspects of the Mesopotamian civilization, such as cuneiform, origins and basic beliefs of Judaism and Islam, walled cities, Ishtar Gate, artwork, Hammurabi's code of laws, Sargon, Gilgamesh, Phoenician alphabet, and the barter system. (B1 a, b, c, e, B2, C3, C4, D4)</p> <p>Understand the social, religious, economic, and political aspects of the Egyptian civilization, such as hieroglyphics, Hatshepsut, barter system, importance of river floods, art, mythology (Osiris, Isis, Set, Horus), pyramid building, relics, and Assyrians. (B1 a, b, c, e, B2, C3, C4, D4)</p> <p>Understand the social, religious, economic, and political aspects of the Indian civilization, such as origin and basic beliefs of Hinduism and Buddhism, caste system, Mohenjo-Daro, and Harappa. (B1 a, b, c, e, B2, C3, C4, D4)</p> <p>Understand the social, religious, economic, and political aspects of the Chinese civilization, such as the origin and basic beliefs of Taoism, Confucianism, Legalism, and Moaism; Shang, Zhou, Chin, Han dynasties; importance of rivers;</p>

	<p>and the Silk Road. (B1 a, b, c, e, B2, C3, C4, D4)</p> <p>Understand the social, religious, economic, and political aspects of the Ancient American civilizations, such as the scientific, mathematical, and medicinal achievements of the Incas, Aztecs and Mayans. (B1 a, b, c, e, B2, C3, C4, D4)</p> <p>Understand the social, religious, and economic aspects of the ancient Greek civilization, such as Greek mythology; development and differences between city-states, architecture, and art; trade; Athens v. Sparta; origin of Olympic games; responsibilities of citizenship; Persian and Peloponnesian Wars; major philosophers; and the development of theatre. (B1 a ,b, c, e, B2, C3, C4, D4)</p> <p>Understand the origin and beliefs of basic world religions.</p> <p>Know how to construct and interpret multiple tier time lines. (A1)</p> <p>Know how to calculate calendar time, including Before Christ (BC) and Anno Dommoni (AD). (A1)</p> <p>Understand and organize historical thought through a chronological framework. (A1, C2, C3)</p> <p>Demonstrate understanding of history as a fundamental connection that unifies fields of human endeavors. (A8, A9)</p> <p>Demonstrate critical thinking to solve problems, make decisions, evaluate actions, and understand traditions. (C2, C3)</p> <p>Understand persisting issues involving the rights, roles, and status of individuals and groups in relation to the general welfare. (B1 e)</p> <p>Know how conflict and cooperation shape social, economic, and political use of space. (B1 d)</p> <p>Explore causes, consequences, and possible solutions to persisting contemporary and emerging global issues. (C3, D2-6)</p> <p>Know conflicts that have arisen regarding fundamental values and principles, such as the caste system. (B1 a, c)</p>
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<p>GEOGRAPHY</p>	<p>How does the physical geography of a region influence the development of a civilization?</p>	<p>Make and use maps, graphs, and globes to gather, analyze, and report spatial (geographic) information. (A1, A2, A4, A6, B)</p> <p>Know the history and concepts associated with time, distance, and longitude and latitude coordinates. (A6, B2)</p> <p>Explain the purposes and distinguishing characteristics of different map projections. (A3)</p> <p>Understand the difference between cities/towns, countries/continents, seas/oceans. (A1)</p> <p>Identify the current location of countries of the world, the seven (7) continents, and the four (4) oceans. (A1, A2)</p> <p>Understand how physical places and human characteristics of places are connected. (B1-5)</p> <p>Know the ways in which human movement and migration influence the character of a place. (D, E1)</p> <p>Understand the primary geographic, historic, and contemporary economic causes for world trade. (D1)</p> <p>Understand how human changes in the physical environment in one place can cause changes in other places (e.g., dams, canals, irrigation systems, timber). (E2, E5, F1-5)</p> <p>Compare, contrast, and predict how places and regions change with time. (B1-4)</p>
<p>GOVERNMENT/ CITIZENSHIP</p>	<p>How was/is power distributed in different societies?</p> <p>What is the relationship between a societies government and its citizens?</p>	<p>Demonstrate a basic understanding of the different types of government in ancient Greece, such as monarchies, oligarchies, dictatorships, and democracies. (A3)</p> <p>Examine the meaning of fundamental ideas, such as equality, authority, power, freedom, justice, property, and responsibility. (A2)</p> <p>Analyze the rights, responsibilities, and roles of citizenship. (E1, E2) • Understand persisting issues involving the rights, roles, and status of individuals and groups in relation to the general welfare.</p> <p>Describe types of economic systems, past and present. (F, G)</p> <p>Analyze the forces and influences of economics, such as environmental issues, resources,</p>

		transportation, communication, money, personal wants and needs, and natural disasters. (F, G)
CULTURE	<p>What are the social and political patterns we see over time?</p> <p>What relationship do we see between social and political interaction of a civilization?</p> <p>How have current societies been influenced by ancient cultures?</p>	<p>Know factors that contribute to changing regional characteristics. (A5, E1, E2, E5, C3)</p> <p>Know the similarities and differences in various settlement patterns of the world. (A5, B3)</p> <p>Understand factors that contribute to cooperation or conflict. (A3, D5, D4)</p> <p>Know how the physical environment affects life in different regions. (A5, E1, E2, E5, C3)</p> <p>Know the ways in which culture influenced the perceptions of places and regions.</p> <p>Know the distinctive cultural landscapes associated with migrant populations.</p> <p>Discuss how conflict and cooperation shape social, economic, and political use of space.</p> <p>Understand the possible consequences of the absence of a rule of law.</p>

Social Studies

American History

Eighth Grade

	Essential Questions	Learning Goals
HISTORY	<p>How have major conflicts and cooperative efforts shaped United States society?</p> <p>How have the actions, movements, and priorities of citizens formed our nation?</p>	<p>Know how to sort events of the nation into broadly defined eras, such as Age of Discovery, Colonial, Revolutionary, and Federalist. (A1)</p> <p>Understand the differing political, economic, geographic, and religious factors that influenced colonization in the Americas (e.g., Quakers, Puritans, “economic sectionalism” – plantation South vs. business North). (B1 c, e, A6, B2, C2, C3)</p> <p>Understand the events and tensions that contributed to the American Revolution from 1763 – 1783, including the French and Indian War, British legislative acts/colonial policy, the Declaration of Independence, the Revolutionary War, and the Articles of Confederation. (B4, C2, C3, C4, A3, A5, A6)</p> <p>Understand events that led up to and shaped the Constitutional Convention and the Bill of Rights. (C2, C4, A3)</p> <p>Demonstrate understanding that history is composed of key turning points (e.g., French and Indian War, Great Awakening, Louisiana Purchase, Mexican/American War, Treaty of Paris -1783). (A7)</p> <p>Identify the changing patterns of society, such as slavery, gender roles, migration, American Indians, social class, immigration. (A8, B1 e)</p> <p>Understand the development of the political parties: Federalists/Anti-Federalists.</p> <p>Identify the causes and effects of the War of 1812.</p> <p>Know the issues involved with Westward Expansion: Louisiana Purchase, Texas annexation, Jacksonian Era, Indian removal, Trail of Tears, California Gold Rush, Oregon Territory, Lewis and Clark.</p> <p>Identify the causes and effects of the first wave of immigration (Germans and Irish).</p> <p>Analyze the influences of specific ideas and beliefs on a period of history (e.g., slavery). (A3-5)</p> <p>Demonstrate that history relies on interpretation of evidence, which is subject to change. (A2)</p> <p>Understand events that shaped African slavery in America (e.g., triangular trade). (A5, B1 a, e)</p> <p>Know how to construct and interpret time lines. (A1)</p>

		Explore contemporary global issues from their historical contexts.
GEOGRAPHY	<p>How did physical geography impact the economic, social, political, and cultural development of our country?</p> <p>Why is “where” important?</p>	<p>Know the location of physical and human features on maps and globes. (A1)</p> <p>Understand factors that influence the location of industries in the United States. ((E1-4, F3)</p> <p>Understand the various factors involved in the development of cities, states, and countries. (D1-3, D5)</p> <p>Memorize the map of the U.S. and the capitals.</p> <p>Evaluate how geographic features influenced the development of cities and population throughout the history of the United States.</p> <p>Understand the primary geographic influence of world trade.</p> <p>Investigate diversity and the productivity of environments.</p>
GOVERNMENT/ CITIZENSHIP	<p>What’s our role and responsibility as citizens in a democracy?</p>	<p>Understand the responsibilities of each branch of government in a system of shared powers. (A3, B1, B3)</p> <p>Explore the fundamental ideas of responsibilities and limits of rule by law. (A2, B3, B8)</p> <p>Analyze the rights, responsibilities, and roles of citizenship. (E1, E2)</p> <p>Examine persisting issues involving the rights, roles, and status of individuals and groups in relation to the general welfare. (B1, B5, B6, B9)</p> <p>Explore concepts such as republican form of government, capitalism, limited government, free-enterprise system, national identity, family units, and individualism. (A2, B2)</p> <p>Understand major ideas about why government is necessary. (A1)</p> <p>Know how constitutions have been used to protect rights of citizens and even promote the interests of a particular group.</p>
CULTURE	<p>How are power, culture, and social roles connected?</p> <p>What is American “culture”?</p>	<p>Understand the patterns and processes of migration and diffusion. (D1-3, F4)</p> <p>Understand criterion that gives a region identity. (B1, B4, B5, B7)</p> <p>Compare, contrast, and predict how places and regions change with time. (B8, F1, F4)</p> <p>Know the ways in which human movement and migration influence the character of a place. (B2, B3, B5)</p> <p>Compare and contrast how groups, societies, and cultures address similar needs and concerns (e.g.,</p>

		Western Movement, slavery, Cajuns, Native American cultures: Plains, West Coast, Southwest). (B1, B2).
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World History

10th Grade

Themes	Essential Questions	Content	Resources
INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY	<p>How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues?</p> <p>What are the consequences of tensions and cooperation among individuals, groups, and institutions?</p> <p>What influences how humans learn, perceive, and grow?</p>	<p>Renaissance</p> <p>Europe</p> <p>World War I</p> <ul style="list-style-type: none"> ••Rise of fascism ••Technology of <p>Government</p> <ul style="list-style-type: none"> ••Absolutism and absolute monarchs ••Foundations of democracy <p>The Enlightenment (e.g. Rousseau, Montesquieu, John Locke, Voltaire)</p> <p>Revolution (e.g. English, Glorious, French, Napoleonic Europe, Russian)</p> <p>Reformation</p> <p>Analyze patterns of political and economic change</p>	
TIME, CONTINUITY & CHANGE	<p>What sequences of events and turning points are important in history? Why are they important?</p> <p>Why is the past important to us today?</p> <p>How do historical perspectives reflect varying points of view and invasion contemporary ideas and influence actions?</p>	<p>Literature –</p> <ul style="list-style-type: none"> •• Reflects the culture of a civilization at various points in time <p>Communication systems</p> <ul style="list-style-type: none"> •• Differ from culture to culture and evolve over time <p>Organize historical thought</p> <ul style="list-style-type: none"> *Chronological frameworks * Construct accurate timelines <p>Analyze patterns of political and economic change</p>	<p>Dante, Machiavelli, Chaucer, Erasmus, and Shakespeare, as well as Japanese and Chinese poetry styles, and epic poems</p> <p>Chinese calligraphy, alphabet, printing press, telegraph, telephone</p> <p>Construct accurate timelines placing significant ideas, institutions, people, and events in appropriate time sequences.</p>
PEOPLE, PLACES, & ENVIRONMENT	<p>What is the effect of geography on civilization?</p> <p>How have relationships humans forged with places changed over time?</p> <p>How are global regions defined by physical and human characteristics?</p>	<p>Europe</p> <p>Africa</p> <p>Asia (China, Japan, India)</p> <p>Middle East</p> <p>Americas</p> <p>Global</p>	

<p>CULTURAL CONNECTIONS</p>	<p>What are the universal links between past and present culture?</p> <p>How do developing societies respond to social and environmental determinants?</p>	<p>Africa</p> <ul style="list-style-type: none"> ••Political/cultural borders ••Colonization/imperialism (e.g. Berlin Conference, Triangular trade) ••Cultural diffusion ••Linguistics (e.g. Bantu language) <p>China</p> <ul style="list-style-type: none"> ••Dynasties and empires (e.g. Ming, Mongol) ••Commercial colonization ••Trade systems ••Belief systems (e.g. Confucianism) <p>Japan</p> <ul style="list-style-type: none"> ••Feudal systems <p>India</p> <ul style="list-style-type: none"> ••Colonization/imperialism ••Belief systems (e.g. Hinduism) <p>Middle East</p> <ul style="list-style-type: none"> ••Emergence of belief systems and impact on cultural relations <p>Americas</p> <ul style="list-style-type: none"> ••Belief systems ••Cultural development ••Economic development 	
<p>GLOBAL ECONOMICS</p>	<p>How do economic systems shape society and influence interactions between societies and cultures?</p> <p>How do markets develop and work?</p>	<p>Europe</p> <ul style="list-style-type: none"> ••Industrial Revolution ••Means of production- natural resources ••Economic theorists (e.g. Karl Marx, Adam Smith, Thomas Mathus) <p>Supply and demand</p> <p>European mercantilism</p> <p>World Trade</p> <p>Money</p>	
<p>POWER, AUTHORITY, GOVERNANCE</p>	<p>What is the role of religion in governance?</p> <p>What are the purposes and functions of government?</p> <p>Under what circumstances is the exercise of political power legitimate?</p>	<p>Europe?</p> <ul style="list-style-type: none"> ••Nationalism ••Rise and fall of empires (e.g. Ottoman, Holy Roman, Austrian, Bolshevik Revolution, Czarist Russia) ••Building of nations (e.g. Germany, Italy, France, Russia) ••Realignment of world powers and the role Europe plays within it ••Primary source documents 	

American History

11th Grade

Themes	Essential Questions	Content	Resources
INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY	<p>What are the roles of individuals, groups, and institutions in furthering better societal continuity and change over time?</p> <p>What are the influence of groups and institutions on people and events in historical and contemporary settings?</p>	<p>Recognize how the decisions of WWI affected WWII.</p> <p>Polarization</p> <p>Spanish American War</p> <p>20th Century Conflicts</p> <p>Roosevelt Corollary</p> <p>Big Stick</p> <p>Open Door</p> <p>Marshall Plan</p> <p>Panama Canal</p> <p>Cold War</p> <p>Nuclear Proliferation</p> <p>Movements of oppression (e.g., A.I.M., Holocaust, Japanese Internment, etc.)</p> <p>Civil War</p> <p>Apply critical thinking to examine historical theory.</p>	

<p>TIME, CONTINUITY & CHANGE</p>	<p>How have the actions, movements, and priorities of citizens changed this nation in the 20th century?</p> <p>What are various interpretations of what happened in the past and how are they supported?</p> <p>Why is the past important to us today?</p>	<p>Understand that there is a chronological framework for organizing the 20th century people, events, and ideas.</p> <p>Analyze events, issues, or problems social, political, economic, scientific/technological, and cultural positions.</p> <p>Analyze the international and domestic events, interests, and philosophies, and interpretation of evidence, which is subject to change.</p> <p>Differentiate between historical interpretation and historical fiction.</p> <ul style="list-style-type: none"> • 20's Movement • Equal & Civil Rights • Minority & Women's Movements • Growth of a "middle class" • Music, • Arts, • Entertainment, • Sports • Heroes 	<p>(e.g., Pottsdam Treaty, Yalta Treaty, Civil Liberties Act, Great Society, <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, development of NAACP)</p> <p>discussion/repression of civil liberties</p> <p>recognize that human experience is recorded in different voices representing different perspectives.</p>
<p>PEOPLE, PLACES, & ENVIRONMENT</p>	<p>How do people and physical environment interact?</p> <p>What are the benefits and problems with peoples' interaction with the environment?</p> <p>How do changes in the meaning, use and distribution of resources in this nation and others affect the quality of peoples' lives?</p>	<p>Understand and identify the effect of natural resources on people.</p> <p>Migration</p> <p>Westward Movement</p> <p>Urbanization</p> <p>Emergence of a national identity</p> <p>Creation of public lands</p> <p>Environmental movement</p>	
<p>CULTURAL CONNECTIONS</p>	<p>How does culture change to accommodate different ideas and beliefs?</p> <p>How is unity developed within and among culture?</p> <p>How do belief systems, such as, religion or political ideals influence other parts of a culture?</p>	<p>Identification and recognition of cultural diversity.</p> <p>Original cultures</p> <p>Immigrants (current and past waves)</p> <p>Women</p> <p>Civil Rights Movement</p>	

<p>GLOBAL ECONOMICS</p>	<p>How has the American economy changed to interact with a more globally connected world?</p> <p>How do institutions and groups deal with market failures?</p> <p>How do markets work?</p>	<p>Agrarian to post-industrial</p> <p>Technology</p> <p>Industrialization</p> <p>Progressivism</p> <p>Trust busting</p> <p>Labor Movement</p> <p>Labor Practices</p> <p>Consumerism</p> <p>Capitalism</p> <p>Market</p>	
<p>POWER, AUTHORITY, GOVERNANCE</p>	<p>What is the relationship and obligation of the government and its citizens?</p> <p>What conflicts exist among fundamental principles and values of constitutional democracy?</p> <p>What is the proper scope and limits of authority?</p>	<p>Isolationism</p> <p>Depression leads to New Deal</p> <p>Growth of government</p> <p>Partisanship</p> <p>Abuse of Power</p> <p>The passage of various amendments and their effects on the country</p> <p>Impact of various presidents had during their terms of office</p> <p>Major eras in American politics</p>	<p>League of Nations, United Nations</p> <p>(e.g., Bill of Rights, 18th, 19th, Civil War Amendments, 21st)</p> <p>(e.g., Open Door Policy, Big Stick diplomacy, Civil Rights Movement in the 1960s, Great Depression and New Deal, Civil War and Reconstruction, Marshall Plan, Cold War, and World Wars)</p>

Government

12th Grade

Themes	Essential Questions	Content	Resources
INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY	<p>What responsibility do individuals have in a democratic society?</p> <p>What are the rights and responsibilities of a citizen?</p> <p>How are individual rights protected within the context of majority rule?</p>	<p>Vote - Voting</p> <p>Rights and responsibilities of a citizen</p> <p>Democracy</p> <p>Role of individual in politics</p> <p>Fundamental ideas -equality -authority -power -freedom -justice -property -responsibility</p>	
TIME, CONTINUITY & CHANGE	<p>How have the existing political, economic, legal, and social systems developed ?</p> <p>What is the difference between constitutionality based ideals and the reality of everyday government?</p> <p>What is the role of political parties in American government?</p>	<p>Origins of government - Natural law - Divine right - Social Contract</p> <p>Articles of Confederation</p> <p>Declaration of Independence</p> <p>Bill of Rights</p> <p>Branches of government</p> <p>Political and social movements</p> <p>Federalism</p> <p>Political Parties</p> <p>Citizenship</p> <p>Republic</p> <p>Voting Trends</p>	<p>The United States Constitution's evolution through amendments and Supreme Court interpretation.</p> <p>The legislative process in a two party system.</p> <p>Magna Carta English Bill of Rights John Locke Federalists Papers - Thomas Paine - Common Sense Thomas Jefferson Ben Franklin Baron de Mogtesquieu Jean Jacques Rousseau</p>
PEOPLE, PLACES, & ENVIRONMENT	<p>Does the environment shape the government?</p> <p>What is the impact of land and natural resources?</p>	<p>Federal lands * Economic development * Environmental protection</p> <p>Natural Resources</p> <p>Federalism</p> <p>Commerce</p> <p>Public Funding -Gants</p> <p>Government agencies -States rights</p>	<p>Primary Documents</p>

CULTURAL CONNECTIONS	<p>How has culture shaped the evolution of government?</p> <p>How do belief systems influence other parts of the political culture?</p>	<p>Political ideas in defining culture</p> <p>Government's role in shaping a nation's culture</p> <p>Impact of Immigration</p> <p>Values and mores</p> <p>Laws</p> <p>Political Spectrum</p> <ul style="list-style-type: none"> -Liberalism -Conservatism 	<p>Alaska native communities</p> <p>ANCSA</p> <p>Bill of Rights</p> <p>Supreme Court Rulings</p>
GLOBAL ECONOMICS	<p>How are the world's resources produced, distributed, and consumed?</p> <p>How do we balance national interests with global priorities and needs?</p>	<p>Political Systems</p> <ul style="list-style-type: none"> -Capitalism -Socialism -Communism <p>Free market economy issues:</p> <ul style="list-style-type: none"> - Mixed economy - Trade - Labor relations - International law - Economic institutions <p>Global economics</p> <ul style="list-style-type: none"> * Partisan politics * Dissent * Minority rights * Federalism * American law * Elections * Governmental systems in today's world <p>Alaska economic issues</p> <p>Foreign Policy:</p> <ul style="list-style-type: none"> - United Nations - International conflict and cooperation -Executive Branch 	<p>Current Issues</p>
POWER, AUTHORITY, GOVERNANCE	<p>What are the foundations and ideals of the American Democratic system?</p> <p>How do local, state, and federal governments interact?</p> <p>How are powers and responsibilities distributed, shared and limited in government?</p>	<ul style="list-style-type: none"> * The United States Constitution - Separation of powers * Federalism * Checks and balances - Judicial (Supreme Court) -Supreme Court Decisions - Federal Courts - Legislative (Congress) - Congressional Acts - Executive (the President) - Executive order - Ordinance power * The amendments - Bill of Rights * Alaska state government - Laws - Acts - Sovereignty 	<p>Primary Documents</p>

Alaska History

12th Grade

Themes	Essential Questions	Content	Resources
INDIVIDUAL & SOCIAL DEVELOPMENT & RESPONSIBILITY	What are the positive and negative effects of military presence in Alaska?	Role of Military	
TIME, CONTINUITY & CHANGE	<p>How did the exploitation of natural resources impact Alaska's environment and people?</p> <p>How are the effects from Russian occupation and foreign exploration still relevant in Alaska's society?</p> <p>How has access to resources for Native people and the rest of the state changed over time?</p>	<p>Fur Trading</p> <p>Gold rush</p> <p>Oil boom</p> <p>Russian occupation</p> <p>Exploration period</p> <p>Education</p> <p>Corporation</p> <p>ANCSA</p>	
PEOPLE, PLACES, & ENVIRONMENT	What is the influence physical geography has on cultural development?	<p>Physical features</p> <p>Environment influences on Alaska's traditional cultures intercultural relationships/ communication</p> <p>ANCSA</p>	
CULTURAL CONNECTIONS	<p>What similar cultural foundations can be identified in the Native cultures of Alaska?</p> <p>How do the indigenous cultures of Alaska validate their existence today?</p> <p>What effects did religion have on Native belief systems and communities?</p>	<p>Examine in-depth the cultural components of Alaska Native groups:</p> <ul style="list-style-type: none"> - environment (location, climate, natural resources, subsistence) - people/social systems (language, leaders, family) - spiritual (leaders, beliefs, ceremonies) - others (art, storytelling) <p>Explore the impacts of a dominant society on Alaska Native cultures.</p> <p>Analyze the multiple belief systems in Alaska's past and present.</p> <p>Tribes Federal recognition</p>	

GLOBAL ECONOMICS	<p>How have the people, state, and country benefited from our natural resources?</p> <p>What are the impacts, both positive and negative, of resource usage/development on Alaska's people?</p>	<p>Natural resources and their economic impact in the past, its effects on the present, and its future relevancy</p> <p>Role of trade and competition</p>	<p>salmon oil trees Fur Gold</p>
POWER, AUTHORITY, GOVERNANCE	<p>What are the positive and negative effects of ANCSA on Alaska's people and communities?</p> <p>How has the role of government developed to accommodate Alaska's ever changing people, economy, and environment?</p>	<p>Compare the territorial government system to the present day state government, local government, and community government entities.</p> <p>Examine the history and legislation of ANCSA and describe how ANCSA has impacted the lives of all Alaskan people.</p> <p>Explore other key legislation (ANCSA, English only) and its role in the changing face of Alaska.</p> <p>Self Determination</p>	