K-12
Social Studies Curriculum

Draft 2, 2019-2020 Revision
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**Section E: Middle School**

The appendix for the Social Studies curriculum will be released at a later date.
Section A: Introduction
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the many teachers, administrators, parents, students, and community members who have so
willingly given of their time and expertise in the planning and revision process of this document.
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.

The study of history is important to learners, because past events provide context for understanding present and future challenges. Studying geography will provide a basis for understanding nature and the influence of climate and terrain on human cultures. Understanding how the social sciences play a significant role in the growing global economy will provide valuable preparation for learners. The social sciences will help learners appreciate the uniqueness of individuals and the diversity within and among groups of humans, as well as compare the United States society to other societies.

Under the National Council of Social Studies’ College, Career, and Civic Life (C3) Framework learners will have opportunities to build social studies skills. This skills will focus on history, communication, thinking, and social aspects of citizenship and civic engagement.

Studying the social sciences will enable the learner to make appropriate decisions about social and civic affairs in a climate that stimulates learners to respond to the human condition in the world today.
Mission

The Fairbanks North Star Borough School District will provide opportunities for active exploration and critical evaluation of complex and diverse social studies issues through participatory citizenship activities. School and community projects that model democratic principles will be implemented to provide decision-making and problem-solving experiences for learners.

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.

Central themes will be carried across a coherent and relevant K-12 continuum. Interdisciplinary studies and cooperative learning environments at all grade levels will promote higher-level thinking skills and civic efficacy. Research based instructional materials, programs and technology will be used to master the processes necessary to function in an information rich global society.

We are committed to three key research-based principles of curriculum based on Schooling By Design, by Wiggins and McTighe (2007).

- Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills and experiences so that new challenges can be met and new experiences understood.
- An understanding is a learner realization about the power of an idea. Understandings cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
- Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASL</td>
<td>American Association of School Librarians</td>
</tr>
<tr>
<td>AKSS</td>
<td>Alaska State Standards</td>
</tr>
<tr>
<td>AKSS for CRS</td>
<td>Alaska State Standards for Culturally-Responsive Schools</td>
</tr>
<tr>
<td>AKSS for SS</td>
<td>Alaska State Standards for Literacy in History/Social Studies, Science, and Technical Subjects</td>
</tr>
<tr>
<td>ASCRS</td>
<td>Alaska Standards for Culturally Responsive Schools</td>
</tr>
<tr>
<td>C3</td>
<td>College, Career, and Civic Life (C3) Framework for Social Studies State Standards</td>
</tr>
<tr>
<td>CS</td>
<td>Craft and Structure (AKSS coding)</td>
</tr>
<tr>
<td>IK</td>
<td>Integration of Knowledge and Ideas (AKSS coding)</td>
</tr>
<tr>
<td>ISTE</td>
<td>International Society for Technology in Education</td>
</tr>
<tr>
<td>KI</td>
<td>Key Ideas and Details (AKSS coding)</td>
</tr>
<tr>
<td>NCSS</td>
<td>National Council for the Social Studies</td>
</tr>
<tr>
<td>RR</td>
<td>Range of Reading and Level of Text Complexity (AKSS coding)</td>
</tr>
</tbody>
</table>
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.

**Competency**
A student’s ability to apply clusters of standards to execute a particular performance task.

**Competency-Based Learning**
Competency-based learning has the following components:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated supports based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

**Course/Grade Competencies**
Competency statements customized to the content of a particular grade level, grade span, or course. These competencies represent the major concept areas within a discipline.

**Graduate-Level Competencies**
A set of competencies that may include academic and personal success skills in which all graduates of the Fairbanks North Star Borough School District should know and/or be able to do.

**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.

**Informational Text**
A rhetorical structure of text designed to convey factual information rather than to tell or advance a narrative, and which characterizes most of the text found in textbooks. Informational text uses lists, comparing/contrasting, cause/effect, graphs and charts, etc.

**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

**Proficiency Target**
“I can” statements that are both learning and assessment targets within a unit of work or performance task. These are assessed by students and teachers and categorized by depth of knowledge.
Standards Alignment Coding

The Social Studies curriculum is aligned with the following standards:

- National Council for the Social Studies (NCSS) Standards
- College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- Alaska Standards for Culturally Responsive Schools
- Alaska Standards for Literacy in History/Social Studies, Science, and Technical Subjects
- Alaska English/Language Arts Standards
- Alaska Digital Literacy Standards
- ISTE Standards for Students
- American Association of School Librarians (AASL) Standards

The complete text of the standards may be found in the appendix. The following coding is used throughout this document to correlate to these standards.

<table>
<thead>
<tr>
<th>Content</th>
<th>Strand</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Reading</td>
<td>CS</td>
</tr>
<tr>
<td>W</td>
<td>Writing</td>
<td>IK</td>
</tr>
<tr>
<td>SL</td>
<td>Speaking and Listening</td>
<td>KI</td>
</tr>
<tr>
<td>L</td>
<td>Language</td>
<td>RR</td>
</tr>
</tbody>
</table>

National and Alaska State Standards may be accessed in the Appendix of this document.
Section B: Elementary
(K – 6)
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 Place in My World**
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 Fairbanks area communities historically. In addition, they will become acquainted with local government and current issues.

**Grade 3: Alaska: Past, Present, and Future**
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 Physical and Cultural 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: Foundations of United States Government and Civic Engagement**
In fifth grade, learners will continue to build their understanding of the location of the United States in the context of the world, learn the history of our current governmental system, and learn how they can further explore their economic and civic responsibility. It is important to note that U.S. history will be re-visited in depth in eighth grade, so learners should leave fifth grade with a strong foundation in the following four topics:

- Geography (continents, oceans, relative and absolute location of each, and our place in the world)
- How our government works and opportunities for civic engagement.
- 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.
- Understanding of economics, how money works, and how that integrates with society, culture, and the environment.

**Grade 6: Physical and Cultural Geography of Ancient Societies**
Sixth grade Social Studies emphasizes ancient societies in a geographical, historical, political, economic, and cultural context. In this year-long course, learners will:

- Examine geographical influences on regional development.
- Use maps, globes, and graphs to gather, analyze and report information.
- Discuss current events from around the world.
- Study the history of civilization from prehistoric times to approximately 500 A.D., including ancient Mesopotamia, Egypt, India, China, Greece, Rome, Maya, Aztec, and Inca.

Learners come to understand how new civilizations began as the needs and beliefs of the people changed through time. It is important to note that learners do not repeat the content of this curriculum in a later grade, and the content they learn in sixth grade is expected to lay a strong foundation for World Studies in high school.
Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all social studies courses, and learners are expected to be able to apply them across the curriculum.

Communication
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

Civics
GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Historical
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

Social Studies Processes, Knowledge, and Skills
GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Civic Engagement
GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

Geography
GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Discourse
GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

Economics
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.
# Kindergarten: Me and My World

## Overview:
Learners will demonstrate understanding that their world is made up of many different groups and places. These groups and places can change over time. Kindergarteners will also understand how individuals can make positive contributions as group members and 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.

## Graduate-Level Competency:

### Communication

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KC.1</strong></td>
<td>With prompting and support, identify basic similarities in and differences between two texts on the same topic.</td>
<td>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they are writing about, and supply some information about the topic.</td>
<td>• I can dictate, draw, and explain about an idea.</td>
<td>AKSS RI.K.9, W.K.2, W.K.7, W.K.8</td>
</tr>
<tr>
<td></td>
<td>Work positively together in a group.</td>
<td>• Participate in shared research and writing projects.</td>
<td></td>
<td>AK Digital Literacy K-2.ID.2</td>
</tr>
<tr>
<td></td>
<td>Contribute to the life of the class and the school.</td>
<td>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td>AASL A.I.1</td>
</tr>
<tr>
<td></td>
<td>Participate in resolving conflicts and disagreements with others.</td>
<td>• Recite the Pledge of Allegiance</td>
<td>• I can explain how to resolve disputes peacefully in the classroom and on the playground.</td>
<td>NCSS II.a-d, VII.a-b, d-e, VIII.e, X.a-d, f-g, j</td>
</tr>
<tr>
<td></td>
<td>Participate in voting as a group or individually.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Suggested Activities, Materials, and Resources:
- Read aloud and discuss: *Chester the Worldly Pig* by Bill Peet and *The Best Part of Me* by Wendy Ewald
- BrainPOP Jr.
- Daily Pledge of Allegiance
- Kids Voting ([https://www.k12northstar.org/Page/8808](https://www.k12northstar.org/Page/8808))
- Constitution Day (September 17) activities
- Class job
### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary. | • Distinguish between yesterday, today, and tomorrow.  
• Verbally sequence the days of the week and months of the year.  
• Verbally retell the order of personal and classroom events. | • I can listen and retell stories or events from the past, present, or future. | NCSS II.a-e, V.b, g, VI.d, VIII.c, IX.b, X.c-d  
AASL C.1.1-2, D.1.1-3 |

| KC.3 The learner will be able to share and discuss events within their classroom. | | | |
| KC.4 The learner can demonstrate an understanding of past events and their connection to the present and future. | | | |
| KC.5 The learner will responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events. | • Share and listen to family traditions.  
• Describe ways that people can be the same and different.  
• Learn about others through books, multimedia, interviews, newspapers, and by participating in community and school events. | • I can share family traditions. | NCSS I.a, c, e, II.a-c, IV.e, V.d, VI.b, g, VII.f, VIII.a, c, IX.a, f, X.e  
AK Digital Literacy K-2.DC.1  
AK Cultural C.1-4 |

| KC.6 The learner will be able to compare and contrast their community with others. | | | |
| KC.7 The learner can demonstrate an understanding of how and why cultures continue and change over time. | | | |

**Suggested Activities, Materials, and Resources:**

• Share family and ethnic traditions  
• Native dancing assembly  
• Read aloud and discuss:
  - *Chester the Worldly Pig* by Bill Peet  
  - *The Best Part of Me* by Wendy Ewald  
• *Molly of Denali*
## Graduate-Level Competency:

### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary. | • Use words to indicate spatial relationships (e.g., use vocabulary to discuss specific locations within their home, classroom, school, and playground).  
• Describe different features of the Alaskan landscape.  
• State their names, addresses, and phone numbers.  
• Describe or identify a map or globe.  
• Create a simple map of a place meaningful to them.  
• Identify ways that they can take care of or hurt the environment. | • I can locate and describe places in my school. | NCSS II.a-d, IV.a-d, f-h, V.a, VI.e, IX.b, X.c |
| KC.8 The learner will understand and be able to identify their place in their world. | | | |
| KC.9 The learner will be able to introduce geography and geographical problems through the use of different resources. | | | |

### Suggested Activities, Materials, and Resources:

- Construct a class map of the school showing hallways and location of the office, nurse, library, gym, music, etc.
- Globe and map center
- Up-cycling and recycling project
- Alaskan landscape picture
- Art Center – Art Kits ([https://www.k12northstar.org/Page/8631](https://www.k12northstar.org/Page/8631))
  - Ressyecled Snakes
  - First Impressions: Portraits
  - Bill Berry (K- artist)
  - David Mollett (landscape art kit)
## Graduate-Level Competency:

### Economics

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary. | **The learner will:**  
- Name a job that people have in the home, school, or community.  
- Participate in activities as a buyer or seller.  
- Tell the difference between people’s wants and needs. | **I can name a job that I can do when I grow up.** | NCSS II.a-d, III.a-c, f-g, I, VI.h, VII.a-b, d-e, g-h, VIII.h, IX.d, X.c |

| KC.10 The learner will develop financial skills with an understanding of making choices with limited resources. | Suggested Activities, Materials, and Resources:  
- Guest speakers  
- Field trips (Safeway, Fred Meyers, Walmart, library, fire department, etc.)  
- Career Day with parents  
- Foldables® and Thinking Maps®  
- Centers/activities encouraging “buying” and “selling”  
- Use Skype with people who have different occupations | See appendix for additional resources. |
# First Grade: My Place in My World

## Overview:
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.

## Graduate-Level Competency:

### Communication

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **1C.1** The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary. | • Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  
• Identify basic similarities and differences between two texts on the same topic.  
• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
• Participate in shared research and writing projects.  
• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | • I can tell what is the same and different between two texts that I have read. | **AKSS**  
RL.1.5-9, W.1.2, W.1.7-8  
**AASL**  
C.I.1-2  
**AK Digital Literacy**  
K-2.ID.2  
**AASL**  
A.I.1 |

| **1C.2** The learner will understand and be able to identify their place in their school and the world. | • Identify one state and one national symbol.  
• List or state one role and one responsibility of learners in various groups.  
• Demonstrate positive interaction with group members. | • I can identify one state and one national symbol, and describe at least one similarity and difference among people. | **NCSS**  
I.a, c, II.a-d, IV.a-b, V.a, d, g, VI.a-b, d-e, VIII.e |
### Graduate-Level Competency:

GL.1 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
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</thead>
</table>
| 1C.3 The learner will be able to share and discuss current events within their school. | **The learner will:**
  - Explain why rules or laws may be needed to solve a problem.
  - Describe characteristics of good leadership and fair decision-making.
  - Describe at least one similarity and one difference among people.
  - Participate in discussions of current events.
  - Learn and celebrate national holidays.
  - Actively participate in classroom meetings and community.
  - Be a good citizen of the classroom by working independently and cooperatively. | | IX.b, X.a-d, f-g, j |
| 1C.4 The learner will understand and be able to demonstrate what it means to be a responsible citizen within their school. | | | AK Cultural A.1-7, C.1-4 |
| 1C.5 The learner will be able to compare and contrast their community with others. | | | |

### Suggested Activities, Materials, and Resources:

- 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
- Daily Pledge of Allegiance
- Read aloud and discuss:
  - *My Grandma’s the Mayor* by Margaret Pellegrino
  - *Molly of Denali*
## Graduate-Level Competency:

### Historical

**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</table>
| **1C.6** The learner can demonstrate an understanding of past events and their connection to the present and future. | • Collect information about the past through interviews, photos, articles, etc.  
• Classify objects or pictures of objects from long ago and today.  
• Construct a timeline of events.  
• Measure time by days, weeks, and months, and maintain a calendar to track holidays and other meaningful events. | • I can collect and share information about the past. | **NCSS** II.a-e, V.b, VII.c, X.c  
**AK Cultural** A.2  
**AASL** D.1.1-3 |

| **1C.7** The learner can demonstrate an understanding of how and why cultures continue and change over time. | • Recognize that Alaska has several unique Indigenous cultures that began in the past and continue today.  
• Define the concept of respect, using their own words.  
• Participate in classroom, school, or community events that celebrate traditions and cultures. | • I know that Alaska has several Indigenous cultures from long ago that continue today, and I can tell about the concept of respect in my own words. | **NCSS** I.c, e, II.a-e, VII.f, VIII.a, c, IX.a, X.c |

### Suggested Activities, Materials, and Resources:

- Write in a journal about reactions to events at school that happened yesterday, today, and in anticipation of tomorrow’s events.
- Build a classroom timeline that illustrates events as they happen during the school year.
- Kids Voting ([https://www.k12northstar.org/Page/8808](https://www.k12northstar.org/Page/8808))
- Interview family members and make a poster with family stories and copies of old photos.
- Thinking Maps® (double bubble map) to compare how families are alike and different
- Obtain primary resources from the Library of Congress website ([www.loc.gov/teachers](http://www.loc.gov/teachers))
- Newspapers and magazines (e.g., *Scholastic Weekly Reader*)
- Read aloud and discuss the following series by Norah Dooley: *Everybody Bakes Bread, Everybody Cooks Rice* and *Everybody Makes Soup*
- Art Center – Art Kits ([https://www.k12northstar.org/Page/8631](https://www.k12northstar.org/Page/8631))
  - African Houses
  - Everyone Draws Differently
  - Fairbanks First Family
  - My Community Square
- *Layers of Land*
Graduate-Level Competency:

**Geography**

GL.6  The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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| **1C.8**  The learner will be able to discuss geography and geographical problems through the use of different sources. | • Identify the town and state of residence.  
• Identify characteristics of a neighborhood or community (such as landmarks, maps, and photographs) using a variety of resources, including digital and online resources.  
• Use a map and terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north/south, east/west).  
• Use a simple map to find a location or object.  
• Create a map as a representation of space.  
• Locate Alaska on a map and globe.  
• Use appropriate resources to answer geographical questions. | • I can name the town and state where I live, and tell the characteristics of a neighborhood or community. | NCSS I.I-a-d, VI.I-g, IX.a, f, X.c |

| **1C.9**  The learner will responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events. | | | AK Digital Literacy K-2.DC.1 |

**Suggested Activities, Materials, and Resources:**

• 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*
### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

### Course/Grade Competencies

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<tr>
<th>The learner will:</th>
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</thead>
</table>
| 1C.10 The learner will develop financial skills with an understanding of making choices with limited resources. | • Explain why people earn, spend, and save money.  
• Give examples of ways that a choice has consequences or possible costs.  
• Give examples of goods, resources, and services in the community. | • I can tell why people earn, spend, and save money, and give examples of goods, resources, and services in the community. | NCSS II.a-d, III.g, VI.h, VII.a-b, d-e, g-h X.c |

### Suggested Activities, Materials, and Resources:

- 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/ja-usa/home](https://www.juniorachievement.org/ja-usa/home))

See appendix for additional resources.
### Second Grade: My Local Community

**Overview:**
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, geography, and events have shaped the Fairbanks area communities throughout history. In addition, they will become acquainted with local government and current issues.

### Graduate-Level Competency:

#### Communication

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| 2C.1 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the second grade level. | **The learner will:**
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors and/or from different cultures.
- Describe the connection between a series of historical events.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts or information about a text.
- Explain how specific images contribute to and clarify a text.
- Use explicit evidence from the text to support claims. | • I can compare and contrast two texts about the same topic. | AKSS RL.2.2, RL.2.9, RI.2.3, RI.2.5, RI.2.7 |

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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<tbody>
<tr>
<td>• FNSBSD Picturing Fairbanks and FNSBSD Goldmines and Pipelines</td>
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<td>• Scholastic News Weekly Reader</td>
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<td>• Read and discuss: o <em>Children of the Gold Rush</em> by Jane Haigh</td>
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<tr>
<td>o <em>A Walk Through Early Fairbanks</em> by Shirley Kaltenbach’s 3rd grade class (1997)</td>
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<tr>
<td>o <em>Seven Wonders of Sassafras Springs</em> by Betty Birney</td>
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<td>• BrainPOP and BrainPOP Jr.</td>
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### Graduate-Level Competency:

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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<tr>
<td>2C.2</td>
<td>The learner will:</td>
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<td>• Compare and contrast Fairbanks with North Pole, and/or Salcha, Two Rivers, Ester, Fort Wainwright, Eielson AFB, etc.</td>
<td>• I can compare and contrast Fairbanks to one other local community.</td>
<td>N.C.S.S. I.a, c, IV.e, V.d-e, VI.b</td>
</tr>
</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- Work together as a class to make a map or mural of the communities of Tanana Valley
- *Molly of Denali*
Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</table>
| **2C.3** The learner will demonstrate an understanding of past events and their connection to the present and future. | • Sequence historical events.  
• Learn about and develop historical timelines.  
• Relate the contributions of local Indigenous peoples and early settlers to the development of the Fairbanks area.  
• Ask who, what, why, where, and when about historical events in the Fairbanks area.  
• Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and currently.  
• Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions. | • I can interpret a historical timeline of the Fairbanks area. | NCSS IV a-d, f-h, V a-b, VI c, VII d, IX b |

| **2C.4** The learner will demonstrate an understanding of how and why cultures continue and change. | • Identify and describe how events and people have shaped the Fairbanks area. | • I can describe how the Fairbanks area has changed over time. | NCSS II c, e-f, V b, VI e, VIII c, IX a, f |

**Suggested Activities, Materials, and Resources:**

- Fairbanks history play from UA Museum of the North
- Develop timelines or multi-flow Thinking Maps® to represent each group that contributed to the development of Fairbanks, and a local chronological history.
- Construct a timeline of major historical events that have influenced Fairbanks area history.
- Explain why Fairbanks area holidays and events are important to our communities (e.g., Golden Days, Winter Solstice, Summer Solstice, Equinox, Yukon Quest).
- Alaska Room field trip
- Morris Thompson field trip
- Art Center – Art Kits ([https://www.k12northstar.org/Page/8631](https://www.k12northstar.org/Page/8631))
  - Chena River Appreciation
  - Fairbanks Flying History
  - Fairbanks River Travel
  - Murals: Community Art
  - Postcards from Alaska
  - Painting Fairbanks History
## Graduate-Level Competency:

### Civic Engagement

**GL.5** The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

### Course/Grade Competencies

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<tbody>
<tr>
<td><strong>2C.5</strong> The learner will be able to share and discuss current events within their community.</td>
<td>• Use primary and secondary sources to share local current events.</td>
<td>• I can use primary and secondary sources to discuss local events.</td>
<td>NCSS II.d, V.g, VI.d-e, IX.b, IX.f, X.c-d, X.i</td>
</tr>
<tr>
<td><strong>2C.6</strong> The learner will understand and be able to demonstrate what it means to be a responsible citizen within their community.</td>
<td>• Participate in activities that define and practice respect. • Define diversity using their own words. • Recognize that government leaders in a community are elected through a voting process, and participate where appropriate. • Recognize local government leaders and branches of local government and their basic functions. • Express the connection between rules and laws, and why they are needed in a community. • Practice different roles and responsibilities within a group. • Actively participate in the classroom community, be a good citizen of the classroom by working independently and cooperatively, and be an active listener.</td>
<td>• I can participate responsibly in my classroom.</td>
<td>NCSS II.f, V.c, VI.a-b, d-e, VII.e, X.a-b, d-j</td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

- Kids Voting ([https://www.k12northstar.org/Page/8808](https://www.k12northstar.org/Page/8808))
- Vote in the classroom
- Student Council
- Class meetings
- Explore the Constitution of the United States and explain that it is the law of the land.
- Constitution Day (September 17)
- *Molly of Denali*
Graduate-Level Competency:

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
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</table>
| 2C.7 The learner will understand and be able to identify their place in the community.  | - Describe personal changes over time.  
- Describe personal connections to the Fairbanks area.  
- Identify elders as the experienced leaders in the community. | - I can identify connections I have to the Fairbanks area.                         | NCSS IV.a-d, f-h, V.a-b, VI.e, VII.d, IX.b |
| 2C.8 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events. | - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points supported by explicit evidence, and provide a concluding statement or section.  
- Gather research and interpret information for writing projects.  
- Recall information from experiences or other information from provided sources to answer a question.  
- Use maps, globes, and/or Google Earth to locate Fairbanks area communities. | - I can write an informational paragraph using facts and evidence.                | AKSS W.2.2, 7, 8  
NCSS II.a, c, V.f, VI.g, IX.a, f  
NCSS I.b, d, III.a-f, h-j, VIII.b-c, IX.d-e |
| 2C.9 The learner will be able to discuss and recognize local geography and geographical problems through the use of different sources. | - Recognize the names and locations of the Fairbanks area communities and borough (e.g., Chena River, Tanana Valley).  
- Explain the impact location (Chena River, Tanana River, etc.) for the Indigenous peoples and current populations of the Fairbanks area.  
- Use a compass rose, including the cardinal direction, and a map key/legend to interpret information on maps and globes. | - I can find Fairbanks on a map of Alaska.                                         | NCSS I.b, d, III.a-f, h-j, VIII.b-c, IX.d-e |

**Suggested Activities, Materials, and Resources:**

- Personal timeline  
- Beading with an elder  
- Respecting Ethnic and Cultural Heritage (REACH) lessons on elders  
- *Fairbanks Area Public Schools and Gold Mines and Pipelines* (both FNSBSD publications)  
- Research an Alaskan natural resource, historical event, etc.  
- Work together as a class to make a map or mural of the communities of the Tanana Valley.
Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</table>
| 2C.10 The learner will develop financial skills with an understanding of making choices with limited resources. | • Identify some goods and services that are provided by the local government and by other producers in the Fairbanks area.  
• Differentiate between producer and consumer, and give examples of each in the Fairbanks area.  
• Explain that local Indigenous peoples have subsisted on available goods gathered or hunted during each season.  
• Use “I messages” to communicate personal wants and needs. | • I can identify goods and services I use everyday. | NCSS III.g-h, j-k, VI.c, h, VII.a-e, g-j, VIII.c-d, IX.d-e, X.g |

**Suggested Activities, Materials, and Resources:**

- Junior Achievement (https://www.juniorachievement.org/web/ja-usa/home)
- Make a Thinking Map® tree with goods and services provided by local government.
- Council for Economic Education (www.econedlink.org)
- Play “Twenty Questions” on goods and services
- Design your own community with services

See appendix for additional resources.
## Third Grade: Alaska – Past, Present, & Future

**Overview:** 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.

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<td><strong>Communication</strong></td>
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<td>GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.</td>
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| **3C.1** The learner will be able to share and discuss current events within their community and their state. | - Identify facts and opinions. They will also explain why each is a fact or opinion in order to maintain awareness of current events in their community and inform their choices and actions as citizens.  
- Identify multiple perspectives in historic and current events.  
- Actively participate in classroom meetings and community.  
- Be a good citizen of the classroom by working independently and cooperatively. | - I can identify facts and opinions. | NCSS II.d, V.g, VI.d-e, IX.b-f, X.c-d, i  
AK Digital Literacy 3-5.GC.2  
AASL C.II.1-2 |

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<th>Suggested Activities, Materials, and Resources:</th>
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<td>- News magazines (e.g., Scholastic News Weekly Reader, Newsela, Tween Tribune)</td>
<td><a href="http://www.TeachingTolerance.org">http://www.TeachingTolerance.org</a></td>
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</tbody>
</table>
Graduate-Level Competency:

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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</table>
| 3C.2 The learner will understand and be able to identify their place in the community and state. | - Identify problems and propose solutions in the local community, state, nation, or world.  
   - Identify ways people can influence their local community and organize solutions through their actions (e.g., letters to community leaders and legislators, testimony to city councils and/or the School Board, letters to the editor, responsible use of social media platforms). | - I can develop a way to solve a problem in my classroom, school, community, or state. | NCSS IV.a-d, f-h, V.a-b, VI.e, VII.d, IX.b |

Suggested Activities, Materials, and Resources:

- Alaska holidays and events (e.g., Seward Day, Alaska Day, Iditarod)  
- Kids Voting ([https://www.k12northstar.org/Page/8808](https://www.k12northstar.org/Page/8808))  
- Voting for Student Council  
- Visit Borough Assembly chambers and/or have city and borough mayors visit classroom  
- Invite an elder or pioneer to speak to the class.
### Graduate-Level Competency:
**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</table>
| 3C.3 The learner can demonstrate an understanding of past events and their connection to the present and future. | • Describe ways that life in Alaska has changed and stayed the same over time; explain why these changes have occurred. (In what ways would the life of a child three hundred years ago be different from the life of a child today? What factors have contributed to these differences?)  
• Explain the differences between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time (e.g., compare modes of transportation used in past and present exploration in order to evaluate the impact and events of those changes).  
• Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current. | • I can compare points of view of different groups of people in Alaska, past and present. | NCSS II.c, e-f, V.b, VI.e, VIII.c, IX.a, f |

| 3C.4 The learner can demonstrate an understanding of how and why cultures continue to change over time. | • Identify how location influences cultural traits across various regions of Alaska (e.g., compare clothing, food, architecture, and art in relation to location).  
• Describe the contributions of various cultural groups to our state and country, both past and present.  
• Identify ways in which culture in Alaska has changed over time. | • I can compare different cultural groups in Alaska. | NCSS I.c, e, II.e, V.b, f, VII.f, VIII.a, c, IX.a |

### Suggested Activities, Materials, and Resources:
- University of Alaska – Fairbanks Museum of the North
- Interview an older family or community member to see how their community and lifestyle changed over time (changes in technology or other events).
- Alaska Native Education Program
- Alaska Room
- Invite an elder or pioneer to speak to the class
- Host a potlatch
- Alaska Native kits ([http://destiny.k12northstar.org/](http://destiny.k12northstar.org/))
- Make Alaskan Native artifacts (e.g., drum, canoe, fish wheel)
- Present a wax museum on an Alaskan pioneer
- UAF Sustaining Indigenous and Local Knowledge, Arts, and Teaching (SILKAT) ([https://sites.google.com/alaska.edu/silkathome?scrlvbrkr=69b1fedb](https://sites.google.com/alaska.edu/silkathome?scrlvbrkr=69b1fedb))
### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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<td><strong>The learner will:</strong></td>
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</table>
| 3C.5 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level. | - Recount stories, including fables, folktales, and myths from diverse cultures. The learner will determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.  
- Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause and effect.  
- Use text features and search tools (e.g., key words, sidebars, and hyperlinks) to efficiently locate information relevant to a given topic.  
- Identify different types of primary and secondary sources, and understand the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine articles, eyewitness news accounts).  
- Identify expressions of culture in Alaska through analysis of various modes, such as poems, songs, dances, stories, sculptures, and photographs.  
- Read and interpret historic maps and timelines.  
- Construct and read a variety of effective representations of Earth, such as maps, globes, and photographs.  
- Use grid systems to locate places on maps and globes, including circumpolar maps that focus on the arctic region. | I can make sense of the world around me using primary and secondary sources. | AKSS RL.3.2, 3.3, 5  
NCSS II.a-d  
AK Digital Literacy 3-5.KC.2  
AASL B.IV.1-4 |
| 3C.6 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events. | - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
- Conduct short research projects that build knowledge about a topic.  
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  
- Practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator. | I can compare the regions in Alaska. | AKSS W.3.2, 3.7, 3.8  
AKDL 3-5.DC.2  
NCSS II.a, c, V.f, VI.g, IX.a, f |
### Graduate-Level Competencies:

**GL.4 continued…**

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<th>Suggested Activities, Materials, and Resources:</th>
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<tr>
<td>• <em>Arctic Today</em> news blog (<a href="https://www.arctictoday.com">https://www.arctictoday.com</a>)</td>
</tr>
<tr>
<td>• FNSBSD <em>Picturing Fairbanks</em></td>
</tr>
<tr>
<td>• FNSBSD <em>Goldmines and Pipelines</em></td>
</tr>
<tr>
<td>• Create a 3D map of Alaska and paint water and landforms.</td>
</tr>
<tr>
<td>• Look at a variety of maps, and classify them according to purpose.</td>
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<tr>
<td>• Create and color a physical and political map of Alaska.</td>
</tr>
<tr>
<td>• Explore Google Earth</td>
</tr>
<tr>
<td>• Timelines</td>
</tr>
<tr>
<td>• Library of Congress primary resource website (<a href="https://www.loc.gov">https://www.loc.gov/</a>)</td>
</tr>
<tr>
<td>• Art Center – Art Kits</td>
</tr>
<tr>
<td>o Benny Benson &amp; My Personal Flag</td>
</tr>
<tr>
<td>o Fairbanks Centennial Bridge</td>
</tr>
<tr>
<td>• <em>Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich</em> by Annie Boochever and Roy Peratrovich Jr.</td>
</tr>
<tr>
<td>• <em>Alaska: A Land in Motion</em> by Nancy Warren Ferrell</td>
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<tr>
<td>• BrainPOP</td>
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<tr>
<td>• BrainPOP Jr.</td>
</tr>
<tr>
<td>• <em>Molly of Denali</em></td>
</tr>
<tr>
<td>• Pen Pals (written, Skype, voice thread) from other schools (rural Alaska)</td>
</tr>
<tr>
<td>• AK Digital Citizenship Week (<a href="https://education.alaska.gov/digital-citizenship">https://education.alaska.gov/digital-citizenship</a>)</td>
</tr>
<tr>
<td>• Google - Be Internet Awesome (<a href="https://beinternetawesome.withgoogle.com/en_us">https://beinternetawesome.withgoogle.com/en_us</a>)</td>
</tr>
</tbody>
</table>
### Graduate-Level Competency:

#### Civic Engagement

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

<table>
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<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
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<tbody>
<tr>
<td>3C.7</td>
<td>The learner will:</td>
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<tr>
<td></td>
<td>- Describe and define the rights, principles, and responsibilities of citizenship in the United States and the state of Alaska (e.g., right to vote, the responsibility to obey the law).</td>
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<td></td>
<td>- Describe how rules and laws are created in the state of Alaska.</td>
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<td></td>
<td>- Identify key documents on which state and United States laws are based, and where to find them (e.g., Alaska State Constitution, Declaration of Independence, Bill of Rights, Constitution of the United States).</td>
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<td></td>
<td>- Identify state government leaders and the three branches of state government, and explain their basic functions.</td>
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<td></td>
<td>- Describe how government decisions impact and/or relate to their lives, and how they can influence these decisions as citizens of the state.</td>
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<tr>
<td></td>
<td>I can explain how rules and laws are made in my community and state.</td>
<td>NCSS II.f, V.c, VI.a-b, d-e, VIII.e, X.a-b, d-j</td>
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</tbody>
</table>

### Suggested Activities, Materials, and Resources:

- Constitution Day (September 17)
- Study of Elizabeth Peratrovich and William Paul
- [https://www.k12northstar.org/Page/2881](https://www.k12northstar.org/Page/2881)
### Graduate-Level Competency:

### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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<tbody>
<tr>
<td><strong>3C.8</strong> The learner will be able to compare and contrast their community with other communities statewide.</td>
<td>• Compare and contrast key communities in Alaska (e.g., Fairbanks, Anchorage, Juneau, Nome).</td>
<td>• I can explain the similarities and differences between at least two communities in Alaska.</td>
<td>NCSS I.a, c, IV.e, V.d, e, VI.b</td>
</tr>
</tbody>
</table>
| **3C.9** The learner will be able to discuss and recognize state geography and geographical problems through the use of different resources. | • Study factors such as landforms, weather, population distribution, land use, climate, and transportation to identify regional differences and similarities in Alaska.  
• Explain how climate and physical features impact the ways of life in different regions of Alaska.  
• Recognize patterns in settlement, migration, and land use in Alaska, and connect them to the geographical features and environment. | • I can identify major geographical features and explain how settlement and migration is linked to geography, climate, and the environment in Alaska. | NCSS I.b, d, III.a-f, h-j, VIII.b-c IX.d-e |

### Suggested Activities, Materials, and Resources:

- *Molly of Denali*
- *Alaska: A Land in Motion*
- Alaska region study of geography, climate, and people
- Learn about the Alaska Railroad, ALCAN Highway, pipeline, and/or Valdez oil spill
- Art Center – Art Kits ([http://destiny.k12northstar.org/](http://destiny.k12northstar.org/))
  - Alaskan Animals
  - Birch Poetree
  - Caribou on the Tundra
  - Chena River Appreciation
  - Fairbanks River Travel
  - Raven Sculptures
Graduate-Level Competency:

**Economics**
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</thead>
</table>
| 3C.10 The learner will develop financial skills with an understanding of making choices with limited resources. | • Identify resources of the state of Alaska, and how these resources have changed over time.  
• Identify the types of decisions that are made about resources, and how decisions about managing scarce resources are made at the individual, local, and state levels. | • I can identify resources and explain how they are managed in Alaska. | NCSS III.g-h, j-k, VI.c, h, VII.a-e, g-j, VIII.c-d, IX.d-e, X.g |

**Suggested Activities, Materials, and Resources:**
• Identify natural resources of Alaska  
• Have learners track the price of Alaska crude oil and make a graph; consider tracking local gasoline/heating oil prices at the same time.  
• Track the path of a selected Alaskan export/import  
• *Take Charge America* third grade money lessons ([https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/](https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/))  
• Junior Achievement ([https://www.juniorachievement.org/web/ja-usa/home](https://www.juniorachievement.org/web/ja-usa/home))  

See appendix for additional resources.
# Fourth Grade: United States Physical and Cultural Geography

**Overview:**
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).

**Graduate-Level Competency:**

**Communication**

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| **4C.1** The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level. | The learner will:  
- Explain events in a historical text, including what happened and why, based on specific information in the text.  
- Compare and contrast a firsthand (primary source) and secondhand (secondary source) account of the same event or topic.  
- Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, timelines, animations, or interactive elements on webpages), and explain how the information contributes to an understanding of the text in which it appears.  
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | I can use multiple sources to explain historical events. | AKSS RL.4.3, RL.4.6, RL.4.7, RL.4.9  
AASL A.V.1 |
| **4C.2** The learner will acquire strategies for writing informational texts at the appropriate grade level. | The learner will:  
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
- Draw evidence from literary or informational texts to support analysis, reflection, and research. | I can use informational text to conduct research and write about a topic. | AKSS W.4.2, W.4.7 - 4.9  
AASL A.V.1 |
Graduate-Level Competency:

GL.1 continued…

<table>
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<tr>
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<tbody>
<tr>
<td>4C.3</td>
<td>The learner will:</td>
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<td></td>
<td>• Discuss how science, technology, and societal issues affect how the United States make decisions.</td>
<td>• I can discuss current events and explain cause and effect relationships.</td>
<td>NCSS III.I, IV.g, V.e, IX.b-f, AK Digital Literacy 3-5.KC.4, ISTE 3.d, 7.a-b</td>
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<td></td>
<td>• Use various forms of media to research current local, state, and national news stories.</td>
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<td></td>
<td>• Share and discuss possible cause and effect implications of current events.</td>
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</table>

**Suggested Activities, Materials, and Resources:**

- Historical fiction book report from a chosen state
- Read poetry that reflects Americana
- Learners research and report on a state of their choice
- Historical fiction book report from a chosen state
- News magazines (e.g., *Scholastic News Weekly Reader*)
Graduate-Level Competency:

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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</table>
| 4C.4 The learner will understand and be able to demonstrate what it means to be a responsible citizen of the United States. | • Develop a knowledge that the United States government is a democratic republic, and that it is based on three branches of government.  
• Review the Constitution of the United States and the relevance of this document.  
• Using the knowledge of a democratic republic, develop an understanding of the purpose of government.  
• Identify current national government officials (e.g., president, vice president, state senators, and U.S. representatives).  
• Understand how change can be brought forth through voting in our government elections (e.g., local, state, and/or national elections).  
• Actively participate in classroom meetings and community.  
• Be a good citizen of the classroom by working independently and cooperatively.  
• Be a responsible digital citizen through the proper use of technology. | • I can explain the United States’ three branches of government, the importance of the Constitution, and the voting process. | **NCSS**  
VI.b, e,  
X.a-b  
**AK Digital Literacy**  
3-5.GC.2-3,  
3-5.DC.1-4  
**ISTE**  
2.a |

**Suggested Activities, Materials, and Resources:**

- Kids Voting ([https://www.k12northstar.org/Page/8808](https://www.k12northstar.org/Page/8808))
- Constitution Day (September 17) activities
- Participate in Student Council
- Visit the United States Congressional office
- Write a letter to an United States senator or representative
- *Journeys:* Unit 1, Lesson 1; Unit 1, Lesson 2; Unit 5, Lesson 22
Graduate-Level Competency:

**Historical**
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<tr>
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<th>Standards</th>
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<tbody>
<tr>
<td>4C.5</td>
<td>The learner will:</td>
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<td>NCSS II.b-c, e</td>
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<tr>
<td></td>
<td>Identify how location influences cultural traits across various regions of the United States (e.g., comparing clothing, food, architecture, and art in relation to location).</td>
<td>I can use multiple sources to explain the ways in which culture in the United States has changed over time.</td>
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<td>Describe the contributions of various cultural groups to the United States, both past and present (Native Americans, African Americans, Mexican Americans, etc.).</td>
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<td></td>
<td>Utilize primary and secondary sources to identify ways in which culture in the United States has changed over time.</td>
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<td>Demonstrate respect for the opinions, backgrounds, and cultures of others.</td>
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<td></td>
<td>Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current.</td>
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</table>

**Suggested Activities, Materials, and Resources:**

- Use primary and secondary resources to explain cultural change in the United States.
- Project-based learning to discover contributions of cultural groups.
### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**
GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
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<tr>
<td>4C.6</td>
<td>Identify expressions of culture in the United States through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs.</td>
<td>I can identify regions of the United States and explain the physical and cultural characteristics of each region.</td>
<td>NCSS III.b-c, AK Digital Literacy 3-5.DC.2</td>
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<tr>
<td></td>
<td>Through the use of current technology, identify characteristics of states using resources such as natural and physical landmarks.</td>
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<tr>
<td></td>
<td>Through the use of current technology, locate physical and political regions of the United States (Plains, New England, Pacific Northwest, Arctic Polar Regions, South Pacific, etc.).</td>
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<td></td>
<td>Use internet research to report on geography, culture, history, and current events.</td>
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</table>

**Suggested Activities, Materials, and Resources:**
- Use the internet to make virtual tours of states and regions.
- Mystery Skype
- Read poetry that reflects Americana
- Play songs that represent the American experience
Graduate-Level Competency:

### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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</table>
| **4C.7** The learner will be able to compare and contrast their state with others. | - Study factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in the United States.  
- Describe cultural elements that are shared by Americans, as well as some of the differences that contribute to cultural diversity within the United States.  
- Compare and contrast how climate, physical features, and natural resources impact the ways of life in the different regions of the United States. | - I can compare and contrast the way of life in different regions of the United States. | NCSS I.a-b, d-e, IX.b  
AK Cultural E  
AASL D.I.3, A.II.3, B.II.3, B.III.2 |
| **4C.8** The learner will be able to interpret geography and analyze geographical problems through the use of different resources. | - Develop knowledge of the locations of the continents, oceans, the U.S. states and territories, and major U.S. landforms and water bodies as a foundation for asking geographic questions.  
- Identify characteristics of states using resources such as natural and physical landmarks.  
- Locate the regions of the United States.  
- Locate select cities and states of historical and current importance using absolute and relative location (e.g., Washington, D.C. and New York City).  
- Read a variety of effective representations of the Earth, such as maps, to include estimating distance and calculating scale.  
- Use grid systems to locate places on maps and globes.  
- Create and develop maps with physical and political features, and understand how and why maps are changing documents.  
- Examine the interaction of human beings and their physical environment dependent on region (e.g., plugging cars in for the cold in the polar region). | - I can explain the importance of maps as tools and locate major United States’ cities and landmarks. | NCSS II.a, III.b-c, e, h |
Graduate-Level Competency:

GL.6 continued…

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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<tbody>
<tr>
<td>• Study United States region maps that have various purposes (e.g., population, climate, or industry); compare and contrast.</td>
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<tr>
<td>• Learners research and report on a state of their choice.</td>
</tr>
<tr>
<td>• &quot;Flat Stanley&quot; state project (<a href="http://www.flatstanleyproject.com/">http://www.flatstanleyproject.com/</a>)</td>
</tr>
<tr>
<td>• Mystery Skype</td>
</tr>
<tr>
<td>• Learners mark places they have lived or visited on a map of the United States.</td>
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<tr>
<td>• Google Earth (<a href="https://www.google.com/earth/">https://www.google.com/earth/</a>)</td>
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<tr>
<td>• Locate states and their capitals on a blank outline map.</td>
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<tr>
<td>• Participate in the Geography Bee (<a href="https://www.k12northstar.org/Page/8805">https://www.k12northstar.org/Page/8805</a>)</td>
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<tr>
<td>• Art Center – Art Kits (<a href="http://destiny.k12northstar.org/">http://destiny.k12northstar.org/</a>)</td>
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### Graduate-Level Competency:

**Economics**

GL.8  The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</table>
| The learner will: | • Explore and demonstrate the role of money in our everyday lives.  
• Provide examples of how scarcity and choice determine economic decisions.  
• Identify examples of public goods and services.  
• Identify examples of institutions that make up economic systems (e.g., families, workers, banks, and small companies).  
• Discuss the exchange of goods and services between regions. | • I can identify the institutions that make up an economic system, and explain the role of money in everyday life. |
| 4C.9  The learner will develop personal financial skills with an understanding of making choices with limited resources. |                               | NCSSE VII.a, c-d, g |

**Suggested Activities, Materials, and Resources:**

- Junior Achievement  Junior Achievement  (https://www.juniorachievement.org/web/ja-usa/home)
- Use Thinking Maps® to show movement of goods and services.
- Take Charge America  (https://www.takechargeamerica.org/)
- Art Center – Art Kits  (http://destiny.k12northstar.org/)
  - Empty Bowls
- Journeys
  - Unit 1, Lesson 4

See appendix for additional resources.
### Overview:
In fifth grade, learners will continue to build their understanding of the location of the United States in the context of the world, learn the history of our current governmental system, and learn how they can further explore their economic and civic responsibility. It is important to note that U.S. history will be re-visited in depth in eighth grade, so learners should leave fifth grade with a strong foundation in the following four topics:

- Geography (continents, oceans, relative and absolute location of each, Polar region perspectives, and our place in the world)
- How our government works and opportunities for civic engagement.
- 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.
- Understanding of economics, how money works, and how that integrates with society, culture, and the environment.

### Graduate-Level Competency:

**Communication**

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| 5C.1 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level. | **The learner will:**
  - Develop vocabulary strategies to understand:
    - Landforms, geographic features, absolute and relative location, etc.
    - Associations of past, present, future, and long ago (e.g., BCE and CE).
  - While studying different groups, societies, and cultures, use informational text structures (cause/effect, compare/contrast, sequence, etc.) to understand social studies content.
  - Describe how a narrator's or speaker's point of view influences how events are described and the views they represent.
  - Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably.
  - Use and analyze primary and secondary sources for reconstructing the past, properly cite sources, and create a bibliography.
  - Read and construct simple timelines. | **I can use and interpret primary and secondary sources to learn about a topic of interest.** | NCSS I.a, II.b-d, III.e |
### Graduate-Level Competency:

GL.1 continued…

### Suggested Activities, Materials, and Resources:

- See vocabulary lists in the appendix
- Read and discuss:
  - *Encounter* by Jane Yolen
  - *Baseball Saved Us* by Ken Mochizuki
  - *Lily’s Crossing* by Patricia Reilly Giff
  - *Esperanza Rising* by Pam Munoz Ryan
  - *A Boy No More* by Harry Marzar
  - *The Watsons go to Birmingham* by Christopher Paul Curtis
  - *Morning Girl* by Michael Dorris
  - *Voices in the Park* by Anthony Browne
- BrainPOP
- NewsEla
- Smithsonian National Museum of the American Indian ([https://americanindian.si.edu/](https://americanindian.si.edu/))
Graduate-Level Competency:

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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| SC.2 The learner will demonstrate an understanding of how the United States government functions. | • Build on prior foundation knowledge established in earlier grades, and deepen their understanding of how government is structured, the history of its development, and how citizens participate in establishing governmental policies. The instructor should consider exploring some of the following topics:  
  o Describe the basic principles of American democracy (e.g., the right to life, liberty, and the pursuit of happiness; responsibility for the common good; equal protection of the law; and freedom of speech and religion).  
  o Review the three branches of government and explain their functions.  
  o Distinguish among local, state, and national government, and identify representative leaders at these levels, such as mayor, governor, and president.  
  o Understand rules and laws, and their historical origins.  
  o Describe how rules and laws are created, including the formal and informal factors that influence and shape public policy.  
  o Identify key documents on which U.S. laws are based and where to find them.  
  • Understand that American Indian and Alaska Native tribal governments function as part of the American family of governments. | • I can explain how the United States government is structured. | NCSS  
V.g.l,  
VI.b, d-e,  
VIII.d,  
X.a, f-i |
Graduate-Level Competency:

**GL.2 continued…**

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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<tbody>
<tr>
<td>• Visit government offices</td>
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<td>• Interview elected officials</td>
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<td>• We the People congressional hearings simulation (<a href="https://www.k12northstar.org/Page/8814">https://www.k12northstar.org/Page/8814</a>)</td>
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<tr>
<td>• Kids Voting (<a href="https://www.k12northstar.org/Page/8808">https://www.k12northstar.org/Page/8808</a>)</td>
<td></td>
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<tr>
<td>• Constitution Day (September 17) activities</td>
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<tr>
<td>• Discuss the First Amendment and visit news media to discuss free press</td>
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<tr>
<td>• National Congress of American Indians (<a href="http://www.ncai.org/about-tribes">http://www.ncai.org/about-tribes</a>)</td>
<td></td>
</tr>
<tr>
<td>• iCivics (<a href="https://www.icivics.org/">https://www.icivics.org/</a>)</td>
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</tr>
</tbody>
</table>

Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td></td>
<td></td>
<td>NCSS I.c, III.f, h-j, V.b, f, IX.a</td>
</tr>
<tr>
<td>5C.3 The learner can demonstrate an understanding of how and why cultures continue and change over time.</td>
<td>• Explore the cultures of early Americans, building on the foundations learned in fourth grade, in order to understand the context of the early colonial era leading up to the American Revolution. Learners will also understand how and why early colonist founded a republican form of government. Instructors should consider incorporating the following topics, so learners will begin to develop an understanding of: o Culture, expressed through language, stories, folktales, music, and artistic creations. Learners will apply that understanding to the historical context of early United States history, as compared to today.</td>
<td>• I can demonstrate that I understand the context of the early colonial era leading up to the American Revolution.</td>
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</tbody>
</table>
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
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</thead>
</table>
| 5C.4 The learner will be able to show an understanding of how humans interpret history. | • Group and institutional influences (such as religious beliefs, laws, and peer pressure) on people, events, and elements of culture.  
• Develop an understanding of human-environment interactions in the historical context of the early United States as compared to today.  
  o What types of homes and structures have people built?  
  o What environmental factors led to those choices?  
• What impacts have resulted from those developments?  
• Compare and contrast different stories or accounts about past events, people, places, or situations, and identify how these contribute to our understanding of the past.  
• Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.  
  o Identify attitudes, values, and behaviors of people in different historical contexts (e.g., What values of the time period justified denying women the right to vote?).  
  o Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.  
  o Identify and describe example of tensions between individuals’ beliefs and government policies and laws. | • I can compare and contrast different stories or accounts about past events, places, or situations, and explain how differing perspectives affect those accounts. | NCSS  
I.b, II.a, e, V.d-e |
## Graduate-Level Competency:

### GL.3 continued…

<table>
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<tr>
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<th>Standards</th>
</tr>
</thead>
</table>
| **5C.5** The learner will show an understanding of how to connect the past with the present. | - Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current.  
- Investigate how events, people, and ideas have shaped the United States and/or the world. Consider exploring the following topics:  
  o The events of early United States history that led to our current system of government (Mayflower Compact, Iroquois Confederacy, etc.)  
  o The differences between historic and present day objects, and their usage changing over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and the events of those changes).  
  Ways that life in the United States and/or the world has both changed and stayed the same over time; explain why these changes have occurred (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and the events of those changes).  
  o Ways that life in the United States and/or the world has both changed and stayed the same over time; explain why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenage today? What factors have contributed to these differences?). | - I can explain how events, people, and ideas have shaped the United States and the world. | NCSS II.c-d, f, VIII.a-b |
### Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Timeline of major events in U.S. history.</td>
</tr>
<tr>
<td>• Re-enact immigrant entry into Ellis Island and the port of San Francisco</td>
</tr>
<tr>
<td>• Dramatize significant events of the American Revolution</td>
</tr>
<tr>
<td>• Teaching Tolerance (<a href="https://www.tolerance.org/">https://www.tolerance.org/</a>)</td>
</tr>
<tr>
<td>• Timeline of major events in U.S. history</td>
</tr>
<tr>
<td>• Smithsonian National Museum of the American Indian (<a href="https://americanindian.si.edu/">https://americanindian.si.edu/</a>)</td>
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</tbody>
</table>
### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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</table>
| **5C.6** The learner will be able to share and discuss the relationship between social studies and science, technology, and/or society, especially as it relates to current events. | • Use various forms of media to research current local, state, national, and/or global events. Instructors should consider incorporating some of the following topics so learners will begin to develop an understanding of:  
  o Reasons individuals might respond to events in different ways.  
  o Locations on a map of current events.  
  o Regional economic concepts related to events (supply/demand, cost of living, etc.).  
  Examples of conflict, cooperation, and interdependence among individuals, groups, and nations, and the factors that contribute to cooperation or cause disputes.  
  o The role of technology in conflict.  
  o Issues of public concern from multiple points of view.  
  o Causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.  
  o Concerns, issues, standards, and conflicts related to universal human rights (e.g., treatment of children, religious groups, effects of war).  
  o Ways that the earth’s physical features have changed over time in the local region and beyond, and how these changes may be connected to one another.  
  o Social and economic effects of environmental changes and crisis resulting from phenomena such as floods, storms, and drought.  
  o Laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies. | • I can use various forms of media to research current local, state, national, and/or global events. | **AKSS**  
SL.5.1,  
5.2, 5.4, 5.5  
**NCSS**  
IV.g,  
VI.f, g,  
VII.i,  
IX.b-d, f,  
X.c  
**AASL**  
B.IV.1-4, A.IV.1-3  
**AK Digital Literacy**  
3-5.KC.1, 3-5.KC.3,  
3-5.GC.1-2 |
Graduate-Level Competency:

GL.4 continued…

Suggested Activities, Materials, and Resources:
- News magazines (e.g., *Scholastic News*, *Newsela*, *Weekly Reader*)

Graduate-Level Competency:

**Civic Engagement**
GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

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</table>
| **5C.7** The learner will demonstrate an understanding of what it means to be a responsible citizen of the United States. | - Work independently and cooperatively to accomplish goals.  
- Describe and define the rights, principles, and responsibilities of citizenship in the United States. Instructors should consider incorporating the following content:  
  o The right to vote, responsibility to obey the laws, and the actions citizens take to influence public policy.  
  o Roles as learned behavior patterns in group situations, such as student, family member, peer play group member, or club member.  
  o Personal points of view on issues that affect themselves and society, and explain an opposing point of view (bullies, victims, witnesses, voting age, smoking, violence on TV, etc.). | - I can describe how citizens work within governments to solve problems. | NCSS  
I.e, III.k, IV.a-f, h, V.a, c, g, VIa, c, h, VIIj, VIII.c, e, X.b, d, e, j |
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</table>
| **5C.6 continued…**       | • Identify problems and propose solutions in the local community, state, nation, or the world. Instructors should consider exploring the following topics so learners may begin to understand their role as agents of change:  
  o How groups and institutions work to meet individual needs and promote the common good, and where they fail to do so.  
  o Alternative uses of resources in the home, school, community, region, and beyond.  
• Concepts of fairness, equity, and justice.  
  o Economic concepts in response to local economic issues (e.g., reduce the flow of garbage).  
  o Instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to the environment.  
• Give examples and describe the importance of cultural unity and diversity within and across groups.  
• Describe personal identity. | • | • |

**Suggested Activities, Materials, and Resources:**
- Hold quarterly classroom elections with debates and moderators
- Establish a mock government
- Learn about circular economics ([https://www.ellenmacarthurfoundation.org/circular-economy/concept](https://www.ellenmacarthurfoundation.org/circular-economy/concept))
- Kids Voting
- iCivics ([https://www.icivics.org/](https://www.icivics.org/))
Graduate-Level Competency:

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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| 5C.8 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events. | - Use appropriate resources, data sources, and geographic tools (e.g., atlases, databases, grid systems, charts, graphs, and maps) to generate, manipulate and interpret information, estimate distance, and calculate scale.  
- Interpret, use, and distinguish various representations of earth (e.g., maps, globes, and photographs).  
- Constrict and use maps of locales, regions, and the world that demonstrate understanding of relative location, directions, size, and shape.  
- Report on a topic or text, or present an opinion, sequencing ideas logically, and use appropriate facts and relevant, descriptive details to support main ideas or themes.  
- Demonstrate respect for opinions, backgrounds, and cultures of others.  
- Describe similarities and differences in the ways groups, societies, and cultures address human needs and concerns, considering the influence of physical environment and social conditions. | - I can use atlases, databases, grid systems, charts, graphs, maps, globes, and photographs to interpret and share information about geography, culture, history, government, and/or current events. | ALSS  
SL.5.4  
NCSS  
I.a, d, III.a-d  
AK Digital Literacy  
3-5.CC.1, 3-5.CT.1  
AASL  
C.II.1-2 |

**Suggested Activities, Materials, and Resources:**

- News magazines (e.g., *Scholastic News Weekly Reader*)
- Smithsonian National Museum of the American Indian (https://americanindian.si.edu/)
Graduate-Level Competency:

**Economics**

GL.8  The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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| SC.9  The learner will develop personal financial skills with an understanding of making choices with limited resources. |  • Explain and demonstrate the role of money in everyday life, distinguish between needs and wants, and consider the influence of incentives, values, traditions, and habits on economic decisions.  
• Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protections.  
• Review the concept that scarcity and choice determine our economic demand.  
• Identify example of the various institutions that makeup economic systems (e.g., families, workers, banks, labor unions, government agencies, small businesses, and large corporations).  
• Describe how we depend upon workers with specialized jobs, and the ways in which they contribute to the production and exchange of goods and services. |  • I can describe the basics of economic systems. | NCSS VII.a-h, IX.e |

**Suggested Activities, Materials, and Resources:**  
• Basic supply and demand lesson

See appendix for additional resources.
# Sixth Grade: Ancient Civilizations

**Overview:**
Sixth grade Social Studies emphasizes ancient societies in a geographical, historical, political, economic, and cultural context. In this year-long course, learners will:
- Examine geographical influences on regional development.
- Use maps, globes, and graphs to gather, analyze and report information.
- Discuss current events from around the world.
- Study the history of civilization from prehistoric times to approximately 500 A.D, including ancient Mesopotamia, Egypt, India, China, Greece, Rome, Maya, Aztec, and Inca.

Learners come to understand how new civilizations began as the needs and beliefs of the people changed through time. It is important to note that learners do not repeat the content of this curriculum in a later grade, and the content they learn in sixth grade Social Studies is expected to lay a strong foundation for World Studies in high school.

### Graduate-Level Competency:

**Historical**
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<td>6C.1</td>
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</table>
| The learner will understand the biological and cultural processes that shaped the earliest human communities. | - Examine a variety of scientific methods used by archaeologists, geologists, historians, and anthropologists to determine the dates of early human communities.  
- Investigate the approximate chronology and sequence of early hominid evolution in Africa, from the Australopithecines to Homo erectus, in order to understand how humans changed and adapted over time.  
- Identify current and past theories regarding the processes by which human groups populated the major world regions.  
- Discuss possible social, cultural, and/or religious meanings inferred from late Paleolithic cave paintings | - I can analyze different historical periods, ideas, and themes, and make connections among them. | NCSS  
I.a-e  
II.b-e  
III.c-d, j  
V.a-f  
VI.a  
C3  
D2.Geo.4.6-8,  
D2.Geo.6.6-8,  
D2.His.1.6-8,  
D2.His.2.6-8,  
D2.His.3.6-8  
AK Digital Literacy  
6-12.KC.1-2 |
### Graduate-Level Competency:

GL.3 continued…

<table>
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<tr>
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</table>
| **6C.2** The learner will understand the civil and human development of various civilizations of Asia, Europe, North American, and Africa, from rise to fall. | - Compare and contrast the relationship among various groups of people (e.g., peasants and aristocracy, dictators and common people, monarchs and subjects, men and women, Christians and Muslims), and how it may have characterized the societies in various regions of Europe, Asia, and Africa.  
- Describe the developments and achievements of Roman civilization, and analyze the significance of the fall of Rome.  
- Identify the roots of Greek civilization, and recognize its achievements from the Minoan era through the Hellenistic period.  
- Analyze the evolution of human rights throughout the history of various civilizations (e.g., Hammurabi’s Code and Plebeians of Rome).  
- Identify the significant individuals and achievements of ancient Roman, Greek, Mesopotamia, Egyptian, and Mesoamerica.  
- Explain the fundamental social, political, and cultural characteristics of Chinese society under early imperial dynasties. | - I can analyze different historical periods, ideas, and themes, and make connections among them. | NCSSE I.a-d, II.a, c, e III.f-j, V.b-c  
AK Digital Literacy 6-12.CT.2 |
| **6C.3** The learner will identify and use the methods and tools valued by historians, geographer, anthropologists, and archaeologists. They will also compare the views of historians and be able to trace the themes of history. | - Define history and the concepts of cause and effect, time, continuity, and perspective.  
- Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.  
- Define the themes of society, technology, economics, politics, and culture, and relate them to the study of history.  
- Trace major themes in the development of the world from its origins to the rise of early civilizations.  
- Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions. | - I can make sense of the world around me through inquiry – questioning, seeking out relevant information, and analyzing information. | NCSSE I.d, II.a, d, f, III.a-f, k, IV.h, IX.a, c, f, X.b  
AK Digital Literacy 6-12.GC.1-2 |
<table>
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<th>Graduate-Level Competency:</th>
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<td>GL.3 continued…</td>
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<table>
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<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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<tbody>
<tr>
<td>- Mock archaeological dig</td>
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<tr>
<td>- Research Australopithecus and the discovery of Lucy</td>
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<tr>
<td>- <em>Kids Discovery</em> magazine</td>
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<td>- Investigate <em>Cave of Dreams</em> video (Lascaux Caves)</td>
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<tr>
<td>- Khan Academy – Early Humans</td>
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<tr>
<td>- Explore Ice Age effect of human migration out of Africa</td>
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<tr>
<td>- Primary source - <a href="https://libguides.uah.edu/">https://libguides.uah.edu/</a></td>
</tr>
<tr>
<td>- Discovery Education</td>
</tr>
<tr>
<td>- <em>Big History Project</em> (<a href="https://school.bighistoryproject.com/bhplive">https://school.bighistoryproject.com/bhplive</a>)</td>
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<tr>
<td>- FlipGrid for Reflections</td>
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<td>- Pear Deck</td>
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<tr>
<td>- Mummification of Potato Activity for archaeology</td>
</tr>
<tr>
<td>- Archaeology chocolate chip and M&amp;M cookie excavation to talk about sedentary and migratory populations</td>
</tr>
<tr>
<td>- <em>Big History Project</em> (<a href="https://school.bighistoryproject.com/bhplive">https://school.bighistoryproject.com/bhplive</a>)</td>
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**Graduate-Level Competency:**

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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<tbody>
<tr>
<td>The learner will:</td>
<td></td>
<td></td>
<td>NCSS II.a-f, III.j, V.h-e, VI.a-d, F-h, C3 D2.Geo.11.6-8, D2.Geo.12.6-8, D2.Geo.4.6-8, D2.Geo.5.6-8, D2.Civ.2.6-8, D2.Geo.6.6-8, D2.Civ.3.6-8, D2.Civ.9.6-8, D2.Civ.10.6-8</td>
</tr>
<tr>
<td>6C.4 The learner will understand the unique geographical features of Asian, North American, European, and African civilizations, and how they have impacted and contributed to the development of those civilizations.</td>
<td>• The learner can analyze the concept of “civilization”: o The various criteria used to define “civilization.” o The fundamental differences between civilizations and other forms of social organization, such as hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies. o How Mohenjo-Daro meets criteria for defining civilization. • Apply the five themes of geography (location, place, human/environmental interaction, movement, and region) to describe various civilizations in Asia, Europe, North America, and Africa. • Identify and describe the following governmental forms: democracy, aristocracy/oligarchy, absolutism, constitutionalism, totalitarianism, monarchy, and republic.</td>
<td>• I can analyze my community and the world based on understandings of human and physical geography, as well as geographic data.</td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- Timeline activities
- Investigate Hammurabi’s Code as a primary source
- Use Rosetta Stone as a primary source
## Graduate-Level Competency:

### Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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</table>
| **6C.5** The learner will understand political, social, and cultural consequences of population movements and militarization in Eurasia and North America in the second millennium BCE. | - Examine the significant events, actors, and trends among early Egyptian, Mesopotamian, Greek, Roman, Chinese, and Indian cultures.  
- Identify the emergence of civilizations in Southwest Asia, the Nile Valley, India, China, and Eastern Mediterranean; identify how they represented a decisive transformation in human history.  
- Investigate and summarize how the introduction of technology affected the relationship between civilizations (e.g., Egyptians and the Hittites).  
- Trace the development and assess the achievements of early river civilizations, including, but not limited to, those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers. | - I can make sense of the world around me through inquiry - questioning, seeking out relevant information, and analyzing information through a variety of primary and secondary sources. | NCSS I.a-d, II.a, c, e, III.f-j, V.b-c |

### Suggested Activities, Materials, and Resources:

- Khan Academy – Ancient Egypt, Mesopotamia, and Greece  
- Compare and contrast Hammurabi’s Code and our modern legal code  
- District adopted materials (e.g., Harcourt Social Studies Ancient Civilizations textbook  
- National Geographic magazine  
- Scholastic magazine  
- Junior Scholastic magazine  
- Big History Project ([https://school.bighistoryproject.com/bhplive](https://school.bighistoryproject.com/bhplive))  
- CNN 10
### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</table>
| 6C.6 The learner will understand the economic processes that contributed to the emergence of early civilizations of Asia, Europe, North America, and Africa. | - Analyze how local conditions (geography) affect agricultural, settlement, exchange, and migrations patterns in various regions of the world (e.g., Neolithic Revolution).  
- Cite archaeological evidence of the social and cultural conditions of early civilizations in regions around the world, and how they were influenced by the economic development of those regions. | - I can make informed decisions based on my understanding of the economic interplay between individuals, society, and the environment at the local, national, and global level. | NCSS II.c.e., III |

### Suggested Activities, Materials, and Resources:

- **National Geographic** map maker activities

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See appendix for additional resources.
Section C:
Middle School
(7 – 8)
Middle School Overview

Grade 7
World Studies - This year-long global geography course combines the physical and human systems of the world. This course will develop learners’ skills using an inquiry-based approach to geography. Through geographical reasoning, learners will use spatial and environmental perspectives to ask and answer questions about their local and global environments, and to participate in problem-solving and societal decision making. Learners will acquire the skills necessary to navigate a complex and interdependent world. Learners in this course will analyze the physical, human, and environmental geography of various regions of the world to evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions in the past, present, and future.

Grade 8
Early U.S. History - This year-long course will focus on foundations of United States history from pre-colonization to settlement, into the revolution and creation of our nation, westward expansion/reform, and ultimately leading through the Civil War. Learners will critically think as historians by developing research skills, including the use of questions, evaluating primary and secondary sources, and using evidence. Learners will apply the College, Career, and Civic Life Framework (C3) Standards in Social Studies throughout the class, including the creation of a research project using both primary and secondary sources.

The Learner will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.
**Graduate-Level Competencies**

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all social studies courses, and learners are expected to be able to apply them across the curriculum.

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

**Civic Engagement**

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

**Discourse**

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.
## Grade 7: World Studies

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 7</td>
<td>This year-long global geography course combines the physical and human systems of the world. This course will develop learners’ skills using an inquiry-based approach to geography. Through geographical reasoning, learners will use spatial and environmental perspectives to ask and answer questions about their local and global environments, and to participate in problem-solving and societal decision making. Learners will acquire the skills necessary to navigate a complex and interdependent world. Learners in this course will analyze the physical, human, and environmental geography of various regions of the world to evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions in the past, present, and future.</td>
</tr>
<tr>
<td>Length: Two semesters</td>
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</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

### Reading, Writing, and Research

#### Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>7C.1 The learner will read for understanding and to construct historical meaning.</td>
<td><strong>The learner will:</strong> • Cite specific evidence to support analysis of primary and secondary sources. • Determine the central ideas or information of a primary or secondary sources; the learner will provide an accurate summary of the sources, distinct from prior knowledge or opinions. • Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law or how interest rates are raised or lowered). • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language or inclusion or avoidance of particular facts). • Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>• I can restate information I have learned from text in my own words, and use it to explain, describe, or respond to a prompt.</td>
<td>C3 D1.1-5.6-8</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

-
### Graduate-Level Competency:

#### Social Studies Processes, Knowledge, and Skills

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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</thead>
</table>
| **7C.2** The learner will produce clear and coherent writing, to include a strong thesis statement and supporting historical evidence. | • Write arguments focused on discipline-specific content.  
• Write a thesis statement – introduce precise claims/thesis and create an organization that establishes a clear relationship between the claim and support/reasoning.  
• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
• Use appropriate and varied transitions to create cohesion, and clarify the relationship among ideas and concepts.  
• Use precise vocabulary and domain-specific vocabulary to inform about, or explain, a topic.  
• Establish and maintain a formal style.  
• Provide a concluding statement or section that follows from, and supports, the argument presented.  
• 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. | • I can use complete sentences to express information, thoughts, and ideas, and I can meet a minimum length requirement by adding appropriate details or information to my writing. | C3 D1.1-5.6-8 |

| **7C.3** The learner will conduct research to answer a question or solve a problem. | • 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.  
• Gather relevant information from multiple print and digital sources, and use search terms effectively.  
• Assess the credibility and accuracy of each source.  
• Quote or paraphrase the data and conclusions of others while avoiding plagiarism, and follow a standard format for citation. | • I can choose from a list of provided sources to find information on a specific topic, write a clear and concise thesis statement, answer a question or solve a problem by explaining or describing, and list my sources and properly format a works cited page using a template. | C3 D1.1-5.6-8  
ASCRS B4, D5 |

### Suggested Activities, Materials, and Resources:

- •
### Geography Skills

(This can be taught as an introductory, stand-alone unit. These skills should be revisited and enriched throughout the course.)

<table>
<thead>
<tr>
<th>Graduate-Level Competency:</th>
<th>Historical</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL.3</td>
<td></td>
<td>The learner will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the diverse cultural characteristics of the people of the world.</td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D2.Geo.1-2.6-8, D2.Geo.10-12.6-8, D2.Geo.6.6-8</td>
</tr>
</tbody>
</table>

| Suggested Activities, Materials, and Resources: | • Culture Fair/ Global Village |

<table>
<thead>
<tr>
<th>Graduate-Level Competency:</th>
<th>Geography</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL.6</td>
<td></td>
<td>The learner will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain how physical features affect climate, population distribution, and economics.</td>
<td>• I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Define elevation and explain how it affects climates along similar lines of latitude.</td>
<td></td>
<td>D2.Geo.2.6-8</td>
</tr>
</tbody>
</table>

**Course/Grade Competencies**

- 7C.4 The learner will understand the diversity and productivity of cultures and environments.
- 7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.
### Graduate-Level Competency:

GL.6 continued...

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **7C.6** The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | • Identify basic physical forms and systems of the Earth.  
• Construct, apply, and interpret a variety of maps and their components.  
• Construct, apply, and interpret charts and graphs.  
• Define, compare, and appropriately use absolute and relative location.  
• Identify countries and locate various sites using absolute and relative location. | • I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place. | C3  
D2.Civ.1.6-8  
D2.Civ.3.6-8,  
D2.Civ.6.6-8,  
D2.Eco.1.6-8,  
D2.Eco.3.6-8 |
| **7C.7** The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Identify basic human systems of the Earth.  
• Explain the impact on human activity, climate, and the surrounding environment. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Geo.1-2.6-8 |
| **7C.8** The learner will analyze the movement of people, goods, and ideas. | • Explain the connection between population and resources and how this changes over time. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | C3  
D2.Geo.8.6-8 |
<table>
<thead>
<tr>
<th>Graduate-Level Competency: GL.6 continued…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Activities, Materials, and Resources:</strong></td>
</tr>
<tr>
<td>• Various “Create Your Own Country” projects</td>
</tr>
<tr>
<td>• Create a map including required elements of classroom or bedroom</td>
</tr>
<tr>
<td>• Kagan <em>Match-Mine or Rally Coach</em> longitude and latitude</td>
</tr>
<tr>
<td>• Longitude and latitude (absolute location): Using an orange and a Sharpie, each learner draws the world as they currently see it. Next, they peel their orange. The seams of the orange represent lines of longitude and latitude. Learners may then eat their orange.</td>
</tr>
<tr>
<td>• River systems – identify and illustrate parts of a stream. Describe how and why a stream develops. Design your own stream.</td>
</tr>
<tr>
<td>• Make and use geographic tools (e.g., compass, astro-lab, GPS)</td>
</tr>
<tr>
<td>• Measure and map distances</td>
</tr>
<tr>
<td>• Participate in the Geography Bee</td>
</tr>
<tr>
<td>• GeoHive – useful website for researching geographic and country data, demographic information, and global trends (<a href="https://geohive.ie/">https://geohive.ie/</a>)</td>
</tr>
<tr>
<td>• Human Battleship</td>
</tr>
<tr>
<td>• Compass Walk</td>
</tr>
</tbody>
</table>
Europe and Russia

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 7C.4 The learner will understand the diversity and productivity of cultures and environments. | **The learner will:**
  - Describe how major historical events have influenced and changed the region.
  - Trace the rise and fall of various governments over time within the region. | **I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.** | C3
  D2.His.2.6-8,
  D2.His.9-15.6-8,
  D2.Civ.6.6-8
  D2.Civ.14.6-8
  D2.Geo.1.6-8,
  D2.Geo.4.6-8,
  D2.Eco.1-2.6-8,
  D2.Eco.6-9.6-8,
  D2.Eco.14-15.6-8 |

#### Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

#### Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
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</thead>
</table>
| 7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems. | **The learner will:**
  - Describe how major historical events have influenced and changed the region. | **I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment.** | C3
  D2.His.1 & 3.6-8,
  D2.Civ.6.6-8,
  D2.Civ.13-14.6-8,
  D2.Eco.1.6-8,
  D2.Eco.14-15.6-8 |
**Graduate-Level Competency:**

**GL.6 continued…**

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
</tr>
</thead>
</table>
| **7C.6** The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | • Identify economic and political alliances among European nations.  
• Trace population growth and decline over time. | • I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place. |
| **7C.7** The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Describe economic, political, and cultural changes within the region.  
• Describe and explain the origins of conflict and compromise within the region. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). |
| **7C.8** The learner will analyze the movement of people, goods, and ideas. | • Describe Europe’s influence on other cultures, economies, and governments within various historic eras. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. |

**Suggested Activities, Materials, and Resources:**

- Read a biography from the Renaissance era.
- Venn diagram – types of government
- Trans-Siberian Railroad.
## Asia

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<th>Proficiency Targets</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>7C.4</td>
<td>The learner will:</td>
<td></td>
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<tr>
<td></td>
<td>• Identify and describe major cultural and religious groups, and explain their impact on the region.</td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

-  

### Graduate-Level Competency:

#### Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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<tbody>
<tr>
<td>7C.5</td>
<td>The learner will:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Describe how diverse climate systems affect human activities throughout the region.</td>
<td>• I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment.</td>
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</tr>
</tbody>
</table>

|                           | • Explain how various countries are addressing environmental issues resulting from human actions. |           |           |

|                           |                     | C3        |           |
|                           |                     | D2.His.1-2.6-8, D2.His.14-16.6-8, D2.Civ.10.6-8, D2.Geo.4.6-8, D2.Geo.7-9.6-8, D2.Geo.12.6-8 |           |           |
### Graduate-Level Competency:

GL.6 continued…

<table>
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</table>
| 7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | • Construct, apply, and interpret charts and graphs.  
• Construct, apply, and interpret a variety of maps and their components. | • I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place. | C3  
D2.Geo.1-2.6-8 |
| 7C.7 The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Describe how physical features affect climate, population distribution, and the economy. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Geo.6.6-8,  
D2.Geo.10.11.6-8,  
D2.Geo.11.6-8 |
| 7C.8 The learner will analyze the movement of people, goods, and ideas. | • Describe population trends within the region, their consequences, and how governments react to them.  
• Identify and describe the factors that have led to the continuing growth of economics. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | C3  
D2.His.1-2.6-8,  
D2.His.14-26.6-8,  
D2.Civ.10.6-8,  
D2.Geo.7-9.6-8,  
D2.Geo.12.6-8 |

### Suggested Activities, Materials, and Resources:

• Gooru – early China, early India ([https://gooru.org/welcome/](https://gooru.org/welcome/))  
• Silk Road Google Earth tour ([https://www.google.com/earth/](https://www.google.com/earth/))  
• Religion flipbook/foldable
## Middle East

### Graduate-Level Competency:

### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<th>Standards</th>
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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7C.4 The learner will understand the diversity and productivity of cultures and environments.</td>
<td>• Identify and describe major cultural and religious groups, and explain their impact on the region.</td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
<td>C3 D2.His.1-2.6-8, D2.His.14-16.6-8, D2.Civ.10.6-8, D2.Geo.4.6-8, D2.Geo.7-9.6-8, D2.Geo.12.6-8</td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

### Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.</td>
<td>• Analyze how population distribution correlates to climate and natural resource availability. • Identify and describe major cultural and religious groups, and explain their impact on the region.</td>
<td>• I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment.</td>
<td>C3 D2.Geo.5-6.6-8, D2.Geo.8.6-8, D2.Geo.10-12.6-8, D2.Eco.1.6-8, D2.Eco.3-9.6-8</td>
</tr>
</tbody>
</table>
Graduate-Level Competency:

GL.6 continued…

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>7C.6</strong> The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.</td>
<td>• Analyze the political, economic, and cultural role of the Middle East due to its global location.</td>
<td>• I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place.</td>
<td>C3 D2.Geo.9-12.6-8, D2.Eco.14-15.6-8</td>
</tr>
<tr>
<td><strong>7C.7</strong> The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment.</td>
<td>• Analyze how population distribution correlates to climate and natural resource availability.</td>
<td>• I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces).</td>
<td>C3 D2.Geo.6.6-8, D2.Geo.10-11.6-8, D2.Eco.1.6-8</td>
</tr>
<tr>
<td><strong>7C.8</strong> The learner will analyze the movement of people, goods, and ideas.</td>
<td>• Describe how religious divisions and historical events have led to major conflicts. • Evaluate trading partners and policies of Middle East oil, and how this has impacted world economics.</td>
<td>• I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition.</td>
<td>C3 D2.His.1-2.6-8, D2.His.9-11.6-8, D2.His.14-16.6-8, D2.Civ.3.6-8, D2.Civ.6.6-8, D2.Civ.13.6-8</td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

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Fairbanks North Star Borough School District
Social Studies Curriculum

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Grade 7 Social Studies
2019–2020 Revision, Draft 2
## Oceania

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</thead>
<tbody>
<tr>
<td>7C.4 The learner will understand the diversity and productivity of cultures and environments.</td>
<td>• Identify and describe ocean currents and their impact on human migration, environmental issues, and climate.</td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- 

### Graduate-Level Competency:

#### Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

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</thead>
</table>
| 7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems. | • Describe the influence of imperialism on Indigenous culture and the physical environment. | • I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment. | C3
D2.His.1-2.6-8,
D2.His.9-11.6-8,
D2.His.14-166-8,
D2.Civ.3.6-8,
D2.Civ.6.6-8,
D2.Civ.13.6-8 |
### Graduate-Level Competency:

**GL.6 continued…**

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **7C.6** The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | - Identify and describe ocean currents and their impact on human migration, environmental issues, and climate.  
- Accurately identify the absolute location of various sites, mindful of Oceania’s unique location relative to the equator and antemeridian (180° longitude).  
- Accurately identify longitude and latitude. | - I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place. | C3  
D2.Geo.1-3.6-8,  
D2.Geo.5.6-8 |
| **7C.7** The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | - Identify and explain population patterns within the region. | - I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Geo.7.6-8,  
D2.Geo.12.6-8,  
D2.Eco.1.6-8 |
| **7C.8** The learner will analyze the movement of people, goods, and ideas. | - Describe the conflict and compromise that resulted from colonization and decolonization. | - I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people, goods, and ideas based on a given situation or condition. | C3  
D2.Civ.6.6-8,  
D2.Civ.13-14.6-8,  
D2.His.1-2.6-8,  
D2.His.9-11.6-8,  
D2.His.14-16.6-8,  
D2.Geo.12.6-8,  
D2.Geo.9.6-8,  
D2.Geo.7.6-8 |

### Suggested Activities, Materials, and Resources:

- [ ]
## Polar Regions
(This can be combined with other units.)

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 7C.4 The learner will understand the diversity and productivity of cultures and environments. | - Identify and describe major cultural and religious groups, and explain their impact on the region.  
- Compare and contrast subsistence lifestyles, both within the region and to other lifestyles around the world. | - I can compare/contrast a variety of cultures, compare/contrast the resource of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs. | C3  
D2.His.1-2 & 14-16,  
D2.Civ.10.6-8,  
D2.Geo.4.6 & 7-8-8,  
D2.Geo.12.6-8  
ASCRS  
A1, A7, B1-2, D4,  
E1, E8 |

### Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
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<th>Standards</th>
</tr>
</thead>
</table>
| 7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems. | - Explain the historical and contemporary significance of polar exploration.  
- Explain how and why environmental changes in the Polar region affect the climate and environment in other regions. | - I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment. | C3  
D2.His.1-2-6-8,  
D2.His.14.6-8,  
D2.Eco.1.6-8  
ASCRS  
A1, E2 |

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Fairbanks North Star Borough School District  
Social Studies Curriculum  
81  
Grade 7 Social Studies  
2019-2020 Revision, Draft 2
## Graduate-Level Competency:

### GL.6 continued...

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
</table>
| **7C.6** The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | • Identify landforms that are unique to the region.  
• Trace the expansion and retreat of sea ice and glaciers over time. | • I can identify parts of a map, chart, or graph and use them to demonstrate an understanding of data or information, and I can identify geographic tools, explain how and why they are used, and accurately describe the absolute and relative location of a place. | **C3**  
D2.Geo.1-3 & 5-6.6-8  
D2.Geo.9.6-8  
**ASCRS**  
A1, E2 |
| **7C.7** The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Describe the climate of the northern and southern polar regions, and explain why those climates are different from other regions of the world.  
• Accurately identify the absolute and relative locations of various sites, mindful of the regions’ unique location at the geographic poles of the earth.  
• Compare and contrast polar cultures and environment within the region and to other cultures on similar latitudes and longitudes. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | **C3**  
D2.Geo.1-3.6-8  
D2.Geo.5.6-8  
**ASCRS**  
A1, E2 |
| **7C.8** The learner will analyze the movement of people, goods, and ideas. | • Explain the connection between population and resources and how this changes over time.  
• Compare and contrast great circle distance and shortest distance in the context of global travel within and through the region. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | **C3**  
D2.Geo.7-8.6-8  
**ASCRS**  
A1, E5 |

### Suggested Activities, Materials, and Resources:

•
# Africa

## Graduate-Level Competency:

### Historical

**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **7C.4** The learner will understand the diversity and productivity of cultures and environments. | • Identify and describe major cultural and religious groups, and explain their impact on the region.  
• Identify factors that have contributed to political unrest this region has experienced since decolonization. | • I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs. | C3  
D2.His.1-2.6-8,  
D2.His.14-16.6-8,  
D2.Civ.10.6-8,  
D2.Geo.4.6-8,  
D2.Geo.7-9.6-8,  
D2.Geo.12.6-8 |

## Suggested Activities, Materials, and Resources:

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## Graduate-Level Competency:

### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
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<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
</table>
| **7C.5** The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems. | • Explain the environmental issues across the continent and the effects. | • I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment. | C3  
D2.Civ.10.6-8,  
D2.Geo.4-6.6-8,  
D2.Geo.8-10.6-8,  
D2.Geo.12.6-8 |
### Graduate-Level Competency:

GL.6 continued…

<table>
<thead>
<tr>
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</thead>
</table>
| **7C.7**  
The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Explain the impact of location, climate, physical characteristics, and natural resources on population distribution in Africa.  
• Explain how the distribution of natural resources affects economic development.  
• Identify and describe the various climates of Africa. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Eco.1.6-8,  
D2.Eco.3.9-6-8,  
D2.Geo.5-6.6-8,  
D2.Geo.8.6-8,  
D2.His.1-2.6-8,  
D2.His.14.6-8,  
D2.Eco.1.6-8 |
| **7C.8**  
The learner will analyze the movement of people, goods, and ideas. | • Identify and analyze economic, political, and cultural interactions between and within African civilizations and nations.  
• Compare and contrast the processes and impacts of colonization and decolonization. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | C3  
D2.His.1-2.6-8,  
D2.His.9-11.6-8,  
D2.His.14-16.6-8,  
D2.Civ.6.6-8,  
D2.Civ.13-14.6-8,  
D2.Geo.8-9.6-8,  
D2.Geo.4.6-8,  
D2.Geo.6.6-8 |

### Suggested Activities, Materials, and Resources:

-
### Graduate-Level Competency:

#### Historical

**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
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<th>Course/Grade Competencies</th>
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<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7C.4</strong> The learner will understand the diversity and productivity of cultures and environments.</td>
<td>• Identify and describe major cultural and religious groups, and explain their impact on the region.</td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
<td>C3 D2.His.1-2.6-8, D2.His.14-16.6-8, D2.Civ.10.6-8, D2.Geo.4.6-8, D2.Geo.7-9.6-8, D2.Geo.12.6-8</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

#### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
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<th>Standards</th>
</tr>
</thead>
</table>
| **7C.5** The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems. | • Identify major natural resources and describe their impact on various economies.  
• Explain how North American countries are responding to environmental issues. | • I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment. | C3 D2.Eco.1.6-8, D2.Eco.3-9.6-8, D2.Geo.10.6-8, D2.Geo.12.6-8 |
### Graduate-Level Competency:

GL.6 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **7C.7** The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Compare and contrast the various cultural, linguistic, political, and physical regions of North America.  
• Identify major physical features of North America and describe their influence on climate and human activity. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Geo.4.6-8,  
D2.Geo.7-8.6-8,  
D2.Geo.10.6-8,  
D2.Eco.1.6-8,  
D2.Geo.9-11.6-8,  
D2.Geo.12.6-8,  
D2.Eco.1.6-8,  
D2.Eco.3-4.6-8,  
D2.Eco.6-7.6-8,  
D2.Civ.11-15.6-8,  
D2.Civ.3.6-8 |
| **7C.8** The learner will analyze the movement of people, goods, and ideas. | • Compare and contrast the processes and impacts of colonization and decolonization.  
• Describe North American’s internal and global economic relationships.  
• Describe economic and political conditions that motivate people to migrate. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | C3  
D2.Geo.4.6-8,  
D2.Geo.7-8.6-8,  
D2.Geo.10.6-8,  
D2.Eco.1.6-8,  
D2.Eco.3-4.6-8,  
D2.Eco.6-7.6-8,  
D2.Civ.11-15.6-8,  
D2.Civ.3.6-8 |

**Suggested Activities, Materials, and Resources:**
- Gooru – ancient Americas ([https://gooru.org/welcome/](https://gooru.org/welcome/))
- State reports
### South America

#### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>7C.4 The learner will understand the diversity and productivity of cultures and environments.</td>
<td>• Compare and contrast diverse sub-groups within the region.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• I can compare/contrast a variety of cultures, compare/contrast the resources of an environment from a variety of sources, and speculate or explain the origin and significance of cultural innovations, characteristics, and beliefs.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C3 D2.Geo.4.6-8, D2.Geo.6.6-8, D2.Geo.10.6-8</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

- [(link to additional resources)]

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#### Graduate-Level Competency:

**Geography**

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
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<th>Content Objectives</th>
<th>Proficiency Targets</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.</td>
<td>• Identify European, Indigenous, and African influences on the development of culture over time.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• I can give examples of how human actions change the environment, how the environment changes human activity, and how humans adapt to the environment or make changes to the environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C3 D2.His.2.6-8, D2.His.4.6-8, D2.Geo.10.6-8, D2.Geo.12.6-8, D2.Geo.8.6-8, D2.Geo.6.6-8, D2.Civ.3.6-8, D2.Civ.6.6-8, D2.Civ.13-14.6-8</td>
</tr>
</tbody>
</table>
Graduate-Level Competency:

GL.6 continued…

<table>
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<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Proficiency Targets</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 7C.7  The learner will identify features and processes, both human and physical, and explain their impact on human activity, climate, and the surrounding environment. | • Describe major environmental threats and their causes and effects.  
• Identify major physical features of South America, and describe their influence on climate and human activity. | • I can describe the structures, purposes, and functions of human systems (such as governments, economies, and social structures), and describe the structures, causes, and effects of physical systems (such as seasons, climates, geologic activities, water cycles, and other natural forces). | C3  
D2.Eco.1.6-8,  
D2.Eco.3.4.6-8,  
D2.Eco.6.7.6-8,  
D2.Eco.11.15.6-8,  
D2.Geo.11.6-8,  
D2.Civ.3.6-8 |
| 7C.8  The learner will analyze the movement of people, goods, and ideas. | • Describe economic and political conditions that motivate people to migrate. | • I can identify examples of the movement of people, goods, and ideas, explain why movement is necessary to achieve goals and needs, and predict or propose a variety of methods used to move people goods, and ideas based on a given situation or condition. | |

Suggested Activities, Materials, and Resources:  

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See appendix for additional resources.
Grade 8: Early United States History

Course Details: | Overview:
---|---
Grade(s): 8 | This year-long course will focus on foundations of United States history from pre-colonization to settlement, into the revolution and creation of our nation, westward expansion/reform, and ultimately leading through the Civil War. Learners will critically think as historians by developing research skills, including the use of questions, evaluating primary and secondary sources, and using evidence. Learners will apply the College, Career, and Civic Life Framework (C3) Standards in Social Studies throughout the class, including the creation of a research project using both primary and secondary sources.
Length: Two semesters | The Learner will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.
Prerequisites: None | 

Reading, Writing, and Research

Graduate-Level Competency:

Communication
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
</tbody>
</table>
| 8C.1 The learner will read for understanding and to construct historical meaning. | Cite specific evidence to support analysis of primary and secondary sources.  
Determine the central ideas or information of a primary or secondary source; the learner will provide an accurate summary of the source, distinct from prior knowledge or opinions.  
Identify key steps in a text’s description of a process related to history/social studies.  
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language or inclusion or avoidance of particular facts).  
Analyze the relationship between a primary and secondary source on the same topic. | |

Suggested Activities, Materials, and Resources:

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|---|---|
| | • |
### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
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</table>
| **8C.2** The learner will produce clear and coherent writing, to include a strong thesis statement and supporting historical evidence. | - Write arguments focused on discipline-specific content.  
- Write a thesis statement – introduce precise claims/thesis and create an organization that establishes a clear relationship between the claim and support/reasoning.  
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
- Use appropriate and varied transitions to create cohesion, and clarify the relationship among ideas and concepts.  
- Use precise vocabulary and domain-specific vocabulary to inform about, or explain, a topic.  
- Establish and maintain a formal style.  
- Provide a concluding statement or section that follows from, and supports, the argument presented.  
- 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. | C3  
D1.1-5.6-8 |

| **8C.3** The learner will conduct research to answer a question or solve a problem. | - 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.  
- Gather relevant information from multiple print and digital sources, and use search terms effectively.  
- Assess the credibility and accuracy of each source.  
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism, and follow a standard format for citation. | C3  
D1.1-5.6-8 |

### Suggested Activities, Materials, and Resources:

-
## Graduate-Level Competency:

### Historical

**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</table>
| **8C.4** The learner will analyze the conflict and compromise that results from the interaction of two or more cultures/groups, and describe those from each perspective. | • Evaluate interactions between European settlers and Indigenous people.  
• Explain the process of European subjugation of African and Indigenous cultures. | NCSS I-IX  
C3  
D2.Geo.4.6-8,  
D2.Geo.6.6-8,  
D2.Geo.8.6-8,  
D2.His.2.6-8,  
D2.His.4.6-8,  
D2.His.14-16.6-8 |
| **8C.5** The learner will summarize historical events from a variety of historical and contemporary perspectives, and understand why the perspectives have similarities and differences. | • Sequence and explain the causes for European exploration and settlement in North America. | NCSS I-V  
C3  
D2.His.1-4.6-8,  
D2.His.6.6-8  
D2.His.14-17.6-8 |
| **8C.6** The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise. | • Describe the origins of the Columbian Exchange and Triangle Trade, and its effect on Europe, Africa, and the Americas. | NCSS V-VIII & X  
C3  
D2.Civ.3.6-8,  
D2.Civ.14.6-8,  
D2.Eco.1.6-8,  
D2.Eco.4.6-8,  
D2.Eco.14-15.6-8,  
D2.His.1.6-8 |
| **8C.7** The learner will analyze the development of society. | • Describe early Indigenous cultures and their development in North America. | NCSS I-III, V, & VII  
C3  
D2.Eco.2.6-8,  
D2.His.1-3.6-8,  
D2.His.9.6-8,  
D2.His.12-14.6-8,  
D2.His.16.6-8 |
Graduate-Level Competency:

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Native American reaction stories and contact narratives</td>
</tr>
<tr>
<td>• U.S. geography mapping activities and how they relate to cultural interactions</td>
</tr>
<tr>
<td>• Debate over treatment of non-Europeans</td>
</tr>
<tr>
<td>• Explorer business plan project</td>
</tr>
<tr>
<td>• Columbian Exchange simulations for crops and disease</td>
</tr>
<tr>
<td>• Create a colony</td>
</tr>
<tr>
<td>• Mapping activities</td>
</tr>
<tr>
<td>• Iroquois League Constitution rewrite in modern terminology</td>
</tr>
<tr>
<td>• Daily life</td>
</tr>
</tbody>
</table>
## The Colonial Era
1620 – 1763

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

### Course/Grade Competencies

<table>
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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>NCSS</strong></td>
</tr>
<tr>
<td>- Compare and contrast the social and political rights of various groups among the colonial regions.</td>
<td>V-VIII &amp; X</td>
</tr>
<tr>
<td>- Describe the political and economic relationship between American colonies and Europe.</td>
<td></td>
</tr>
<tr>
<td>- Describe the political and economic relationship between American colonies, Indigenous groups, and Europe.</td>
<td></td>
</tr>
</tbody>
</table>

8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.

8C.7 The learner will analyze the development of society.

- Describe ways in which Europeans transplanted and adapted their cultures and institutions to the American colonies.

### Suggested Activities, Materials, and Resources:

- Debates

---

NCSS: National Council for the Social Studies
C3: Content Standard for Social Studies
Graduate-Level Competency:

Geography
GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C.5 The learner will summarize historical events from a variety of historical and contemporary perspectives, and understand why the perspectives have similarities and differences.</td>
<td>Explains how physical geography affected the development of economics in the New England, Middle, and Southern Colonies.</td>
<td>NCSS I-III &amp; V C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:
- Mapping activities of original colonies
# The American Revolution
1763 - 1783

**Graduate-Level Competency:**

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **8C.5** The learner will summarize historical events from a variety of historical and contemporary perspectives, and understand why the perspectives have similarities and differences. | • Identify the military advantages and disadvantages enjoyed by the colonies and England before and during the American Revolution. • Identify and describe the roles played by significant individuals during the American Revolution. • Identify and describe the significance of major events before and during the American Revolution. | | NCSS I-III & V  
C3  
D2.His.1-4.6-8,  
D2.His.6.6-8,  
D2.His.14-17.6-8 |
| **8C.6** The learner will analyze the ways in which conflicting economic, social, and political ideas have led to conflict and compromise. | • Evaluate the roles and motivations of European allies during the Revolutionary War. • Explain how the Continental Congress addressed political and economic challenges throughout the Revolutionary War. | | NCSS V-VIII & X  
C3  
D2.Civ.3.6-8,  
D2.Civ.14.6-8,  
D2.Eco.1.6-8,  
D2.Eco.4.6-8,  
D2.Eco.14-15.6-8,  
D2.His.1.6-8,  
D2.His.3-5.6-8,  
D2.His.12-16.6-8,  
D2.His.14-16.6-8 |
| **8C.7** The learner will analyze the development of society. | • Trace the origins of a unique American identity, separate from that of Europe. | | NCSS I-III, V, & VII  
C3  
D2.Eco.2.6-8,  
D2.His.1-3.6-8,  
D2.His.9.6-8,  
D2.His.12-14.6-8,  
D2.His.16.6-8 |
| **8C.8** The learner will evaluate the extent to which founding ideals and principles have been pursued and achieved. | • Identify the philosophies and documents that influenced the writing of the Declaration of Independence. • Evaluate the effectiveness of the Continental Congress as a system of government. | | NCSS V-VII & X  
C3  
D2.Civ.3.6-8,  
D2.Civ.5.6-8,  
D2.Civ.8.6-8,  
D2.Civ.14-16.8,  
D2.His.2-4.6-8,  
D2.His.10.6-8,  
D2.His.12.6-8,  
D2.His.14-15.6-8 |

**Suggested Activities, Materials, and Resources:**

• Analysis of primary sources
# Articles of Confederation and the Constitution

1775 – 1791

## Graduate-Level Competency:

### Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

## Course/Grade Competencies

### 8C.9

The learner will identify and act on ways to engage in civic action.

### Content Objectives

- Describe the process of amending the Constitution.

### Standards

- **NCSS**
  - II, IV-VI, & X
  - C3
  - D2.Civ.1-2.6-8,
  - D2.Civ.4-5.6-8,
  - D2.Civ.7-8.6-8,
  - D2.Civ.10-11.6-8,
  - D2.Civ.13.6-8,
  - D2.Eco.1.6-8
- **ASCRS**
  - C2, C4

## Suggested Activities, Materials, and Resources:

- Research "hot topics" and create legislative proposal
- Simulated amendment/ ratification
Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C.6</td>
<td>The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.</td>
<td>NCSS V-VIII &amp; X C3 D2.Civ.3.6-8, D2.Civ.14.6-8, D2.Eco.1.6-8, D2.Eco.4.6-8, D2.Eco.14.15.6-8, D2.His.1.6-8, D2.His.3.5.6-8, D2.His.12.6-8, D2.His.14.16.6-8</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of compromise during the Constitutional Convention, and the effects of those compromises on the rights of various groups.</td>
<td></td>
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<tr>
<td></td>
<td>• Describe and evaluate the competing interests of various economic, social, and political groups during the Constitutional Convention.</td>
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<tr>
<td></td>
<td>• Describe the powers of the state and federal governments under the Articles of Confederation, and compare and contrast them to the powers granted under the Constitution.</td>
<td></td>
</tr>
<tr>
<td>8C.8</td>
<td>The learner will evaluate the extent to which founding ideals and principles have been pursued and achieved.</td>
<td>NCSS V-VI &amp; X C3 D2.Civ.3.6-8, D2.Civ.5.6-8, D2.Civ.8.6-8, D2.Civ.14.6-8, D2.His.2.4.6-8, D2.His.10.6-8, D2.His.12.6-8, D2.His.14.15.6-8</td>
</tr>
<tr>
<td></td>
<td>• Identify the philosophies and documents that influenced the writing of the Constitution and the Bill of Rights.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast the structures and powers of the national government under the Articles of Confederation and the Constitution.</td>
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<tr>
<td></td>
<td>• Explain the arguments for and against the inclusion of the Bill of Rights in the Constitution.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

- [Congress.gov](http://www.congress.gov)
- Mock ratification
- Simulated Congress (under the Articles)
- We the People ([https://www.k12northstar.org/Page/8814](https://www.k12northstar.org/Page/8814))
## The Early Republic
### 1783 - 1815

### Graduate-Level Competency:

#### Historical
**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 8C.6                      |                   | • Evaluate the political and economic relationships between the United States and European nations.  
                            |                   | • Identify and sequence the causes of the War of 1812. | **NCSS**  
                            |                   |                                           | V-VIII & X  
                            |                   |                                           | **C3**  
                            |                   |                                           | D2.Civ.3.6-8,  
                            |                   |                                           | D2.Civ.14.6-8,  
                            |                   |                                           | D2.Eco.1.6-8,  
                            |                   |                                           | D2.Eco.4.6-8,  
                            |                   |                                           | D2.Eco.14-15.6-8,  
                            |                   |                                           | D2.His.1.6-8,  
                            |                   |                                           | D2.His.3-5.6-8,  
                            |                   |                                           | D2.His.12.6-8,  
                            |                   |                                           | D2.His.14-16.6-8  |
| 8C.7                      |                   | • Identify sectional interests and evaluate the emergence of a national identity. | **NCSS**  
                            |                   |                                           | I-III, V, & VII  
                            |                   |                                           | **C3**  
                            |                   |                                           | D2.Eco.2.6-8,  
                            |                   |                                           | D2.His.1-3.6-8,  
                            |                   |                                           | D2.His.9.6-8,  
                            |                   |                                           | D2.His.12-14.6-8,  
                            |                   |                                           | D2.His.16.6-8  |
| 8C.8                      |                   | • Describe the major challenges facing stability and viability of the national government, and the ways in which various groups reacted.  
                            |                   | • Identify various groups of people who sought greater participation in government, the economy, and society, and evaluate their effectiveness. | **NCSS**  
                            |                   |                                           | V-VI & X  
                            |                   |                                           | **C3**  
                            |                   |                                           | D2.Civ.3.6-8,  
                            |                   |                                           | D2.Civ.5.6-8,  
                            |                   |                                           | D2.Civ.8.6-8,  
                            |                   |                                           | D2.Civ.14.6-8,  
                            |                   |                                           | D2.His.3-4.6-8,  
                            |                   |                                           | D2.His.10.6-8,  
                            |                   |                                           | D2.His.12.6-8,  
                            |                   |                                           | D2.His.14-15.6-8  |
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C.10 The learner will trace the gain and loss of civil and human rights, and analyze the consequences in the context of both dominating and subjugated groups.</td>
<td>• Describe and evaluate the relationship between American settlers and Indigenous peoples.</td>
<td>NCSS I-II, IV-VI, &amp; X3 &lt;br&gt;D2.Civ.2-3.6-8, D2.Civ.6.6-8, D2.Civ.8.6-8, D2.Civ.10.6-8, D2.Civ.12.6-8, D2.Civ.14.6-8, D2.His.2.6-8, D2.His.4.6-6.6-8, D2.His.14-15.6-8</td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

•
# Westward Expansion

**1803 – 1861**

## Graduate-Level Competency:

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C.4</td>
<td></td>
<td>Explain how westward expansion resulted in conflict with Indigenous peoples and foreign powers.</td>
<td>NCSS I-III, V-VI, &amp; IX, C3 D2.Geo.4.6-8, D2.Geo.6.6-8, D2.His.2.6-8, D2.His.4.6-8, D2.His.14-16.6-8</td>
</tr>
<tr>
<td>8C.5</td>
<td></td>
<td>Describe the ways in which westward expansion affected the American economy.</td>
<td>NCSS I-III &amp; V, C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</td>
</tr>
<tr>
<td>8C.6</td>
<td></td>
<td>Evaluate the compromises that arose from territorial acquisition as they relate to slavery. Explain why the United States and foreign powers competed for control of new territories.</td>
<td>NCSS V-VIII &amp; X, C3 D2.Civ.3-6-8, D2.Civ.14-6-8, D2.Eco.1-6-8, D2.Eco.4.6-8, D2.Eco.14-15.6-8, D2.His.1-6-8, D2.His.3-5.6-8, D2.His.12-6-8, D2.His.14-16.6-8</td>
</tr>
<tr>
<td>8C.7</td>
<td></td>
<td>Describe the impact western expansion had on the development of an American identity. Explain how and why slavery and westward expansion are linked.</td>
<td>NCSS I-III, V, &amp; VII C3 D2.Eco.2.6-8, D2.His.1-3.6-8, D2.His.9.6-8, D2.His.12-14.6-8, D2.His.16.6-8</td>
</tr>
</tbody>
</table>
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cherokee Indian removal census activity</td>
</tr>
<tr>
<td>• Primary sources – Indian Removal Act</td>
</tr>
<tr>
<td>• <em>The West</em> miniseries by director Stephen Ives and exec. Producer Ken Burns</td>
</tr>
<tr>
<td>• <em>America: The Story of Us</em> miniseries</td>
</tr>
<tr>
<td>• Profile of territorial acquisition</td>
</tr>
<tr>
<td>• “Come West” advertisement for territorial acquisition</td>
</tr>
<tr>
<td>• Political Cartoons</td>
</tr>
</tbody>
</table>
# Industrialization and Reform
1793 – 1861

## Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C.5 The learner will summarize historical events from a variety of historical and contemporary perspectives, and understand why the perspectives have similarities and differences.</td>
<td></td>
<td>Identify and describe major advancements in transportation, manufacturing, farming, education, and communication.</td>
<td>NCSS I-III &amp; V C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</td>
</tr>
<tr>
<td>8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.</td>
<td>Evaluate the effects of industrialization on various groups of people.</td>
<td>NCSS V-VIII &amp; X C3 D2.Civ.3.6-8, D2.Civ.14.6-8, D2.Eco.1.6-8, D2.Eco.4.6-8, D2.Eco.14.6-8, D2.His.1.6-8, D2.His.2-5.6-8, D2.His.12.6-8, D2.His.14-16.6-8</td>
<td></td>
</tr>
<tr>
<td>8C.10 The learner will trace the gain and loss of civil and human rights, and analyze the consequences in the context of both dominating and subjugated groups.</td>
<td>Trace and evaluate the gain and loss of rights for immigrants, women, free African Americans, and workers during the era.</td>
<td>NCSS I-II, IV-VI, &amp; X C3 D2.Civ.2-3.6-8, D2.Civ.6.6-8, D2.Civ.8.6-8, D2.Civ.10.6-8, D2.Civ.12.6-8, D2.Civ.14.6-8, D2.His.2.6-8, D2.His.4-6.6-8, D2.His.14-15.6-8</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- Multi-layered maps – learners create a single map that includes overlapping economic, social, and political themes.
- Diary entry from the perspective of an immigrant, factory worker, African American, etc.
## Civil War

### 1850 – 1865

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

### Course/Grade Competencies

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **8C.5** The learner will summarize historical events from a variety of historical and contemporary perspectives, and understand why the perspectives have similarities and differences. | • Trace the origins of the Confederacy and the causes of the Civil War through major conflicts and compromises.  
• Compare and contrast the advantages and disadvantages of the Union and Confederate militaries.  
• Explain ways in which major events were affected by physical geography.  
• Identify factors that led to the defeat of the Confederacy. | NCSS  
I-III & V  
C3  
D2.His.1-4.6-8,  
D2.His.6.6-8,  
D2.His.14-17.6-8 |
| **8C.6** The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise. | • Explain the reasons individual states seceded from the Union.  
• Describe the experiences of various groups during the Civil War, including soldiers, slaves, women, and immigrants. Learners will compare and contrast these experiences. | NCSS  
V-VIII & X  
C3  
D2.Civ.3-6-8,  
D2.Civ.14-6-8,  
D2.Eco.1.6-8,  
D2.Eco.4.6-8,  
D2.Eco.14-15.6-8,  
D2.His.1.6-8,  
D2.His.3-5.6-8,  
D2.His.12.6-8,  
D2.His.14-16.6-8 |
| **8C.7** The learner will analyze the development of society. | • Describe the ways in which the federal government prepared to reunite the nation after the Civil War. | NCSS  
I-III, V, & VII  
C3  
D2.Eco.2-6-8,  
D2.His.1-3.6-8,  
D2.His.9-6-8,  
D2.His.12-14.6-8,  
D2.His.16.6-8 |

### Suggested Activities, Materials, and Resources:

- *The Civil War* documentary created by Ken Burns
- Primary sources – Gettysburg Address
- Battle photos
- Mapping activities – Underground Railroad
- Write their own reconstruction plan
## Research Project

(This can be a stand-alone unit, or these skills can be addressed throughout the content units.)

### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 8C.11 The learner will create an analytical, plagiarism-free, research-based project. | • Use a variety of sources, with at least one primary source, and choose a research topic related to the course.  
• Use note-taking, compelling and supporting questions, and evidence to document pertinent information.  
• Create an accurate and complete works-cited page using MLA, APA, or Chicago format.  
• Create an analytical, plagiarism-free, research-based product that demonstrates mastery of research skills set forth by the C3 framework. | **NCSS**  
II, IV-VI, & X  
C3  
D1.2-3.6-8,  
D1.5-6-8,  
D3.1-3.6-8,  
D4.1-2.6-8,  
D4.4.6-8,  
D2.Civ.1-2.6-8,  
D2.Civ.4-5.6-8,  
D2.Civ.7-8.6-8,  
D2.Civ.10-11.6-8,  
D2.Civ.13.6-8,  
D2.Eco.1.6-8  
**ASCRS**  
D5 |

### Suggested Activities, Materials, and Resources:

• National Archives  
• [https://www.congress.gov/](https://www.congress.gov/)  
• Explorer business plan project  
• Legislative proposal  
• Turning points in American History since 1865

See appendix for additional resources.
Section D:
High School
(9 – 12)
High School Overview

The primary goal of Social Studies education is to give learners the knowledge, skills, and competencies to be active and informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.¹ The basis for the curriculum are the National Council for Social Studies (NCSS) standards, the Alaska Literacy standards, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and community input. Although different courses may be available to learners at various schools in the district, depending on learner and staffing needs, all learners receive comparable education on specific skills and concepts, as well as opportunities to participate in citizenship activities that model democratic principles and provide decision-making and problem-solving experiences.

While this curriculum is designed to allow for personalized learning, there is continuity between schools through common core competencies. Common practices include an emphasis on relevancy and application, critical and historical thinking skills, research skills, civil discourse and communication, respect for diversity, and opportunities to grow as effective participatory citizens. Depending on learners’ needs, a variety of levels of instruction, including Honors and Advanced Placement, may be offered at different schools.

Alaska Studies
This course is designed to meet the state-mandated requirement for all learners graduating from public high schools in Alaska. Course competencies reflect the culmination of study begun in Kindergarten.

World Studies
Learners will complete two semesters of world studies. Learners will choose from first and second semester options to fulfill this requirement. Course competencies allow learners to personalize their education while still fulfilling graduation requirements.

United States Studies
Learners will complete two semesters of United States studies. Learners will choose from first and second semester options to fulfill this requirement.

Contemporary Economic Studies
Learners will take one semester of economics to prepare them to be informed, productive citizens in a complex, global economy.

**Government Studies**
Learners will complete a one-semester course designed to help prepare them to be informed and active participants in our representative democracy. They will learn about the structure and function of our government and the role of the individual, as well as institutions, in the American political system.

**Electives**
Elective courses are offered at different schools when possible to address learners’ needs and interests. Elective courses are one semester in length and cover a range of special interests from psychology to current issues.
### FNSBSD High School Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, including 0.5 credit Alaska Studies.

<table>
<thead>
<tr>
<th>Alaska Studies 9th-12th</th>
<th>World Studies Options 9th - 10th</th>
<th>United States Studies Options 10th - 11th</th>
<th>Government Studies Options 11th - 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>(One semester required)</td>
<td>(Two semesters required, which must one option from group A and one option from group B.)</td>
<td>(Two semesters required, which must include one option from group A and one option from group B.)</td>
<td></td>
</tr>
<tr>
<td>• Alaska Studies</td>
<td><strong>Group A</strong></td>
<td><strong>Group A</strong></td>
<td><strong>U.S. Government and Civics</strong></td>
</tr>
<tr>
<td></td>
<td>• World History 1</td>
<td>• Recent U.S. History 1</td>
<td>• U.S. Legal Systems</td>
</tr>
<tr>
<td></td>
<td>• Comparative Religions</td>
<td>• AP U.S. History 1</td>
<td>• Political Economy 1 (taken with Political Economy 2)</td>
</tr>
<tr>
<td></td>
<td>• World Geography</td>
<td></td>
<td>• AP Comparative Government and Politics</td>
</tr>
<tr>
<td></td>
<td>• World History Honors 1</td>
<td></td>
<td>• AP U.S. Government and Politics</td>
</tr>
<tr>
<td></td>
<td>• AP World History 1</td>
<td></td>
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<tr>
<td></td>
<td>• AP European History/Literature 1</td>
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</tr>
<tr>
<td></td>
<td>• Global Diplomacy and Model U.N.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td>• World History 2</td>
<td>• Recent U.S. History 2</td>
<td><strong>Contemporary Economic Studies Options 11th - 12th</strong></td>
</tr>
<tr>
<td></td>
<td>• Global Issues</td>
<td>• AP U.S. History 2</td>
<td>(One semester required)</td>
</tr>
<tr>
<td></td>
<td>• Global Diplomacy and Model U.N.</td>
<td>• U.S. Civil Rights Experience</td>
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<td></td>
<td>• World History Honors 2</td>
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<td></td>
<td>• AP World History 2</td>
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<td></td>
<td>• AP European History/Literature 2</td>
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</table>

#### High School Social Studies Electives

All electives are one semester unless otherwise noted.

Learners may select from the core courses listed above to meet the graduation requirements.

The electives listed below provide an opportunity for a variety of interests. Core courses not taken as graduation requirements may be taken as elective courses.

- AP Art History
- AP Psychology
- Current Issues
- Psychology
# Social Studies Pathway Options: Grades 9-12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4 – Honors</th>
<th>Option 5 – AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Alaska Studies</td>
<td>Elective</td>
<td>Alaska Studies</td>
<td>Elective</td>
<td>World Geography</td>
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<td>or</td>
<td>or</td>
<td>or</td>
<td>World History 1</td>
<td>World History 2</td>
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<td>or</td>
<td>or</td>
<td>or</td>
<td>Comparative Religions</td>
<td>Global Issues</td>
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<td></td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>Global Diplomacy &amp; Model UN</td>
<td>Model UN (for schools with MUN in spring)</td>
</tr>
<tr>
<td>10th</td>
<td>World Geography</td>
<td>Global Issues</td>
<td>Comparative Religion</td>
<td>Global Diplomacy &amp; Model UN</td>
<td>Recent U.S. History 1</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>Recent U.S. History 2</td>
<td>World History Honors 1</td>
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<td></td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>U.S. Civil Rights Experience</td>
<td>World History Honors 2</td>
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<tr>
<td></td>
<td>World History 1</td>
<td>World History 2</td>
<td>World Geography</td>
<td>Global Issues</td>
<td>AP European History/Literature</td>
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<td>or</td>
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<td>or</td>
<td>or</td>
<td>AP European History/Literature</td>
</tr>
<tr>
<td>11th</td>
<td>Recent U.S. History 1</td>
<td>Recent U.S. History 2</td>
<td>Recent U.S. History 1</td>
<td>Alaska Studies</td>
<td>Elective</td>
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<td></td>
<td>or</td>
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<td>or</td>
<td>or</td>
<td>AP U.S. History</td>
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<tr>
<td></td>
<td>U.S. Civil Rights Experience</td>
<td>Elective</td>
<td>Alaska Studies</td>
<td>AP U.S. History</td>
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<td></td>
<td>or</td>
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<td>or</td>
<td>or</td>
<td>AP U.S. History</td>
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<td>or</td>
<td>or</td>
<td>or</td>
<td>U.S. Legal Systems</td>
<td>Political Economy 1</td>
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<tr>
<td></td>
<td>U.S. Government &amp; Civics</td>
<td>or</td>
<td>Economics &amp; Financial Literacy</td>
<td>or</td>
<td>Political Economy 2</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
<td>U.S. Legal Systems</td>
<td>Political Economy 1</td>
<td>AP Government</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>or</td>
<td>Political Economy 2</td>
<td>or</td>
<td>AP Microeconomics</td>
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<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>AP Macroeconomics</td>
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</tbody>
</table>
Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all social studies courses, and learners are expected to be able to apply them across the curriculum.

Communication
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

Civics
GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Historical
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

Social Studies Processes, Knowledge, and Skills
GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Civic Engagement
GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

Geography
GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Discourse
GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

Economics
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.
Alaska Studies
(grades 9 – 12)
## Alaska Studies

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade(s):</strong></td>
<td>In this one-semester survey course, learners will become familiar with the historic, economic, political, geographic, and cultural influences on Alaska, and the ways these forces have shaped modern-day Alaskan society. This class emphasizes civics in order to help learners become responsible and engaged citizens.</td>
</tr>
<tr>
<td><strong>Length:</strong></td>
<td>This course fulfills the Alaska state history graduation requirement.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.2</td>
<td></td>
<td>• Analyze the following cultures, prior to western contact: Inupiat, Athabascan, Aleut, Tlingit, and Yu’pik.</td>
<td>NCSS I-V</td>
</tr>
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<td></td>
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<td>• Analyze the effects of boarding schools on Indigenous Alaska Natives.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand Alaska Native worldview: literature, dance, music and art.</td>
<td>D2.Geo.3.9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the development and purpose of Alaska Native Claims Settlement Act (ANCSA) and Alaska National Interest Lands Conservation Act (ANILCA).</td>
<td>D2.Geo.5-6.9-12</td>
</tr>
<tr>
<td></td>
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<td>• Describe the effects of disease, Russian colonization, missionaries, and globalization.</td>
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<td>• Analyze the effect of the U.S. purchase of Alaska.</td>
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<td>• Analyze the impact of the Aleut internment.</td>
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<td></td>
<td>• Recognize and evaluate the challenges of preserving Alaska Native heritage, language, and identity (e.g., Molly Hootch case, subsistence, and Howard Rock/Tundra Times).</td>
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<td></td>
<td></td>
<td>• Describe the process and impact of creating the Anti-Discrimination Act of 1945 (e.g., Elizabeth Peratrovich/ Alberta Schenck).</td>
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</tbody>
</table>
### Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS.3</strong> The learner will apply knowledge of historical eras of colonization and the</td>
<td>- Describe the purchase of Alaska and the U.S. colonization era.</td>
<td>C3</td>
</tr>
<tr>
<td>territorial period by analyzing the causes and consequences (economically, socially,</td>
<td>- Analyze earliest forms of government under U.S. control.</td>
<td>D2.Civ.3.9-12, D2.Civ.8.9-12, D2.Geo.6-7.9-12, D2.His.1.9-12, D2.His.3-4.9-12, NCSS I-V</td>
</tr>
<tr>
<td>and politically) of historical decisions in order to make informed decisions.</td>
<td>- Recognize the significance of the First and Second Organic Acts.</td>
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<td></td>
<td>- Describe the causes and consequences of the Gold Rush era.</td>
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<td>- Analyze economic impact of mineral and marine industries.</td>
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<td></td>
<td>- Evaluate the role of natural resources in the economic development of Alaska, specifically statehood.</td>
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<td></td>
<td>- Analyze the impact of World War II on Alaska (e.g., Alaska/Canada Highway, Aleut Internment, Lend/Lease Act).</td>
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<td></td>
<td>- Explore the impact of Alaska’s strategic location in the circumpolar north and the Cold War.</td>
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<td></td>
<td>- Evaluate the development of the post-war statehood movement.</td>
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<tr>
<td></td>
<td>- Explain how World War II impacted Alaska statehood.</td>
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<td></td>
<td>- Explain the impact of the Alaska Railroad, Matanuska Colony, and military bases.</td>
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<td></td>
<td>- Explain the Great Depression and New Deal Programs that impacted Alaska (e.g., Matanuska Colony, Indian Reorganization Act).</td>
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<td></td>
<td>- Describe the development and diversification of Alaska’s economy (e.g., timber, fisheries, and tourism).</td>
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<td>- Understand federalism through Alaska governmental institutions: legislative, executive, and judicial branches.</td>
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<td></td>
<td>- Identify the powers of the borough and city governments, and compare and contrast with the state and national governments.</td>
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<td></td>
<td>- Examine the unique features of Alaska’s economy, and the relationship between state government and the economy.</td>
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<td></td>
<td>- Explain the role of Tribal governments.</td>
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<tr>
<td><strong>AS.4</strong> The learner will explain how the Alaska Constitution creates a system of</td>
<td>- Describe the Constitutional Convention and ratification.</td>
<td>C3</td>
</tr>
<tr>
<td>government with three branches, limited powers, and federalism by analyzing the Alaska</td>
<td>- Recognize challenges of early state government (e.g., funding government, state land selection).</td>
<td>D2.Civ.1.9-12, D2.Civ.8.9-12, D2.Geo.5.9-12, D2.His.5.9-12, NCSS II, V-VI, &amp; X</td>
</tr>
<tr>
<td>Constitution in order to evaluate the relationship between the individual, government, and</td>
<td>- Understand federalism through Alaska governmental institutions: legislative, executive, and judicial branches.</td>
<td></td>
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<tr>
<td>other groups.</td>
<td>- Identify the powers of the borough and city governments, and compare and contrast with the state and national governments.</td>
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<tr>
<td></td>
<td>- Examine the unique features of Alaska’s economy, and the relationship between state government and the economy.</td>
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<td></td>
<td>- Explain the role of Tribal governments.</td>
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</table>
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.4 continued…</td>
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</tr>
<tr>
<td><strong>The learner will:</strong></td>
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<tr>
<td>• Define and diagram federalism.</td>
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<tr>
<td>• Identify unique parts of Alaska’s constitution, such as the role of government in education, natural resources, and enumerated rights.</td>
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<tr>
<td>• List the responsibilities of individual Alaskans versus the responsibility of the Alaskan government.</td>
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<tr>
<td>• List the limits of the Alaskan government.</td>
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<tr>
<td>• Identify individual rights and responsibilities of Alaskans.</td>
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<tr>
<td>• Identify the development of Alaska’s natural resources and the impact they had on Alaska’s statehood: furs, mining, timber, fish, and oil.</td>
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<tr>
<td>• Evaluate the impact of fish traps and other resource issues on Alaskans advocating for statehood.</td>
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<tr>
<td>• Trace the development of the oil industry and pipeline construction.</td>
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<tr>
<td>• Identify the impact of the Alaska Pipeline on Alaska’s economy.</td>
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<tr>
<td>• Explain how to change Alaska’s constitution by exploring the history and development of the Permanent Fund and the Permanent Fund Dividend (PFD).</td>
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<tr>
<td>• Describe the development and diversification of Alaska’s economy (e.g., timber, fisheries, tourism).</td>
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</tbody>
</table>

Suggested Activities, Materials, and Resources:

•
Graduate-Level Competency:

**Civic Engagement**
GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</table>
| AS.5 The learner will gain an understanding of their role in the Fairbanks community by engaging in the political system and evaluating the effectiveness of individual participation in government. | • Research and evaluate a local issue, identify the level of government that addresses the issue (e.g., school board, borough, city, or legislature), and email the appropriate person a short analysis and call to action.  
• Recognize and evaluate the challenges of preserving Alaska Native heritage, language, and identity (e.g., Molly Hootch case, subsistence, Howard Rock/Tundra Times), and write a lawmaker about possible solutions.  
• Define election districts, identify the election district the learner lives in, and identify their representatives and senator.  
• Attend school board, city council, borough assembly meetings, and explain the role of the organization in our community.  
• Research candidates and ballot measures in local and state elections and participate in Kids Voting.  
• Explain how to register to vote in Alaska and discuss if sixteen year olds should be able to vote in local elections.  
• Identify the history and original purpose of the Permanent Fund and Permanent Fund Dividend (PFD), and debate of the PFD is a right or a privilege.  
• Give citizen testimony (school board, borough, assembly, city council, and legislature). | C3
D2.Civ.5.9-12, D2.Civ.7.9-12, D2.Civ.14.9-12, D2.His.7.9-12 |
| **Suggested Activities, Materials, and Resources:** | • Invite legislators, mayors, military, and school board members to speak in your class about specific issues or about the power of local government.  
• Kids Voting | **NCSS**  
IV-VI & X |
Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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<tbody>
<tr>
<td>AS.1</td>
<td><strong>The learner will:</strong></td>
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<tr>
<td></td>
<td>• Create and interpret maps that include:</td>
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<tr>
<td></td>
<td>o Physical regions</td>
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<td></td>
<td>o Circumpolar region</td>
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<td></td>
<td>o Political maps</td>
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<td></td>
<td>o Ecoregions</td>
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<td></td>
<td>o Alaska Native culture/language</td>
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<td></td>
<td>o Mineral resources and their impact on urban and rural economies</td>
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<td>o Modes of transportation: planes, trains, automobiles, and boats</td>
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<td>• Define subsistence hunting and fishing and evaluate the impact of Alaska National Interest Lands Conservation Act (ANILCA).</td>
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<td>• Analyze the connection of Alaska to other nations and people in the circumpolar region.</td>
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<td></td>
<td>• Analyze current events from the lens of urban/rural perspectives:</td>
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<td></td>
<td>o Education issues in rural and urban Alaska.</td>
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<td></td>
<td>o Economic: travel, cost of food and necessities, and healthcare.</td>
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<td></td>
<td>o Climate change: erosion, permafrost melting hunting/fishing, and different impacts on urban/rural populations.</td>
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<td></td>
<td>o Political: law enforcement issues in rural Alaska (e.g., Village Public Safety Officer (VPSO)).</td>
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</tbody>
</table>

Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
World Studies
(grades 9 – 10)
World Studies Overview

**Grade:** 9-10  
**Length:** Two Semesters  
**Prerequisites:** None  

**Honors:**  
- (9th Grade) *English 9 Honors* (may be concurrently enrolled) or teacher recommendation;  
- (10th Grade) Teacher Recommendation  

**AP:** Teacher recommendation **and** enrollment in *English 10 Honors* or *College Preparatory Composition* (either previously or concurrently)

The World Studies requirement may be met with successful completion of any of the following courses.

**The courses below address the World Studies competencies.**

**Comparative Religions** (one semester): This course studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism. This course may be used as an alternative for *World History I* in order to meet the World Studies requirement.

**Global Diplomacy and Model United Nations** (one semester): This program fosters a respect for the complexity of history, study of current events, and diplomatic relations while enhancing learners’ critical thinking, writing, research, and public speaking skills. It is designed for learners to study the work of the United Nations, an international body, through cooperation and diplomacy by analyzing its successes as well as failures. They will learn about international relations and multilateral diplomacy while simultaneously learning that the world, and their existence in it, is far more complicated and dynamic than they ever imagined.

Model UN uses a simulation format to impart content, thus learners gain an understanding by doing. They become learners of international politics by caucusing with allies and participating in debates on resolutions. This program will give learners an opportunity to see themselves as future leaders, and learn how they can collaborate to help solve issues and challenges that affect our planet.

**Global Issues** (one semester): In this course, learners will explore current world issues in the context of causes and influences of history in the modern world. They will come up with viable solutions to problems the world faces today, and learn modern civil discourse in the process.
**World Geography** (one semester): This course explores the world through various climate, cultural, economic, and political structures.

**World History 1 & 2** (two semesters): The course will emphasize the use of primary sources, critical thinking about cause and effect, and analysis of historical interpretation.
- **World History 1**: Focus will be on global developments from the creation of early societies in Mesopotamia, Egypt, and the Indus Valley to empires of the Classical Age, and from the emergence of the first global age to the rise of absolutism and the revolutionary response of the early 19th century.
- **World History 2**: Focus will be on the global impacts of imperialism and industrialization in the 19th century, and the development of a true global society in the 21st century.

**World History Honors** (two semesters): This course is designed for learners who are reading and writing above grade level, capable of in-depth analysis, and motivated to take this challenging course.
- **World History 1**: Focus will be on global developments from the creation of early societies in Mesopotamia, Egypt, and the Indus Valley to empires of the Classical Age, and from the emergence of the first global age to the rise of absolutism and the revolutionary response of the early 19th century.
- **World History 2**: Focus will be on the global impacts of imperialism and industrialization in the 19th century, and the development of a true global society in the 21st century.

**Advanced Placement (AP) World History** (yearlong): This course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares learners to take the Advanced Placement exam. Through extensive experience with document-based, free response, and change-over-time essay writing, learners will combine selective factual knowledge and appropriate analytical skills to better understand the evolution of global processes and contacts interacting with different types of human societies. Learners will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills. A summer reading list or assignment may be required prior to the course.

**Advanced Placement (AP) European History/Literature** (yearlong): This two semester, two period course is designed for learners capable of college level work, and combines the course work and skills of AP European History with the study of the primary literature relevant to a review of European history. Learners will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills through extensive experience with document-based, free response, and change-over-time essay writing. Learners meet all the objectives of English 10 Honors for writing and literature. In addition, learners will be prepared for the AP European History exam. This course follows the description set forth by the College Board. The AP exam is strongly encouraged. This course fulfills two semesters of the English 10 requirement and two semesters of the World Studies requirement. A summer reading list or assignment may be required prior to the course.
## Advanced Placement (AP) European History/ Literature

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 10</td>
<td>This yearlong, two-period course is designed for learners capable of college level work, and combines the course work and skills of AP European History with the study of the primary literature relevant to a review of European history. They will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills through extensive experience with document-based, free-response, and change-over-time essay writing.</td>
</tr>
<tr>
<td>Length: Two semesters (two period block)</td>
<td>Learners meet all the objectives of <em>English 10 Honors</em> for writing and literature. In addition, they will be prepared for the AP European History exam. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. This course fulfills two semesters of the English 10 requirement and two semesters of the World History requirement. Students receive two grades, one with a weighted AP grade and one (the literature period) without. A summer reading list or assignment may be required prior to the course.</td>
</tr>
</tbody>
</table>

**Prerequisites:**
*English 9 Honors* or *English 9* and teacher recommendation

**Additional Skills and Expectations:**
- Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.
- Demonstrate advanced, proficient, writing skills.
- Independently analyze literature.
- Demonstrate strong chronological thinking skills.
- Capable of historical comprehension, analysis, and interpretation processes.

Please visit the College Board-AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
## Advanced Placement (AP) World History

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 10</td>
<td>This yearlong course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Through extensive experience with document-based, free-response and change-over-time essay writing, learners will combine selective factual knowledge and appropriate analytical skills to better understand the evolution of global processes and interaction with different types of human societies. Learners will master the basic skills of historical chronology and comprehension, and will develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills. This course fulfills two semesters of the World History requirement. A summer reading list or assignment may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
<tr>
<td>Length: Two semesters</td>
<td></td>
</tr>
</tbody>
</table>
| Prerequisites: English 10 Honors (concurrently enrolled), College Preparatory Composition (concurrently enrolled), or English 10 and teacher recommendation | Additional Skills and Expectations:  
- Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.  
- Demonstrate advanced proficient writing skills.  
- Independently analyze literature.  
- Demonstrate strong chronological thinking skills.  
- Capable of historical comprehension, analysis, and interpretation processes.  
Please visit the College Board-AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)). |

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Fairbanks North Star Borough School District  
Social Studies Curriculum  
AP World History  
2019-2020 Revision, Draft 2
# Comparative Religions

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 9-12</td>
<td>This course studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>This course may be used as an alternative for World History I in order to meet the World Studies requirement.</td>
</tr>
</tbody>
</table>

## Introduction to the Study of Religions and its Early Development

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td></td>
<td>NCSS I-II, V-VI, &amp; X</td>
</tr>
</tbody>
</table>
| WS.12 The learner will identify and describe the basic elements that define religious beliefs and practices by applying historical inquiry skills in order to understand the forces of change and make informed decisions. | - Identify the beginning of religious thought.  
- Discuss the universal questions of existence posed by various religious traditions.  
- Compare and contrast various religious views concerning the spiritual nature of humanity.  
- Analyze the role of myth, nature, and agriculture in the development of religious thought. | |

### Suggested Activities, Materials, and Resources:

-
## Development of Eastern Religions

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

### Course/Grade Competencies

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.13 The learner will describe the development of major Eastern religions, including foundations, important beliefs, practices, and deities, by using geographic skills in order to understand their place in the world and interdependent relationships. | - Describe the foundation and basic beliefs of Hinduism, Buddhism, Daoism, Confucianism, and Shintoism.  
- Analyze the development of Eastern religious systems in the context of their cultural surroundings.  
- Compare and contrast the views of various religions concerning the spiritual nature of man.  
- Analyze the political, social, and economic impacts of major religious practices and beliefs of the Eastern tradition. | NCSS I-II, V-VI, & X |

### Suggested Activities, Materials, and Resources:

- [ ]

## Development of Western Religions

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

### Course/Grade Competencies

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.14 The learner will describe the development of major Western religions, including foundations, important beliefs, practices, and deities, by understanding how historical events impact the modern era in order to comprehend the forces of change. | - Describe the foundation and basic beliefs of Judaism, Christianity, and Islam.  
- Analyze the development of Western religious systems in the context of their cultural surroundings.  
- Compare and contrast the views of various religions concerning the spiritual nature of man.  
- Analyze the political, social, and economic impacts of major religious practices and beliefs of the Western tradition. | NCSS I-II, V-VI, & X |

### Suggested Activities, Materials, and Resources:

- [ ]
## Modern Issues and Trends in Religions

### Graduate-Level Competency:

### Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

### Course/Grade Competencies

| WS.15 The learner will identify and analyze modern issues and trends in religion, including their social, political, and economic impacts, by engaging in constructive discourse and defending and listening to differing positions on religious issues and trends in order to engage in conversations with people of varying perspectives. |
|---|---|---|
| **The learner will:** | **Content Objectives** | **Standards** |
| • Explain and analyze the creation of modern religious movements. | | NCSS I-II, V-VI, & IX-X |
| • Analyze the connections between beliefs and cultural development as demonstrated by major world religions. | | |
| • Discuss the development of the interfaith movement and religious pluralism. | | |
| • Describe religious fundamentalism and its effect on political issues. | | |
| • Compare and contrast new religious movements and their opposition. | | |

### Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
Global Diplomacy & Model United Nations

Course Details:

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

Overview:

This is a program that fosters a respect for the complexity of history, study of current events, and diplomatic relations while enhancing learners’ critical thinking, writing, research, and public speaking skills. It is designed for learners to study the work of the United Nations, an international body, through cooperation and diplomacy by analyzing its successes as well as failures. They will learn about international relations and multilateral diplomacy while simultaneously learning that the world, and their existence in it, is far more complicated and dynamic than they ever imagined.

Model UN uses a simulation format to impart content, thus learners gain an understanding by doing. They become learners of international politics by caucusing with allies and participating in debates on resolutions. This program will give learners an opportunity to see themselves as future leaders, and learn how they can collaborate to help solve issues and challenges that affect our planet.

This course may be used as an alternative for World History 1 or 2 in order to meet the World Studies requirement. For students participating in the Model UN program in the spring, it is highly recommended this course be complete during the fall semester.

History of the United States

Graduate-Level Competency:

Historical

GL.3  The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.16</td>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a timeline that illustrates the causes for the creation of the United Nations.</td>
<td>NCSS</td>
</tr>
<tr>
<td></td>
<td>• Analyze the UN charter outlining the economic, social, and political activities allowed by the charter.</td>
<td>II, V-VI, &amp; IX</td>
</tr>
<tr>
<td></td>
<td>• Outline the role of various committees of the United Nations and categorize the issues addressed by each committee.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2.Civ.9.9-12, D2.Eco.2.9-12, D2.Eco.15.9-12, D2.His.5.9-12, D2.His.15.9-12</td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

•
## Independence Movements Post World War II

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
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<tr>
<th>Course/Grade Competencies</th>
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</thead>
<tbody>
<tr>
<td>WS.17</td>
<td><strong>The learner will:</strong></td>
<td>NCSS II, V-VI, &amp; IX C3</td>
</tr>
</tbody>
</table>
|                           | • Explain how economic and political conditions post World War II created a climate that led to independence movements worldwide. | D2.Civ.9-12,  
|                           | • Evaluate the progress in decolonization, and make recommendations on ways to help eliminate all remaining vestiges of colonialism. | D2.Eco.2. 9-12,  
|                           |                    | D2.Eco.15. 9-12,  
|                           |                    | D2. His.5.9-12,  
|                           |                    | D2. His.15..9-12 |

### Suggested Activities, Materials, and Resources:

-
# Global Cooperation and Economic Interdependence

## Graduate-Level Competency:

### GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.18 The learner will assess the role of government and international alliances in managing global stability and peace.</td>
<td>• Analyze how various governmental and non-governmental organizations function in order to aid cooperation and benefit humanity and the environment.</td>
<td>NCSS II, V-VI, &amp; IX&lt;br&gt;&lt;br&gt;C3 D2.Civ.9.9-12, D2 Eco.2. 9-12, D2 Eco.15. 9-12, D2. His.5.9-12, D2. His.15.9-12</td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

-  

## Graduate-Level Competency:

### Social Studies Processes, Knowledge, and Skills

### GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.19 The learner will articulate foreign policies of various countries.</td>
<td>• Analyze how various governmental and non-governmental organizations function in order to aid cooperation and benefit humanity and the environment. • Explain ways economies are linked in the global marketplace.</td>
<td>NCSS II, V-VI, &amp; IX&lt;br&gt;&lt;br&gt;C3 D2.Civ.9.9-12, D2 Eco.2. 9-12, D2 Eco.15. 9-12, D2. His.5.9-12, D2. His.15.9-12</td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

-  

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Fairbanks North Star Borough School District  
Social Studies Curriculum  

Global Diplomacy and Model U.N.  
2019-2020 Revision, Draft 2
## Human Rights and Genocide

**Graduate-Level Competency:**

### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

**Course/Grade Competencies**

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.20 The learner will analyze an issue currently before the United Nations from various member nation’s perspectives. | • Analyze the historical development of universal human rights, and evaluate modern day human rights issues.  
• Evaluate the extent to which the Universal Human Rights Declaration has been implemented.  
• Evaluate the extent to which the "The Convention on the Prevention and Punishment on the Crime of Genocide" document has been implemented. | NCSS II, V-VI, & IX  
C3 D2.Civ.9.9-12, D2 Eco.2. 9-12, D2 Eco.15. 9-12, D2. His.5.9-12, D2. His.15..9-12 |

**Suggested Activities, Materials, and Resources:**


## Model United Nations Simulations

**Graduate-Level Competency:**

### Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

**Course/Grade Competencies**

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.21 The learner will understand and competently use the rules of procedure, diplomatic protocol, and negotiating techniques common to UN delegates. | • Role play a delegate and represent a country on a committee.  
• Discuss and debate an assigned theme. | NCSS II, V-VI, & IX  
C3 D2.Civ.9.9-12, D2 Eco.2. 9-12, D2 Eco.15. 9-12, D2. His.5.9-12, D2. His.15..9-12 |

**Suggested Activities, Materials, and Resources:**


## Diplomacy

### Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.22 The learner will write resolutions and develop creative solutions to world problems.</td>
<td>• Analyze and debate creative solutions to global issues while considering the cultural, political, and historical contexts of various nation states.</td>
<td>NCSS II, V-VI, &amp; IX, C3 D2.Civ.9.9-12, D2.Eco.2 &amp; 15, 9-12, D2.His.5 &amp; 15.9-12.</td>
</tr>
</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- 

## Research Project

### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.11 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing. | • Complete a research project (e.g., National History Day).  
• Provide a works cited.  
• Complete a Model Union simulation based upon research completed. |  |

**Suggested Activities, Materials, and Resources:**

- 

See appendix for additional resources.
Global Issues

Course Details:

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

Overview:

Learners will explore current world issues in the context of causes and influences of history in the modern world. They will come up with viable solutions to problems the world faces today, and learn modern civil discourse in the process.

Graduate-Level Competency:

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.23</td>
<td></td>
<td>• Analyze a range of primary sources, including written documents, artifacts, works of art, and oral histories.</td>
<td>NCSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze sources to determine their perspective, bias, and reliability.</td>
<td>I-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read sources and identify claims and evidence.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop evidence-based interpretations of sources.</td>
<td>D2.Civ.1.9-12, D2.Civ.3.9-12, D2.Civ.5.14.9-12, D2.Eco.6.8.9-12, D2.Eco.10.9-12, D2.Eco.15.9-12, D2.Geo.1.9-12, D2.Geo.5.6.9-12, D2.Geo.8.12.9-12, D2.His.1.5.9-12, D2.His.12.16.9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use multiple sources to corroborate information.</td>
<td></td>
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<td></td>
<td></td>
<td>• Build deliberative dialogue skills to learn how to engage in civil discussion about controversial issues.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

• The Choices Program (https://www.choices.edu/about/meeting-standards/)
### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td>Understand the roles of individuals, groups, and institutions, as well as elite decision makers in history and current events.</td>
<td>NCSS I-X</td>
</tr>
<tr>
<td></td>
<td>Explore various themes and create at least one research project to share with the class. Optional topics include, but are not limited to, political, social, cultural, terrorism, and economic perspectives and how these factors influence one another.</td>
<td>C3 D2.Civ.1-9-12, D2.Civ.3-9-12, D2.Civ.5-14.9-12, D2.Eco.6-8.9-12, D2.Eco.10.9-12, D2.Eco.15.9-12, D2.Geo.1.9-12, D2.Geo.5-6.9-12, D2.Geo.8-12.9-12, D2.His.1-5.9-12, D2.His.12-16.9-12</td>
</tr>
<tr>
<td>WS.24 The learner will understand issues, events, and policy choices in the context of a historical time period in order to understand the forces of change and make informed decisions.</td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- **
Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.11 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing. | **The learner will:**  
- Analyze critical topics which will be covered within the context of student presentations (e.g., effects of WWII, United Nations, NATO, and the origins of communism).  
- Explore each of the following themes and create a project to share with the class:  
  - Conflict  
  - Oppression  
  - Governance  
  - Human Rights  
  - Environment  
  - Health  
  - Equity  
  - Natural Resources  
- Complete a research project (e.g., National History Day).  
- Complete an annotated bibliography. | |}

**Suggested Activities, Materials, and Resources:**

- Global issues project rubric (see appendix)

See appendix for additional resources.
## World Geography

### Course Details:

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

### Overview:

This course explores the world through various climate, cultural, economic, and political structures.

### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.25 The learner will demonstrate knowledge of the environmental and cultural, political, and economic factors that shape an area in order to evaluate global problems and propose solutions.</td>
<td><strong>The learner will:</strong> Explain the cause and effect relationships of significant historical events and present-day events.</td>
<td>NCSS II-III &amp; VI C3 D2.Geo.5.9-12, D2.Civ.14.9-12, D2.His.1-2.9-12</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

#### Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.26 The learner will use qualitative and quantitative data to make analysis and predictions in order to be informed about data.</td>
<td><strong>The learner will:</strong> Read, analyze, and evaluate current events, and come up with and defend solutions to problems.</td>
<td>NCSS I-X C3 D2.Geo.9.9-12, D2.His.14.9-12, D2.His.17.9-12</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

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Fairbanks North Star Borough School District
Social Studies Curriculum
Graduate-Level Competency:

### Geography

**GL.6** The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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</tr>
</thead>
</table>
| WS.27 The learner will use geographic inquiry processes and skills to ask questions, organize and analyze information, answer questions, and communicate findings in print and digital formats in order to evaluate global problems and propose solutions. | • Utilize maps, graphs, and other visual data to evaluate the world and to make reasoned predictions.  
• Identify unique human and physical features, and describe their impact upon cultural diffusion. | NCSS III & X  
C3  
D2.Geo.1-3.9-12, D2.His.1.9-12 |
| WS.28 The learner will understand natural forces and changes, and how these effect physical and human environments in order to make informed political and economic decisions. | • Identify the unique human and physical features, and describe their significance and impact upon cultural diffusion. | NCSS II & IV_V  
C3  
D2.Geo.12.9-12 |
| WS.29 The learner will understand the relationship between human and physical geography in order to make informed decisions. | • Understand the unique elements of various cultures in order to understand the economic, political, and social impacts. | NCSS III, V, & IX  
C3  
D2.Geo.4.9-12, D2.Geo.6.9-12 |
| WS.30 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools. | • Construct, apply, and interpret charts and graphs.  
• Construct, apply, and interpret a variety of maps and their components. | C3  
D2.Geo.1-6.6-8 |

**Suggested Activities, Materials, and Resources:**

•
## Graduate-Level Competency:

### Economics

**GL.8** The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.31</td>
<td></td>
<td>Trace the movement and/or restriction of people, goods, and ideas that contribute or diminish global connections.</td>
<td>NCSS II, VII, &amp; IX C3, D2.Geo.6.9-12, D2.Geo.10.9-12, D2.Civ.14.9-12</td>
</tr>
<tr>
<td>WS.32</td>
<td></td>
<td>Understand current environmental, social, and economic problems, and evaluate and defend potential solutions.</td>
<td>NCSS III, VII, &amp; IX-X C3 D2.Geo.8.9-12</td>
</tr>
</tbody>
</table>

### Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
# World History 1

## Course Details:

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

### Overview:

*World History 1* will focus on global developments, from the empires of the classical age and the emergence of the first global age to the rise of absolutism and revolutionary response of the early 19th century. The learner will explore the influences of geography on humans, the creation of civilizations and empires, and the political systems that developed.

## Required Topics

### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

### Course/Grade Competencies

<table>
<thead>
<tr>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze the consequences of the collapse of the Roman Empire and the emergence of the Byzantine Empire.</td>
</tr>
<tr>
<td>- Compare and contrast the development and spread of Christianity and Islam and their influences on the world.</td>
</tr>
<tr>
<td>- Describe the development of feudal societies in Europe and the political, social, and economic changes.</td>
</tr>
<tr>
<td>- Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes.</td>
</tr>
<tr>
<td>- Explain the emergence of the new dynasties in China and their major contributions.</td>
</tr>
<tr>
<td>- Sequence the rise and fall of empires in the Middle Ages.</td>
</tr>
<tr>
<td>- Compare the differing historical perspectives of the Crusades.</td>
</tr>
</tbody>
</table>

### Standards

- NCSS I-VI & IX
- C3 D2.Gov.3.9-12, D2.Gov.5.9-12, D2.Geo.4.9-12, D2.His.1.9-12, D2.His.14.9-12
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **WS.3** The learner will explain the forces that led to globalization by evaluating the consequences of contact between cultures/societies in order to understand the forces of change and make informed decisions. | - Analyze the rise of centers of civilization in Mesoamerica and South America.  
- Evaluate the consequences of world exploration by European and Asian explorers.  
- Describe the role of geography in world exploration.  
- Identify developments in the arts and literature and their impact on the societies of the world.  
- Analyze religious, cultural, and political developments in Europe and the conflicts that occurred as a result.  
- Describe and sequence advancements made in science and technology and their impact.  
- Interpret global transformations through the development of global trade. | NCSS  
I-III & V-IX  
C3  
D2.Geo.2.9-12,  
D2.Geo.4.8-9-12,  
D2.Geo.10.12-9-12,  
D2.His.1.5-9-12,  
D2.His.11.9-12,  
D2.His.16.9-12 |
| **WS.4** The learner will explain how the decline of monarchies and the rise of nationalism reshaped governments and societies by evaluating the process of revolution and reform in order to understand the consequences of these changes on the relationship between individual, government, and other groups. | - Compare patterns of nationalism, state-building, social, and intellectual developments.  
- Trace the emergence of powerful nation states in Europe and the consequences of their power.  
- Analyze the causes and consequences of political revolutions in uprisings throughout Europe, as it relates to the development of the United States. Describe the development and consequences of the unification of Italy and Germany.  
- Explain the emergence of international slave trade, including the role of geography and the consequences of slave trade worldwide. | NCSS  
I-VI & IX-X  
C3  
D2.Civ.1.9-12,  
D2.Civ.3.9-12,  
D2.Civ.5-6.9-12,  
D2.Civ.8.9-12,  
D2.Civ.10-14.9-12,  
D2.Geo.1.9-12,  
D2.Geo.4-7.9-12,  
D2.Geo.10.12-9-12,  
D2.His.1.9-12,  
D2.His.11.9-12 |

**Suggested Activities, Materials, and Resources:**

-
Optional Topics
(These are an option, but review is recommended.)

Graduate-Level Competency:

**Historical**
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| WS.1 The learner will evaluate how the Neolithic Revolution contributed to the rise of civilizations by using geographic reasoning and thinking skills in order to understand the development of civilizations and their impacts on the world. | • Explain the relationship between the elements essential to the development of a civilization.  
• Identify and give examples of the eight characteristics of civilization.  
• Describe the role of geography in the emergence and development of early civilizations. | NCSS  
I-III, V, & IX  
C3  
D2.Geo.4-6.9-12,  
D2.Geo.10.9-12,  
D2.His.1-2.9-12 |
| WS.5 The learner will analyze the rise and fall of empires by identifying their major contributions to future civilizations by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups. | • Identify early African empires and their influence on the region.  
• Describe the emergence of Aegean civilizations and interplay of trade with other groups.  
• Describe the role of geography in the emergence and development of early and classical empires.  
• Understand the development of early democracies, republics, and other forms of government by describing the sequence of events that led to the formation of these governments.  
• Summarize the rise and fall of the Roman Republic.  
• Trace the development of new religions and large-scale empires in the Mediterranean Basin, China, and India. | NCSS  
I-III & V-VI  
C3  
D2.Geo.4-5.9-12,  
D2.Geo.7.9-12,  
D2.Geo.10.11.9-12,  
D2.Civ.8.9-12,  
D2.His.1-2.9-12,  
D2.His.7-8.9-12,  
D2.His.14.9-12,  
D2.His.16.9-12 |

Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
World History 2

Course Details:  
Overview:  
Grade(s): 9-10  
Length: One semester  
Prerequisites: None  
*World History 2 will emphasize the use of primary sources and critical thinking to look at cause and effect and analysis of historical interpretation. The focus will be on the global impacts of imperialism and industrialization in the 19th century, and the development of a true global society into the 21st century.*

Graduate-Level Competency:  
**Historical**  
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.6</td>
<td></td>
<td>• Compare and contrast the causes and consequences of agricultural and industrial revolutions.</td>
<td><strong>NCSS</strong> I-III &amp; V-IX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare patterns of nationalism and social reform in Europe and the Americas.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the consequences of the European empire building on colonies and mother countries.</td>
<td>D2.Civ.10.9-12,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain the causes and both short-term and long-term consequences of World War I.</td>
<td>D2.Geo.1.9-12,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe events that represent the search for peace and world stability in the 1920s and 1930s.</td>
<td>D2.Geo.3.5-9-12,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare the rise of Marxism, fascism, and communism, and the impact on the countries where each developed.</td>
<td>D2.Geo.7.8-9-10,</td>
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<td></td>
<td></td>
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<td>D2.Geo.10.9-12,</td>
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<td>D2.Geo.12.9-12,</td>
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<td>D2.His.1-2.9-12,</td>
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<td>D2.His.4.9-12,</td>
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<td>D2.His.14.9-12,</td>
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<td>D2.His.16.9-12</td>
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<tr>
<td>WS.7</td>
<td></td>
<td>• Trace the rise of communism and fascism as a result of global events.</td>
<td><strong>NCSS</strong> I-VI &amp; IX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the causes and consequences of the worldwide depression of the 1920s and 1930s.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe the role of the Treaty of Versailles in causing World War II.</td>
<td>D2.Civ.3-9.9-12,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the causes and consequences of World War II.</td>
<td>D2.Civ.5.9-12,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trace the role of genocide in world events and compare it to genocide during World War II.</td>
<td>D2.Civ.14.9-12,</td>
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<td>D2.Geo.3-5.9-12,</td>
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<td>D2.Geo.12.9-12,</td>
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<td>D2.His.1-2.9-12,</td>
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<td>D2.His.4.9-12,</td>
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<td>D2.His.7-9.12,</td>
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<td>D2.His.11.9-12,</td>
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<td>D2.His.14.9-12,</td>
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<td>D2.His.16.9-12</td>
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</table>
### Graduate-Level Competency:

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **WS.8** The learner will analyze events in the world and interdependent relationships by using geographic reasoning and thinking skills to analyze the Cold War in order to understand how these events and conflicts have created global problems shaped modern history. | • Identify the economic, political, and ideological origins of the Cold War. Analyze the effects of major events that fueled the Cold War, including the expansion of Soviet power, ideological differences between communism and capitalism, the nuclear arms race, and proxy wars such as Vietnam.  
• Explain how decolonization of Asia and Africa impacted the Cold War and the competition for power between the U.S. and the U.S.S.R.  
• Explain the collapse of the Soviet Union, and evaluate the consequences including economic crisis in Eastern Europe, increased nationalism, ethnic tensions, and the spread of democratic principles. | NCSS I-III, V-VII, & IX  
[C3](#)  
D2.Civ.3.9-12,  
D2.Civ.6.9-12,  
D2.Geo.1.9-12,  
D2.Geo.5.9-12,  
D2.Geo.7.9-12,  
D2.His.1.9-12,  
D2.His.7.9-12,  
D2.His.12.9-12,  
D2.His.16.9-12 |
| **WS.9** The learner will analyze the consequences of the collapse of imperialism, the evolution of self-determination, and the spread of democratic principles in the 20th century by applying the principles and structures of representative democracy and other political systems in order to evaluate the relationship between the individual, government, and other groups. | • Identify how political borders created by imperialism and the creation of new nations by post-World War II powers contributed to the development of new conflicts.  
• Identify major independence movements throughout the colonial worlds of Asia and Africa, and explain the economic, social, and political causes of their success (e.g., India/ Pakistan, Israel, Africa 1960, or Egypt).  
• Analyze how the pursuit of self-determination and independence has led to both conflicts as well as the spread of democratic principles (e.g., South Africa and apartheid, China and Tiananmen Square, Brazil’s transition to democracy in the 1980s, Cambodia and the Khmer Rouge, Rwandan Genocide, Bosnia, and Arab Spring). | NCSS I-III, VI-VII, & IX  
[C3](#)  
D2.Civ.3.9-12,  
D2.Civ.6.9-12,  
D2.Geo.1.9-12,  
D2.Geo.5.9-12,  
D2.Geo.7.9-12,  
D2.His.1.9-12,  
D2.His.3.9-12,  
D2.His.7.9-12,  
D2.His.12.9-12,  
D2.His.16.9-12 |
| **WS.10** The learner will identify how globalization has led to conflict, as well as compromise and cooperation, in the 21st century by assessing personal, national, and global economic decisions, applying financial literacy knowledge to make informed budgetary decisions, and drawing connections between current and historical events. | • Use a case study, based on previous units of study, to extend historical understanding. | NCSS II-III, V-VI, & IX  
[C3](#)  
D2.Civ.14.9-12,  
D2.Geo.10-11,9-12,  
D2.His.1.9-12,  
D2.His.12.9-12,  
D2.His.16.9-12 |

### Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
# World History Honors 1

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 9-10</td>
<td><em>World History Honors 1</em> will focus on global developments, from the empires of the classical age and the emergence of the first global age to the rise of absolutism and revolutionary response of the early 19th century. The learner will explore the influences of geography on humans, the creation of civilizations and empires, and the political systems that developed.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td><strong>This is a reading and writing intensive class that requires a research project component</strong> (e.g., National History Day or research project).</td>
</tr>
<tr>
<td>Prerequisites: 9th grade: Concurrent enrollment in <em>English 9 Honors</em> or teacher recommendation</td>
<td>This course is designed for learners who are reading and writing above grade level, capable of in-depth analysis, and motivated to take this challenging course. Studies in this course will focus on greater depth of knowledge/taxonomy based upon the stated literacy standards for social studies already outlined in the World History curriculum: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Issues-Analysis and Decision-Making.</td>
</tr>
<tr>
<td>10th grade: Teacher recommendation</td>
<td></td>
</tr>
</tbody>
</table>

## Graduate-Level Competency:

**Historical**

GL.3  The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
</table>
| WS.1 The learner will evaluate how the Neolithic Revolution contributed to the rise of civilizations by using geographic reasoning and thinking skills in order to understand the development of civilizations and their impacts on the world. | • Explain the relationship between the elements essential to the development of civilization.  
• Identify and explain the eight characteristics of a civilization.  
• Describe the role of geography in the emergence and development of early civilizations. | NCSS I-II, V, & IX  
C3  
D2.Geo.4-6.9-12, D2.Geo.10.9-12, D2.His.1-2.9-12 |
### Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.2 The learner will compare and contrast Medieval Europe, the Islamic Empire, and the Tang Dynasty by selecting, evaluating, and synthesizing information from varied sources in order to understand their expanding zones of influence and evaluate global problems.</td>
<td>- Analyze the consequences of the collapse of the Roman Empire and the emergence of the Byzantine Empire.&lt;br&gt;  - Compare and contrast the development and spread of Christianity and Islam and their influences on the world.&lt;br&gt;  - Describe the development of feudal societies in Europe and the political, social, and economic changes.&lt;br&gt;  - Describe the rise of the Islamic Empire and its impact on increasing cultural and economic exchanges.&lt;br&gt;  - Explain the emergence of new dynasties in China and their major contributions.&lt;br&gt;  - Sequence the rise and fall of empires in the Middle Ages.&lt;br&gt;  - Compare the differing historical perspectives of the Crusades.</td>
<td>NCSS I-VI &amp; IX&lt;br&gt;  C3&lt;br&gt;  D2.Civ.3.9-12, D2.Civ.5.9-12, D2.Geo.4-6.9-12, D2.His.1-2.9-12, D2.His.14.9-12</td>
</tr>
<tr>
<td>WS.3 The learner will explain the forces that led to globalization by evaluating the consequences of contact between cultures/societies in order to understand the forces of change and make informed decisions.</td>
<td>- Analyze the rise of centers of civilization in Mesoamerica and South America.&lt;br&gt;  - Evaluate the consequences of world exploration by European and Asian explorers.&lt;br&gt;  - Describe the role of geography in world exploration.&lt;br&gt;  - Identify developments in the arts and literature and their impact on the societies of the world.&lt;br&gt;  - Analyze religious, cultural, and political developments in Europe and the conflicts that occurred as a result.&lt;br&gt;  - Describe and sequence advancements made in science and technology and their impact.&lt;br&gt;  - Interpret global transformations through the development of global trade</td>
<td>NCSS I-III &amp; V-IX&lt;br&gt;  C3&lt;br&gt;  D2.Geo.2.9-12, D2.Geo.4-8.9-12, D2.Geo.10-12.9-12, D2.His.1-5.9-12, D2.His.11.9-12, D2.His.16.9-12</td>
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<td>Graduate-Level Competency:</td>
<td>Content Objectives</td>
<td>Standards</td>
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<td>GL.3 continued…</td>
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<tr>
<td><strong>Course/Grade Competencies</strong></td>
<td><strong>The learner will:</strong></td>
<td><strong>NCSS</strong></td>
</tr>
</tbody>
</table>
| WS.4 The learner will explain how the decline of monarchies and the rise of nationalism reshaped governments and societies by evaluating the process of revolution and reform in order to understand the consequences of these changes on the relationship between individual, government, and other groups. | • Compare patterns of nationalism, state-building, and social and intellectual developments.  
• Trace the emergence of powerful nation states in Europe and the consequences of their power.  
• Analyze the causes and consequences of political revolutions in uprisings throughout Europe, specifically as it pertains to France and the American Revolution.  
• Describe the development and consequences of the unification of Italy and Germany.  
• Explain the role of geography and the consequences of the slave trade worldwide. | I-VI & IX-X  
C3  
D2.Civ.1.9-12, D2.Civ.3.9-12, D2.Civ.5.6-9.12, D2.Civ.8.9-12, D2.Civ.10.14-9.12, D2.Geo.1.9-12, D2.Geo.4.7-9.12, D2.Geo.10.12.9-12, D2.His.1.9-12, D2.His.11.9-12 |
| WS.5 The learner will analyze the rise and fall of empires by identifying their major contributions to future civilizations by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups. | • Identify early African empires and their influence on the region.  
• Describe the emergence of Aegean civilizations and interplay of trade with other groups.  
• Describe the role of geography in the emergence and development of early and classical empires.  
• Understand the development of early democracies and other forms of government by describing the sequence of events that led to the formation of these governments.  
• Summarize the rise and fall of the Roman Republic.  
• Trace the development of new religions and large-scale empires in the Mediterranean Basin, China, and India. | **NCSS**  
I-III & V-VI  
C3  
| **Suggested Activities, Materials, and Resources:** | • | |

See appendix for additional resources.
## World History Honors 2

### Course Details:

<table>
<thead>
<tr>
<th>Grade(s):</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
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<tr>
<td>9th grade:</td>
<td>Concurrent enrollment in English 9 Honors or teacher recommendation</td>
</tr>
<tr>
<td>10th grade:</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>

### Overview:

*World History Honors 2* will emphasize the use of primary sources and critical thinking to look at cause and effect and analysis of historical interpretation. The focus will be on the global impacts of imperialism and industrialization in the 19th century, and the development of true global society into the 21st century.

This is a reading and writing intensive class that requires a research project component (e.g., National History Day or a research project).

This course is designed for learners who are reading and writing above grade level, capable of in-depth analysis, and motivated to take this challenging course. Studies in this course will focus on greater depth of knowledge/taxonomy based upon the stated literacy standards for social studies already outlined in the World History curriculum: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Issues-Analysis and Decision-making.

### Graduate-Level Competency: Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
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<tbody>
<tr>
<td>WS.6</td>
<td></td>
<td>• Compare and contrast the causes and consequences of agricultural and industrial revolutions.</td>
<td>NCSS I-III &amp; V-IX</td>
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<tr>
<td></td>
<td></td>
<td>• Compare patterns of nationalism and social reform in Europe and the Americas.</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze the consequences of the European Empire building on colonies and mother countries.</td>
<td>D2.Civ.10.9-12, D2.Geo.1.9-12, D2.Geo.3.5-9-12, D2.Geo.7.8-9-10, D2.Geo.10.9-12, D2.Geo.12.9-12, D2.His.1.2-9-12, D2.His.14.9-12, D2.His.16.9-12</td>
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<td></td>
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<td>• Explain the causes, and both short-term and long-term consequences, of World War I.</td>
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<td>• Describe events that represent the search for peace and world stability in the 1920s and 1930s.</td>
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<td></td>
<td>• Compare the rise of Marxism, fascism, and communism, and the impact on the countries where each developed.</td>
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</tbody>
</table>
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>WS.7</td>
<td>The learner will:</td>
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<tr>
<td></td>
<td>Trace the rise of communism and fascism as a result of global events.</td>
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<td>Analyze the causes and consequences of the worldwide depression of the 1920s and 1930s.</td>
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<td></td>
<td>Describe the role of the Treaty of Versailles in causing World War II.</td>
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<td>Analyze the causes and consequences of World War II.</td>
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<td>Trace the role of genocide in world events and compare it to genocide during World War II.</td>
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<td>NCSS I-VI &amp; IX</td>
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<td>C3</td>
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<td>D2.Giv.3.9-12,</td>
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<td>D2.Giv.5.9-12,</td>
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<td>D2.Giv.14.9-12,</td>
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<td>D2.Geo.3.5-9-12,</td>
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<td>D2.Geo.7.9-12,</td>
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<td>D2.His.11.9-12,</td>
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<td>D2.His.14.9-12,</td>
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<td>D2.His.16.9-12</td>
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<tr>
<td>WS.8</td>
<td>Identify the economic, political, and ideological origins of the Cold War.</td>
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<td>Analyze the effects of the major events that fueled the Cold War, including the expansion of Soviet power, ideological differences between communism and capitalism, the nuclear arms race, and proxy wars such as Vietnam.</td>
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<td></td>
<td>Explain how decolonization of Asia and Africa impacted the Cold War and the competition for power between the U.S. and the U.S.S.R.</td>
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<td>Explain the collapse of the Soviet Union, and evaluate the consequences including economic crisis in Eastern Europe, increased nationalism, ethnic tensions, and the spread of democratic principles.</td>
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<td>NCSS I-III, V-VII, &amp; IX</td>
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<td>D2.Geo.1.2-9-12,</td>
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<td>D2.Geo.5.9-12,</td>
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<td>D2.Geo.8.9-12,</td>
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<td>D2.Geo.11-12-9-12,</td>
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<td>D2.His.1.3-9-12,</td>
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<td>D2.His.7.9-12,</td>
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<td>D2.His.14.9-12,</td>
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<tr>
<td></td>
<td>D2.His.16.9-12</td>
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<tr>
<td>WS.9</td>
<td>Identify how political borders created by imperialism and the creation of new nations by post-World War II powers contributed to the development of new conflicts.</td>
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<tr>
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<td>Identify major independence movements throughout the colonial world of Asia and Africa, and explain the economic, social, and political causes of their success (e.g., India/ Pakistan, Israel, Africa 1960, or Egypt).</td>
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<td>Analyze how the pursuit of self-determination and independence has led to both conflicts as well as the spread of democratic principles (e.g., South Africa and apartheid, China and Tiananmen Square, Brazil’s transition to democracy in the 1980s, Cambodia and the Khmer Rouge, Rwandan Genocide, Bosnia, and Arab Spring).</td>
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<td></td>
<td>NCSS I-III, V-VII, &amp; IX</td>
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<td>C3</td>
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<td></td>
<td>D2.Giv.3.9-12,</td>
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<td>D2.Giv.6.9-12,</td>
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<td>D2.Geo.1.9-12,</td>
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<td>D2.Geo.5.9-12,</td>
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<td>D2.His.12.9-12,</td>
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<td>D2.His.14-15.9-12</td>
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</table>
Graduate-Level Competency:

**GL.3 continued…**

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.10 The learner will identify how globalization has led to conflict, as well as compromise and cooperation, in the 21st century by assessing personal, national, and global economic decisions, applying financial literacy knowledge to make informed budgetary decisions, and drawing connections between current and historical events.</td>
<td>The learner will:</td>
<td>NCSS II-III, V-VI, &amp; IX</td>
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<td>• Use a case study, based on previous units of study, to extend historical understanding.</td>
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<tr>
<td>Suggested Activities, Materials, and Resources:</td>
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</table>

Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS.11 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.</td>
<td>The learner will:</td>
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<tr>
<td></td>
<td>• Complete a historically themed research project (e.g., National History Day project).</td>
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<td>• Complete an annotated bibliography.</td>
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<tr>
<td>Suggested Activities, Materials, and Resources:</td>
<td>• Example of possible assignments: National History Day.</td>
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<td></td>
<td>• See graduate-level competencies for communication skills.</td>
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</tbody>
</table>

See appendix for additional resources.
United States Studies
(grades 10 - 11)
United States Studies Overview

Grade: 10-11
Length: Two Semesters

Prerequisites:

AP: Successful completion of two semesters of World Studies or teacher recommendation

The United States Studies requirement may be met with successful completion of either of the following courses.

The courses below address the United States Studies competencies.

African American Recent U.S. History 1 & 2 (two semesters):

- **African American Recent U.S. History 1**: This course reviews the foundations of our representative democracy before focusing on the people, cultures, issues, and events that shaped the United States from the Reconstruction era to the 1930s. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the African American experience.

- **African American Recent U.S. History 2**: This course focuses on the people, cultures, issues, and events that shaped the United States from the 1930s to the present. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the African American experience.

Recent U. S. History 1 & 2 (two semesters):

- **Recent U. S. History 1**: This course reviews the foundations of representative democracy before focusing on the people, cultures, issues, and events that shaped the United States from Reconstruction to the 1930s. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States.

- **Recent United States History 2**: This course focuses on the people, cultures, issues, and events that shaped the United States from the 1930s to the present. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States.

United States Civil Rights Experience (one semester): *American Civil Rights Experience* may be substituted for Recent United States History 2. In this one-semester course, learners will become familiar with the historical civil rights experiences of various marginalized groups, and the civil rights that these groups gained over time. The learner will have the option of selecting a
strand (e.g., women, Indigenous peoples, Latinos, Asians, African Americans, disabled persons, and LGBTQ), and analyzing civil rights topics through the lens of the selected strand.

**Advanced Placement (AP) United States History** (yearlong): This course is designed for learners capable of introductory college level work, follows the description put forward by the College Board, and prepares learners to take the Advanced Placement exam. Through extensive experience with document-based and free-response essay writing, learners will move beyond the basic skills of historical chronology and comprehension to develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills. A summer reading list or assignment may be required prior to the course.
### Advanced Placement (AP) United States History

<table>
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<tr>
<th>Course Details:</th>
<th>Overview:</th>
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<tbody>
<tr>
<td>Grade(s): 11</td>
<td>This course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares learners to take the Advanced Placement exam. Through extensive experience with document-based and free-response essay writing, learners will move beyond the basic skills of historical chronology and comprehension to develop historical analysis and interpretation skills, research capabilities, and issues-analysis and decision-making skills.</td>
</tr>
<tr>
<td>Length: Two semesters</td>
<td>A summer reading list or assignment may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
</tbody>
</table>

#### Prerequisites:
Successful completion of two semesters of World Studies or teacher recommendation

#### Additional Skills and Expectations:
- Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.
- Demonstrate advanced proficient writing skills.
- Independently analyze literature.
- Demonstrate strong chronological thinking skills.
- Capable of historical comprehension, analysis, and interpretation processes.

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
# Recent U.S. History 1

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
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<tbody>
<tr>
<td>Grade(s): 10-11</td>
<td><em>Recent US History 1</em> reviews the foundations of representative democracy before focusing on the people, cultures, issues, and events that shaped the United States from the Reconstruction era to the 1930s. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States.</td>
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<tr>
<td>Length: One semester</td>
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<tr>
<td>Prerequisites: <em>World History</em></td>
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## Graduate-Level Competency:

### Historical
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
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<tbody>
<tr>
<td>US.1</td>
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<td>NCSS II-III &amp; VII</td>
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<td>- Identify ways that President Lincoln attempted to heal the nation and adopted a moderate approach.</td>
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<td>- Analyze how various reconstruction plans succeeded or failed.</td>
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<td>- Identify the backlash to Reconstruction and the growth of the federal government (e.g., rise of the KKK, Jim Crow laws, and Grant's use of federal troops).</td>
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<td>- Identify the conflicting interests of unifying the nation, protecting the rights of former slaves, and the Compromise Election of 1867.</td>
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<td>- Compare concepts of freedom held by freedmen, Southern plantation owners, and Northern Republicans</td>
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<td>- Analyze the rise of the American labor movement, and how political issues reflected social and economic changes.</td>
<td>D2.Civ.5.9-12, D2.Civ.12.9-12, D2.His.9.9-12, D2.His.12.9-12</td>
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<td>- Compare the 1920s with the 1930s.</td>
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<td>- Identify the causes of the Great Depression and describe how it affected American society.</td>
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<td>US.2</td>
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<td>NCSS II-III &amp; VII</td>
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<td>C3</td>
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<tr>
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<td></td>
<td>- Analyze the rise of the American labor movement, and how political issues reflected social and economic changes.</td>
<td>D2.Civ.5.9-12, D2.Civ.12.9-12, D2.Geo.8.9-12, D2.His.1-4.9-12, D2.His.9.9-12, D2.His.12.9-12, D2.His.14-15.9-12</td>
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### Graduate-Level Competency:

GL.3 continued…

<table>
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<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
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</table>
| **US.3** The learner will analyze the interplay between government and business during various periods of time (e.g., westward expansion, industrialization, and New Deal programs) by discussing historic and present-day examples in order to evaluate our market economy. | • Describe how populists, progressives, and others addressed problems of industrial capitalism, urbanization, and political corruption.  
• Describe how the rise of corporations, heavy industry, and mechanized farming transformed the American people.  
• Explain the effects of the Dust Bowl on the American people, and the reforms that were implemented in response.  
• Analyze how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. | NCSS  
II-VIII  
C3  
D2.Civ.5-6.9-12,  
D2.Civ.11.9-12,  
D2.Geo.2.9-12,  
D2.Geo.4-6.9-12,  
D2.Geo.9-12.9-12,  
D2.His.1-2.9-12,  
D2.His.7.9-12,  
D2.His.9.9-12,  
D2.His.14-15.9-12 |
| **US.4** The learner will analyze the various causes and effects of historic conflict by evaluating the Civil War, Indian Wars, and World War I in order to understand various perspectives and forces of change. | • Identify the ways the media used propaganda and bias to influence public opinion (e.g., Yellow Press).  
• Describe the Federal Indian Policy and United States foreign policy after the Civil War.  
• Recognize key features of the Treaty of Versailles.  
• Identify the causes of World War I and the major countries that made up the Allied and Central Powers (e.g., discuss the assassination of Archduke Franz Ferdinand as the spark that lit the powder keg). | NCSS  
I-VI & IX  
C3  
D2.Civ.3.9-12,  
D2.Civ.10.9-12,  
D2.Geo.8.9-12,  
D2.Geo.12.9-12,  
D2.His.1-2.9-12,  
D2.His.9.9-12,  
D2.His.12.9-12,  
D2.His.15.9-12 |
| **US.5** The learner will be able to evaluate the causes of westward expansion and the effects that it had upon various groups, foreign countries, and the environment. (Suggested topics: Indigenous peoples, Dust Bowl, and slavery.) | • Identify factors that pushed Americans to expand westward.  
• Describe Commander Perry and Asian acquisitions.  
• Identify the consequences of the Spanish-American War.  
• Identify arguments that supported the acquisition of Alaska, Hawaii, Puerto Rico, etc. | NCSS  
II-III, V, & VII  
C3  
D2.Geo.5-10.9-12,  
D2.Geo.12.9-12,  
D2.His.1.9-12,  
D2.His.3-4.9-12,  
D2.His.14-15.9-12 |
Graduate-Level Competency:

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<th>Standards</th>
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<tr>
<td><strong>US.6</strong> The learner will understand various factors that impact historic and modern patterns of migration by comparing periods of immigration, urbanization, industrialization, and expansion in order to identify the political, social, and economic factors that influence migration and expansion.</td>
<td>• Describe the massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.</td>
<td>NCSS II-IV C3 D2.Geo.2.9-12, D2.Geo.5-6.9-12, D2.Geo.8.9-12, D2.His.1.9-12, D2.His.4.9-12, D2.His.14.9-12</td>
</tr>
<tr>
<td><strong>US.7</strong> The learner will evaluate the conflicting values and beliefs held by various groups by discussing historic and modern topics in order to analyze how those values and beliefs reflect specific time periods and have shaped our present-day.</td>
<td>• Analyze cultural clashes during the 1920s (e.g., science vs. religion, gender roles, and immigration)</td>
<td>NCSS I-VI &amp; IX C3 D2.Geo.2.9-12, D2.Geo.5-9-12, D2.Geo.7-8.9-12, D2.His.1-2.9-12, D2.His.9.9-12, D2.His.12.9-12</td>
</tr>
<tr>
<td><strong>US.8</strong> The learner will evaluate the changing global role of the United States over time by analyzing various doctrines, policies, and alliances in order to understand how those historic events impact the modern era and to make informed decisions in the future.</td>
<td>• Identify arguments in support of or in opposition to United States involvement in World War I, and then rate the strength of those arguments.</td>
<td>NCSS II-IV &amp; IX C3 D2.Civ.3.9-12, D2.Geo.2.9-12, D2.His.1.9-12, D2.His.3.9-12, D2.His.9.9-12, D2.His.14.15.9-12</td>
</tr>
<tr>
<td><strong>US.9</strong> The learner will understand the effect of technology on American society by analyzing the changes that occurred in order to make informed decisions about the utilization of new technologies presently and in the future.</td>
<td>• Describe how new technologies and industrialization changed the way warfare was fought.</td>
<td>NCSS II-III &amp; VII-VIII C3 D2.Geo.7-8.9-12, D2.His.1-2.9-12, D2.His.14.9-12</td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

-
### Graduate-Level Competency:

#### Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>US.10 The learner will understand differing positions and evaluate the strength of evidence and arguments by engaging in discourse on topical issues in order to engage in crucial conversations with others, increase political awareness, and foster civic engagement.</td>
<td>The learner will:</td>
<td></td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

### Graduate-Level Competency:

#### Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>US.11 The learner will develop research skills by completing a research project, such as a History Day project, that includes either a works cited or an annotated bibliography in order to effectively communicate in writing.</td>
<td>The learner will:</td>
<td>National History Day project</td>
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</table>

**Suggested Activities, Materials, and Resources:**

See appendix for additional resources.
# Recent U.S. History 2

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade(s):</strong> 10-11</td>
<td><em>Recent US History 2</em> focuses on the people, cultures, issues, and events that shaped the United States from the 1930s to the present. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States.</td>
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<tr>
<td><strong>Length:</strong> One semester</td>
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<tr>
<td><strong>Prerequisites:</strong> <em>World History</em></td>
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## Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</table>
| **US.12** The learner will evaluate the changing global role of the United States over time by analyzing various doctrines, policies, and alliances in order to understand how those historic events impact the modern era, and to make informed decisions in the future. | *The learner will:*  
- Explain the rise of the United States as a superpower and its role in rebuilding Europe post World War II.  
- Explain the political tensions that led the United States and Union of Soviet Socialist Republics (USSR) to become the superpowers.  
- Analyze the role of the United States in various Middle East conflicts. | NCSS  
II-III, VI, & IX  
C3  
D2.His.1-2.9-12,  
D2.His.14.9-12 |
| **US.13** The learner will evaluate reasons for and against United States involvement in various world conflicts, and the effects of U.S. involvement or non-involvement (World War II, Korea, Vietnam, Afghanistan, Iraq, etc.). | *The learner will:*  
- Identify factors that moved the United States from neutrality to involvement on two fronts during World War II.  
- Analyze Franklin Roosevelt’s Four Freedoms speech (1941) and Declaration of War (1941).  
- Understand the following events of 1979: Iranian Revolution, hostage crisis, and Afghanistan invasion. | NCSS  
II, V-VI, & IX  
C3  
D2.His.1.9-12,  
D2.Geo.2.9-12,  
D2.His.2.9-12,  
D2.His.4.9-12,  
D2.His.11.9-12,  
D2.His.15.9-12 |
Graduate-Level Competency:

GL.3 continued…

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
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</thead>
</table>
| **US.14** The learner will evaluate how our governmental institutions led to various groups seeking greater rights and equality by analyzing various political and social movements in order to evaluate the effectiveness of various forms of civic participation. | • Explain the role of World War II in reshaping the role of women and the United States role in world affairs.  
• Explain how notions of equality abroad during World War II led to the civil rights movement in the United States.  
• Explain Executive Order 9066 (1942) and U.S. Supreme Court case Korematsu vs. United States (1944).  
• Sequence major historical civil rights events from 1948 to present. | NCSS II, IV-VI, & X  
C3 D2.Civ.3.9-12, D2.Civ.10.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12, D2.His.1.9-12, D2.His.5.9-12 |
| **US.15** The learner will understand the effect of technology on American society by analyzing the changes that occurred in order to make informed decisions about the utilization of new technologies presently and in the future. | • Describe the cause and effect relationship that the Interstate Highway System had on American society, white flight, and the urban poor.  
• Describe the impact the nuclear bomb had on creating two superpowers post World War II.  
• Catalogue new inventions and consumerism of the 1950s, as well as new forms of entertainment.  
• Identify ways that technology has led to cultural diffusion.  
• Identify ways that new technologies have changed warfare. | NCSS II & VIII-IX  
C3 D2.Geo.5.9-12, D2.Geo.8.9-12, D2.His.1.9-12, D2.His.14.9-12 |
| **US.16** The learner will identify ways the media have shaped American society and policies by analyzing propaganda, Watergate, news programs, and social media, in order to evaluate arguments and biases and use information critically. | • Analyze the effect of biased actions and propaganda as a method to influence public opinion domestically and internationally as related to Japanese Internment, the rise of the Nazi Party, and the Holocaust (e.g., WW II posters).  
• Contrast the view of 1950s American society as portrayed by the media versus the reality.  
• Identify forms of entertainment and the new consumerism and a mass consumer culture.  
• Identify ways that socialist and communist views were attacked in the United States.  
• Identify examples of anti-communist sentiment in pop culture during the Cold War.  
• Analyze photos from the Civil Rights movements to draw inferences as to power relationships and attitudes.  
• Look at magazine ads and identify changing gender roles and stereotypes. | NCSS II & V  
C3 D2.His.1.9-12, D2.His.14.9-12 |
### Graduate-Level Competency:

**GL.3 continued…**

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
</table>
| US.17 The learner will analyze the tensions between local, state, and federal actions that have shaped the United States by identifying historic examples of tension in order to evaluate the relationship between the individual, government, and other groups. | • Explain the use of executive, judicial and legislative branches to further the rights of previously disenfranchised persons (African Americans, Hispanics, women, disabled persons, Native Americans, etc.).  
• Analyze the following Amendments: 14th, 15th, 19th, 24th, and 26th.  
• Identify the different ways that SNCC, NAACP, SCLC, and other groups furthered civil rights. | NCSS II, IV-VI, & X  
C3 D2.Civ.9-12,  
D2.Civ.10-12,  
D2.Civ.12-12,  
D2.His.1-12,  
D2.His.5-12 |

**Suggested Activities, Materials, and Resources:**

-  

### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
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<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
</table>
| US.2 The learner will evaluate various cause and effect relationships by identifying and categorizing social, political, and economic changes that occurred during various periods of time in order to understand how historic events have impacted modern time. | • Explain ways the counter-cultural shaped American culture.  
• Explain the social, political, and economic changes that resulted post World War II.  
• Explain the social, political, and economic changes that occurred as result of September 11th.  
• Explain how Watergate created political change.  
• Make predictions about outcomes of ongoing current events. | NCSS I-IV, VII, & IX  
C3 D2.Eco.9-12,  
D2.Civ.14-12,  
D2.His.1-12,  
D2.His.5-12,  
D2.His.12-12,  
D2.His.15-12 |
### Graduate-Level Competency:

**GL.4 continued…**

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>US.11</strong> The learner will develop research skills by completing a research project, such as a History Day project, that includes either a works cited or an annotated bibliography in order to effectively communicate in writing.</td>
<td>The learner will:</td>
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<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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### Graduate-Level Competency:

**Discourse**

**GL.7** The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>US.10</strong> The learner will understand differing positions and evaluate the strength of evidence and argument by engaging in discourse on topical issues in order to engage in crucial conversations with others, increase political awareness, and foster civic engagement.</td>
<td>The learner will:</td>
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<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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</table>
Graduate-Level Competency:

Economics
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

The learner will:

- Analyze Franklin Roosevelt’s Four Freedoms speech (1941) and Declaration of War (1941).
- Explain Executive Order 9066 (1942) and U.S. Supreme Court case Korematsu vs. United States (1944).
- Explain the theory of containment and deterrence.
- Identify specific examples that demonstrate ways the Vietnam War divided the country and ultimately shifted American foreign policy.
- Identify ways that socialist and communist views were attacked in the United States.
- Explain the economic arguments for Reaganomics and the causes of the recession.
- Identify the differences between liberal and conservative ideology.

Course/Grade Competencies

<table>
<thead>
<tr>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>NCSS II, IV-VI, &amp; IX</td>
</tr>
<tr>
<td>C3 D2.Civ.2.9-12, D2.Geo.2.9-12, D2.His.1-2.9-12, D2.His.4.9-12, D2.His.9.9-12</td>
</tr>
</tbody>
</table>

Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
United States Civil Rights Experience

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
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</thead>
<tbody>
<tr>
<td>Grade(s): 10-11</td>
<td>In this one-semester course, learners will become familiar with the historical civil rights experiences of various marginalized groups, and the civil rights that these groups gained over time. The learner will have the option of selecting a strand of interest from the list below, and analyzing civil rights topics through the lens of the selected strand.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td>The learner will select one strand to explore throughout the semester, which may be different from what others in the class select. Below are some suggestions, but the list of strands is not limited to this selection.</td>
</tr>
<tr>
<td>Prerequisites: World History</td>
<td>The learner will select one strand to explore throughout the semester, which may be different from what others in the class select. Below are some suggestions, but the list of strands is not limited to this selection.</td>
</tr>
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<td>- Women</td>
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<td>- Indigenous Peoples</td>
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<td></td>
<td>- Latinos</td>
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<td></td>
<td>- Asians</td>
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<td></td>
<td>- African Americans</td>
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<tr>
<td></td>
<td>- Disabled Persons</td>
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<tr>
<td></td>
<td>- LGBTQ</td>
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</tbody>
</table>

U.S. Civil Rights Experience may be substituted for Recent United States History 2.

Graduate-Level Competency:

Communication

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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</thead>
</table>
| US.23 The learner will analyze issues from various perspectives by exploring present-day problems and possible solutions, in order to evaluate the effectiveness of various types of civic participation. | **The learner will:** Articulate the effects of restricting the civil rights of various groups, and formulate possible solutions to present-day problems that adversely affect the rights of marginalized groups. | NCSS II, IV-VI, & X  
C3 D2.Civ.9.9-12, D2.Civ.12.9-12, D2.His.1.9-12, D2.His.3-4.9-12, D2.His.12.9-12 |

Suggested Activities, Materials, and Resources:

-
### Graduate-Level Competency:

#### Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
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</table>
| **US.19** The learner will trace the roots of stereotypes, bias, and prejudices by analyzing various sources over time in order to understand how those beliefs contribute to the restriction of civil rights of marginalized groups historically and in present day. | - Identify the historical context, societal causes, roots of stereotypes, and biases of specific groups that contributed to restrictions of civil rights (i.e., cause and effect). | NCSS I-II, IV-VI, & X  
C3  
D2.Civ.14.9-12,  
D2.His.1.9-12,  
D2.His.3.4-9-12,  
D2.His.14.9-12 |
| **US.20** The learner will analyze the expansion and constriction of specific civil rights by exploring the cause and effect relationship of key civil rights events and legislation in order to understand the forces of individual and institutional change. | - Sequence key events and the expansion/constriction of specific civil rights throughout history, including the right to:  
  - Immigrate  
  - Vote  
  - Own property  
  - Marry  
  - Access government services  
  - Access public facilities  
  - A fair trial  
  - Obtain an education  
  - Acquire economic equality.  
- Identify key persons who furthered civil rights (e.g., Martin Luther King Jr., Cesar Chavez, and Gloria Steinem), and compare and contrast the specific tactics used to expand the civil rights of specific groups (e.g., protests, civil disobedience, and boycotts). | NCSS I-II, IV-V, & X  
C3  
D2.Civ.5.9-12,  
D2.Civ.12.9-12,  
D2.Civ.14.9-12,  
D2.His.1.9-12,  
D2.His.3.9-12,  
D2.His.7.9-12,  
D2.His.14.15.9-12 |
| **US.21** The learner will explore governmental systems by analyzing various sources from the three branches of government in order to evaluate the relationship between the individual, government, and other groups. | - Explain how governmental systems were utilized to either expand or restrict civil rights of specific groups, including key pieces of legislation, executive orders, and landmark Supreme Court cases (e.g., Brown v. Board of Education and Loving v. Virginia). | NCSS II, V-VI, & X  
C3  
D2.Civ.1-2.9-12,  
D2.Civ.5-6.9-12,  
D2.Civ.8.9-12,  
D2.Civ.10.9-12,  
D2.Civ.12.9-12,  
D2.Civ.14.9-12,  
D2.His.1.9-12,  
D2.His.3.9-12,  
D2.His.9.9-12,  
D2.His.11-13.9-12,  
D2.His.16-17.9-12 |
### Graduate-Level Competency:

**GL.3 continued…**

<table>
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<th>Course/Grade Competencies</th>
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<tbody>
<tr>
<td><strong>US.22</strong> The learner will understand how historical events impact the modern era by comparing and contrasting various time periods in order to understand the forces of change and to make informed decisions.</td>
<td>- Identify various national and world perspectives of groups pertaining to the struggle for civil rights (e.g., white suffragettes and the exclusion of black women, Conservative Coalition vs. LGBTQ community).</td>
<td>NCSS II, IV-VI, &amp; X, C3 D2.Civ.8.9-12, D2.Civ.10.9-12, D2.Civ.12.9-12, D2.Civ.14.9-12, D2.His.1.9-12, D2.His.5.9-12</td>
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**Suggested Activities, Materials, and Resources:**

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### Graduate-Level Competency:

**Discourse**

**GL.7** The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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<td><strong>US.10</strong> The learner will understand differing positions and evaluate the strength of evidence and argument by engaging in discourse on topical issues in order to engage in crucial conversations with others, increase political awareness, and foster civic engagement.</td>
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**Suggested Activities, Materials, and Resources:**

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## Graduate-Level Competency:

### Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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<tbody>
<tr>
<td>US.11</td>
<td>The learner will:</td>
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</table>

**Suggested Activities, Materials, and Resources:**

- See appendix for additional resources.
Government Studies
(grades 11 - 12)
Government Studies Overview

Grade: 11-12  
Length: One Semester  
Prerequisites: United States History semester 1 or concurrent enrollment

AP: United States History semester 1 or concurrent enrollment and teacher recommendation

The Government Studies requirement may be met with successful completion of either of the following courses.

The courses below address the Government Studies competencies.

**Political Economy 1** (one semester): The learner will have the opportunity to delve deeply into the political process of specific public policies and the economic impact of those decisions. The learner will have the option of selecting a strand of interest for the semester and, through that specific lens, they will analyze specific political processes. Some suggested strands for inquiry include issues centered around health, law enforcement and criminal justice, education, environment and natural resources, arts and communication, hunger and malnutrition, disease, trade, migration, and terrorism.

**United States Government and Civics** (one semester): In *United States Government and Civics*, learners become knowledgeable about the founding documents and philosophies that are the foundation of our representative democracy. Learners will examine the political structure and function of the government, United States political processes, issues confronting Americans, and the responsibilities of being an active participant in a representative democracy. They will also learn to identify the influence of media on our political system and public opinion.

**United States Legal Systems** (one semester): This course examines the legal system that is a part of American representative democracy process. It is designed to answer such questions as:

- What is law?
- What is its social function?
- How does law work?
- What is the political structure of government?
- What is the function of the government?

*United States Legal System* covers topics such as statutes, common law principles, court decisions, and regulatory and constitutional laws dealing with public issues such as education, pollution, highway safety, poverty, civil rights and problems directly concerning youth. The
course provides practical information and problem-solving opportunities that develop the knowledge and skills needed to survive in a law-saturated society.

**Advanced Placement Comparative Government and Politics** (one semester): This course is designed for learners capable of college-level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. This course gives learners a basic understanding of the world’s diverse political structures and practices, as well as the key political relationship found in all nations. The course encompasses the study of specific countries: Great Britain, France, Russia, China, and either India, Mexico or Nigeria. These countries are included because they are covered in college comparative politics courses, and provide paradigms of different types of political systems. The inclusion of developing nations allows learners to examine the political implications of different levels of economic development.

**Advanced Placement United States Government & Politics** (one semester): In *Advanced Placement United States Government & Politics*, learners become knowledgeable about the political structure and function of the government, the United States political process, issues confronting Americans, and the responsibilities of being active participants in a representative democracy. This course is designed for learners capable of introductory college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. A summer reading list or assignment may be required prior to the course.
## Advanced Placement (AP) Comparative Government & Politics

<table>
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<tr>
<th><strong>Course Details:</strong></th>
<th><strong>Overview:</strong></th>
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<tbody>
<tr>
<td><strong>Grade(s):</strong> 11-12</td>
<td><em>Advanced Placement (AP) Comparative Government &amp; Politics</em> is designed for learners capable of college-level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. This course gives learners a basic understanding of the world’s diverse political structures and practices, as well as the key political relationship found in all nations. The course encompasses the study of specific countries: Great Britain, France, Russia, China, and either India, Mexico or Nigeria. These countries are included because they are covered in college comparative politics courses, and provide paradigms of different types of political systems. The inclusion of developing nations allows learners to examine the political implications of different levels of economic development. A summer reading list or assignments may be required prior to the course.</td>
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<tr>
<td><strong>Length:</strong> One semester</td>
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<tr>
<td><strong>Prerequisites:</strong> United States History semester 1 (may be concurrent enrolled) or teacher recommendation</td>
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### Additional Skills and Expectations:
- Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.
- Demonstrate advanced proficient writing skills.
- Independently analyze literature.

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
# Advanced Placement (AP) United States Government & Politics

<table>
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<tr>
<th>Course Details:</th>
<th>Overview:</th>
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<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td>This course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. In <em>Advanced Placement (AP) United States Government &amp; Politics</em>, learners become knowledgeable about the political structure and function of the government, U.S. political process, issues confronting Americans, and the responsibilities of being active participants in a democratic republic. A summer reading list or assignment may be required prior to the course. The class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
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<td>Length: One semester</td>
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**Prerequisites:** United States History semester 1 (may be concurrent enrolled) or teacher recommendation

**Additional Skills and Expectations:**
- Willingness to accept and complete a rigorous reading schedule including text, primary sources and supplemental materials.
- Demonstrate advanced proficient writing skills.
- Independently analyze literature.

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
# Political Economy 1

## Course Details:

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<th>Grade(s):</th>
<th>11-12</th>
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<tr>
<td>Length:</td>
<td>One semester</td>
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<tr>
<td>Prerequisites:</td>
<td>U.S. Studies semester 1 (may be concurrent enrolled)</td>
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</tbody>
</table>

## Overview:
The learner will have the opportunity to delve deeply into the political process of specific public policies and the economic impact of those decisions. The learner will have the option of selecting a strand of interest for the semester and, through that specific lens, they will analyze specific political processes. Some suggested strands for inquiry include, but are not limited to, issues centered around health, law enforcement and criminal justice, education, environment and natural resources, arts and communication, hunger and malnutrition, disease, trade, migration, and terrorism.

## Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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<thead>
<tr>
<th>Course/Grade Competencies</th>
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<tbody>
<tr>
<td>ES.1</td>
<td>The learner will apply concepts of supply and demand, scarcity, and opportunity costs as related to their role as a consumer and/or producer in order to be prepared to make informed economic decisions.</td>
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<td>- Show how supply and demand impacts the price of goods.</td>
<td>C3</td>
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<td>- Explore how government regulations affect consumer choices.</td>
<td>D2.Eco.6-8.9-12,</td>
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<td>- List and explain the factors of production.</td>
<td>D2.Civ.1.9-12,</td>
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<td>- Describe the concept of scarcity and create examples of trade-offs due to scarcity.</td>
<td>D2.Civ.6.9-12</td>
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<td>- Analyze the ways in which people and institutions respond to incentives.</td>
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<td>- Analyze the impact of utility and diminishing marginal returns on economic decisions.</td>
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<td>- Construct supply and demand curves, given data about price and quantities.</td>
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<td></td>
<td>- Determine the equilibrium price of a product.</td>
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<td></td>
<td>- Demonstrate the impact of changes in factors of supply and demand by moving the correct curve in the correct direction.</td>
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<td>- Weigh the cost versus benefits of decision-making.</td>
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**Suggested Activities, Materials, and Resources:**

- *The Economics of Public Issues* by Roger LeRoy Miller, Daniel Benjamin, and Douglass North.
- Copenhagen Consensus Center ([https://www.copenhagenconsensus.com/](https://www.copenhagenconsensus.com/))
- Foundation for Teaching Economics ([https://www.fte.org/](https://www.fte.org/))
**Graduate-Level Competency:**

**Historical**
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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</table>
| GS.14 The learner will analyze democratic and constitutional principles by applying them to historical and current events in order to evaluate the effectiveness of these principles today. | - Explain the historical and philosophical roots and significance of the principles in the Constitution.  
- Define and understand the following topics:  
  o Limited government  
  o Republicanism  
  o Checks and balances  
  o Federalism  
  o Separation of powers  
  o Popular sovereignty  
  o Rule of Law.  
- Describe the function and purpose of government.  
- Define civic virtue and democratic ideals.  
- Describe the origins of representative democracy, including the natural rights philosophy and classical republicanism.  
- Describe the weaknesses of the Articles of Confederation and why the founders decided to develop a new plan for government.  
- Describe the Philadelphia Convention, and the process of writing and ratifying the new Constitution.  
- Explain the opposing views of the federalists and the anti-federalists, and how those views are reflected in the following principles:  
  o Separation of power  
  o Checks and balances  
  o Popular sovereignty  
  o Judicial review  
  o Federalism  
  o Limited government outlined by the Constitution. | |
### Graduate-Level Competency:

GL.3 continued…

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<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
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<tr>
<td>GS.14 continued…</td>
<td></td>
<td>• Analyze historical and current events that show the principles in action:</td>
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<td>• Voter fraud and voter disenfranchisement</td>
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<td>• President’s war powers</td>
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<td>• Immigration</td>
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<td>• Congress versus executive</td>
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<td>• Judicial nominee hearings</td>
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<td>• Legalization of cannabis at the state level</td>
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<td>• Universal healthcare</td>
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<td>• Campaign finance reform</td>
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<td>• Media bias</td>
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<td>• Free speech</td>
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<tr>
<td>GS.15 The learner will describe how federalism impacts public policy by identifying the powers of each level of government, and the interplay between them, in order to make more informed decisions.</td>
<td>• Understand the various types of laws and the application of justice (e.g., criminal, juvenile, consumer, torts, family, and housing laws).</td>
<td>CA D2.Eco.9.9-12, D2.Civ.6.9-12</td>
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<td>• Describe the structure and functions of courts and legal officials.</td>
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<td>• Understand how the judicial system affects public policy and legislation through interpretation, and how those interpretations change as matters work through the appellate process.</td>
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<td>• Define and apply the concept of federalism.</td>
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<td>• Compare and contrast local ordinances with state legislation and national statutes.</td>
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</tbody>
</table>

### Suggested Activities, Materials, and Resources:

- •
Graduate-Level Competency:

### Social Studies Processes, Knowledge, and Skills

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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</table>
| GS.16 The learner will research various public policy issues by evaluating current issues that pertain to learner areas of interest in order to evaluate the effectiveness of individuals and groups engaging in the political process. | **The learner will:**  
- Understand the ethical and philosophical dimensions of questions about public policy, and how it interacts with economic and political considerations.  
- Integrate basic principles of economic and political science to analyze questions about public policy and societal institutions.  
- Analyze and describe how the Constitution organizes the government into three branches, identify the powers and responsibilities of each branch, and explain the interactions between the branches.  
- Analyze how congress serves as the voice of the public through the law-making process and utilizes the system of checks and balances.  
- Describe the process of how laws are made.  
- Understand the various roles the president plays (e.g., chief of state, executive, diplomat, party leader), and how the executive branch establishes the economic, social, and political agenda for the country.  
- Make a Venn diagram of overlapping powers to see how checks and balances work.  
- Define the principle of judicial review – explain how the judicial branch shapes public policy by measuring the constitutionality of the acts of the states and the other branches of government. | C3  
D2.Civ.6.9-12 |

### Suggested Activities, Materials, and Resources:

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**Graduate-Level Competency:**

**Communication**  
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| GS.17                     | **The learner will:**  
  - Conduct interviews to obtain public opinions.  
  - Research current and pending legislation related to a specific topic of interest.  
  - Analyze how legislative bodies work to reach compromise.  
  - Provide public testimony, write a persuasive statement, or engage in other action on a topic of interest that is being considered by a legislative body or interest group.  
  - Make a chart for the separation of powers that lists the individual power of each branch of government  
  - Define a constitution and explain how a constitution is different than law or policy  
  - Define the bureaucracy and identify the powers of the President’s cabinet  
  - Apply concepts such as supply and demand, cost-benefit, income, and taxation. | C3  
  D2.Civ.5.9-12,  
  D2.Civ.8.9-12 |

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
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Civics
GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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<tr>
<th>Course/Grade Competencies</th>
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</thead>
</table>
| GS.18 The learner will identify the perspectives of varying stakeholders who are affected by public policy by analyzing how policies impact groups differently in order to make informed decisions. | - Analyze the differing interests and viewpoints at the Constitutional Convention.  
- Explore the issue of federalism and the tension with the growth of the federal government.  
- Analyze why differing political parties and other non-governmental groups hold conflicting views on present-day issues, and those that benefit from the various beliefs.  
- Understand the ethical and philosophical dimensions of questions about public policy, and how they interact with economic and political considerations.  
- Make a chart for the separation of powers that lists the individual power of each branch of government.  
- Define a constitution and explain how a constitution is different than law or policy.  
- Define the bureaucracy and identify the powers of the President’s cabinet.  
- Identify regulatory agencies and their powers and limits.  
- Understand the system of checks and balances as it pertains to the three branches of government. | C3  
D2.His.1.9-12,  
D2.His.3.9-12,  
D2.His.5.9-12,  
D2.Civ.2.9-12,  
D2.Civ.5.9-12,  
D2.Civ.12.9-12 |

Suggested Activities, Materials, and Resources:  
-
**Graduate-Level Competency:**

**Discourse**
GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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</table>
| GS.19 The learner will apply knowledge of the legislative process, regulatory agencies, and economic principles by creating their own original legislation or policy, which they will orally defend in order to engage in crucial conversations with people from varying perspectives. | Give an oral presentation during which they will defend their proposed legislation and/or policy, and answer questions from audience members or a panel of judges. | C3  
D2.Civ.9.9-12 |

Suggested Activities, Materials, and Resources:

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See appendix for additional resources.
United States Government and Civics

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td>In <em>United States Government and Civics</em>, learners become knowledgeable about the founding documents and philosophies that are the foundation of our representative democracy. Learners will examine the political structure and function of the government, United States political processes, issues confronting Americans, and the responsibilities of being an active participant in a representative democracy. They will also learn to identify the influence of media on our political system and public opinion.</td>
</tr>
<tr>
<td>Length: One semester</td>
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<td>Prerequisites: United States History semester 1 (may be concurrently enrolled)</td>
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**Graduate-Level Competency:**

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<tr>
<th>Course/Grade Competencies</th>
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<tbody>
<tr>
<td>GS.1</td>
<td>The learner will:</td>
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<td></td>
<td>• Explain the historical and philosophical roots and significance of the principles in the Constitution.</td>
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<td>• Define and understand the following topics:</td>
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<td>o Limited government</td>
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<td></td>
<td>o Republicanism</td>
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<td></td>
<td>o Checks and balances</td>
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<td></td>
<td>o Federalism</td>
<td></td>
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<td></td>
<td>o Separation of powers</td>
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<td></td>
<td>o Popular sovereignty</td>
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<td></td>
<td>o Rule of Law</td>
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<td></td>
<td>• Define the function and purpose of government.</td>
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<td>• Define civic virtue and democratic ideals.</td>
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<td>• Describe the origins of representative democracy, including the natural rights philosophy and classical republicanism.</td>
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<td>• Describe the weakness of the Articles of Confederation, and why the founders decided to develop a new plan for government.</td>
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<td></td>
<td>NCSS V-VI &amp; X</td>
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<td></td>
<td>C3 D2.Civ.1.9-12, D2.Civ.3.4.9-12, D2.Civ.7.8.9-12, D2.His.1.2.9-12, D2.His.4.9-12, D2.His.6.9-12</td>
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## Graduate-Level Competency:

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<th>Course/Grade Competencies</th>
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<tr>
<td><strong>GL.3 continued…</strong></td>
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</table>
| **GS.1 continued…**       | • Describe the Philadelphia Convention and the process of writing and ratifying the new Constitution.  
• Explain the opposing views of the federalists and the anti-federalists, and how those views are reflected in the following principles:  
  o Separation of power  
  o Checks and balances  
  o Popular sovereignty  
  o Judicial review  
  o Federalism  
  o Limited government outlined by the Constitution.  
• Analyze historical and current events that show the principles in action:  
  o Voter fraud and voter disenfranchisement  
  o President’s war powers  
  o Immigration  
  o Congress versus executive  
  o Judicial nominee hearings  
  o Legalization of cannabis at the state level  
  o Universal healthcare  
  o Campaign finance reform  
  o Media bias  
• Free speech                |                    |           |
| **GS.2**                  | • Make a chart for separation of powers that lists the individual power of each branch of government.  
• Define “constitution” and explain how a constitution is different than a law.  
• Understand the system of checks and balances as it pertains to the three branches of government.  
• Make a Venn diagram of overlapping powers to see how checks and balances works.  
• Identify the arguments of the Federalists and Anti-Federalists.  
• Take and defend a position on whose arguments were most persuasive, the Federalists or Anti-Federalists. | **NCSS**  
II, V-VI, & X  
C3  
D2.Civ.1.9-12,  
D2.Civ.3.9-12,  
D2.Civ 9.9-12,  
D2.Civ.11.9-12m  
D2.His.9-9.12,  
D2.His.12.9-12 |
Graduate-Level Competency:

GL.3 continued…

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<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
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</table>
| GS.2 continued…           | • Analyze and describe how the Constitution organizes the government into three branches, identify the powers and responsibilities of each branch, and explain interactions between the branches.  
• Analyze how congress serves as the voice of the public through the law-making process, and utilizes the system of checks and balances.  
• Describe the process of how laws are made.  
• Understand the various roles the president plays (e.g., chief of state, executive, diplomat, party leader), and how the executive branch establishes the economic, social, and political agenda for the country.  
• Explore ways that recent presidents have expanded the power of the executive branch, and the role of the federal government.  
• Define the principle of the judicial review – explain how the judicial branch shapes public policy by measuring the constitutionality of the acts of the states and the other branches of government.  
• Explore the issue of federalism and the tension with the growth of the federal government.  
• Explain the process for amending the Constitution, and evaluate if the process is too hard. | |

| GS.3 The learner will explain how the amendments have been used to protect rights and promote the common good by analyzing court cases and constitutional issues in order to evaluate how changes from these decisions impact American society. | • Trace the expansion of the protection of the Bill of Rights beginning with the 13th, 14th, and 15th Amendments, with an emphasis on the concepts of due process of law and equal protection.  
• Explore the issue of federalism and the growth of the federal government to secure certain rights and liberties.  
• Analyze landmark court cases that have expanded or contracted rights.  
• Evaluate how First Amendment rights are used to protect and expand rights.  
• Evaluate instances when the courts have not protected minorities. | |

Suggested Activities, Materials, and Resources:

•
**Graduate-Level Competency:**

**Communication**
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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<td><strong>The learner will:</strong></td>
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<td>NCSS</td>
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| GS.4 The learner will identify the role of the media, special interest groups, and personal perspectives in political processes by analyzing media from various sources in order to evaluate their impact on individual decision making and democratic principles. | - Understand the role, range, and the activities of interest groups.  
- Describe the unique characteristics and roles of Political Action Committees (PACS) in the political process.  
- Identify ways that different media shapes the political process.  
- Evaluate the role of money in elections.  
- Correctly identify fake news.  
- Define media bias and explain the impact on the creation of public opinion.  
- Evaluate the role of social media in forming public opinion.  
- Research a specific current issue and present findings from various media sources and perspectives. | NCSS  
II, V-VI, & X  
C3  
D2.Civ.2.9-12,  
D2.Civ.5.9-12,  
D2.Civ.10.9-12,  
D2.Civ.12.9-13.9-12 |
| GS.5 The learner will identify the necessity and responsibility of citizens to participate in our representative democracy at all levels of government by engaging in a civic action or service learning project in order to fulfill their obligations within our system. | - Review the rights guaranteed defendants in the Bill of Rights.  
- Analyze how our current two-party system evolved.  
- Identify the purpose of political parties, and explore the core beliefs of the parties and their similarities and differences.  
- Describe the evolution and expansion of voting rights in the United States.  
- Identify and evaluate voting requirements and the role of election districts.  
- Identify and practice the knowledge and skills required to cast a vote (e.g., how to use a ballot, where to vote, how to register to vote, absentee voting, and automatic voter registration through the PFD).  
- Define gerrymandering and evaluate the impact on popular sovereignty.  
- Compare and contrast elections at the local, state, and national level.  
- Analyze the initiative, referendum, and recall processes.  
- Define election districts and identify which election district they live in, as well as their representative and senator.  
- Attend school board, city council, borough assembly meetings, and explain the role of the organization in our community. | NCSS Themes  
II, V-VI, & X  
C3  
D2.Civ.2.9-12,  
D2.Civ.5.9-12,  
D2.Civ.10.9-12,  
D2.Geo.1.9-12,  
D2.Geo.4.9-12,  
D2.His.1.9-12,  
D2.His.7.9-12,  
D2.His.14.9-12 |
Graduate-Level Competency:

GS.5 continued…

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<td>The learner will:</td>
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<td>• Research candidates and ballot measures in local and state elections, and participate in Kids Voting</td>
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<td>• Give citizen testimony (school board, borough assembly, city council, legislature)</td>
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<td>• Research and evaluate a local issue, identify the level of government that addressed the issue (school board, borough, city, legislature, etc.), and email the appropriate person a short analysis and call to action.</td>
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<td>• Identify how to perform basic government functions (transfer a title, get their social security card, register to vote, etc.)</td>
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<td>• Identify a need in the community they are interested in and do volunteer hours.</td>
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</table>

Suggested Activities, Materials, and Resources:

• Model/provide opportunities for voter registration, selective service, etc.
• Email the school board, borough, city, legislator, and/or Congress
• Attend school board, city council, and/or borough assembly meetings.
• Guest speakers (legislators, mayors, military, etc.)

Graduate-Level Competency:

Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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<td>GS.6</td>
<td>The learner will:</td>
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<td>• Complete one of the following projects:</td>
<td>NCSS</td>
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<td>o Debate</td>
<td>IV-V &amp; X</td>
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<td>o Persuasive speech</td>
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<td>o Fishbowl discussion</td>
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<td>o Socratic seminar</td>
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<td>o Mock trial</td>
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<td>o Simulation/mock legislature</td>
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<td>o Structured academic debate</td>
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Suggested Activities, Materials, and Resources:

See appendix for additional resources.
United States Legal Systems

Course Details:

<table>
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<th>Grade(s):</th>
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<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
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<tr>
<td>Prerequisites:</td>
<td>US Studies semester 1 (may be concurrently enrolled)</td>
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Overview:
United States Legal System examines the legal system that is a part of American representative democracy process. It is designed to answer such questions as:

- What is law?
- What is its social function?
- How does law work?
- What is the political structure of government?
- What is the function of the government?

United States Legal Systems covers topics such as statutes, common law principles, court decisions, and regulatory and constitutional laws dealing with public issues such as education, pollution, highway safety, poverty, civil rights and problems directly concerning youth. The course provides practical information and problem-solving opportunities that develop the knowledge and skills needed to survive in a law-saturated society.

Graduate-Level Competency:

Historical
GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

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<th>Course/Grade Competencies</th>
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</table>
| GS.2 The learner will explain how the United States Constitution creates a limited government (representative democracy) with powers and responsibilities that are contested and have changed over time, in order to evaluate the relationship between government institutions and individuals.

The learner will:
- Analyze and describe how the Constitution organizes the government into three branches, identify the powers and responsibilities of each branch, and explain interactions between branches.

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<th>Standards</th>
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<tbody>
<tr>
<td>NCSS II, V-VI, &amp; X</td>
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<tr>
<td>C3 D2.Civ.1.9-12, D2.Civ.4.9-12, D2.His.1.9-12</td>
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GS.7 The learner will explore the concept of justice, and analyze whether our legal system reflects the learner’s personal economic, moral, political, and social values.

The learner will:
- Identify the role of government in relation to constitutional law and the basic values underlying the American constitutional system.

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<td>NCSS II, V-VI, &amp; X</td>
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<tr>
<td>C3 D2.Civ.2.9-12, D2.Civ.5.9-12, D2.Civ.10.9-12</td>
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### Graduate-Level Competency:

GL.3 continued…

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<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
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| GS.8 The learner will identify various areas of law (civil, criminal, local ordinances, etc.), and the interplay between various levels of our judicial system at the local, state, and federal levels. | - Understand the various types of laws and the application of justice (e.g., criminal, juvenile, consumer, torts, family, and housing laws).  
- Describe the structure and functions of courts and legal officials. | NCSS II, V-VI, & X C3  
D2.Civ.2.9-12,  
D2.Civ.8.9-12,  
D2.Civ.14.9-12,  
D2.His.1.9-12 |

Suggested Activities, Materials, and Resources:

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### Graduate-Level Competency:

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

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| GS.9 The learner will evaluate and make informed decisions on legal issues, and defend decisions using legal evidence. | - Exercise critical thinking in relation to contemporary events and the law.  
- Describe how laws are used to solve problems and resolve conflicts, and the limitations thereof. | NCSS II, V-VI, & X C3  
D2.Civ.3.9-12,  
D2.Civ.5.9-12 |

Suggested Activities, Materials, and Resources:

- |
### Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| GS.11 The learner will use content-specific vocabulary and reading strategies in order to enable them to read and analyze court decisions and opinions. | • Define and understand the following vocabulary:  
  o Dissent  
  o Majority  
  o Objection  
  o Sustain  
  o Procedural due process  
  o Substantive due process  
  o Tort  
  o Appeal | NCSS II, V-VI, & X  
ELA Literacy CCR Reading 1, Writing 7 |

**Suggested Activities, Materials, and Resources:**

- 

### Graduate-Level Competency:

**Discourse**

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
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</table>
| GS.12 The learner will apply court procedures, strategies, and techniques in order to compete in a mock trial. | • Identify the characteristics of several legal techniques, and explain basic similarities and differences. | NCSS II, V-VI, & X  
C3 D2.Civ.1-2.9-12, |

**Suggested Activities, Materials, and Resources:**

- 

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Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
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<tr>
<th>Course/Grade Competencies</th>
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</table>
| GS.11 The learner will use content-specific vocabulary and reading strategies in order to enable them to read and analyze court decisions and opinions. | • Define and understand the following vocabulary:  
  o Dissent  
  o Majority  
  o Objection  
  o Sustain  
  o Procedural due process  
  o Substantive due process  
  o Tort  
  o Appeal | NCSS II, V-VI, & X  
ELA Literacy CCR Reading 1, Writing 7 |

**Suggested Activities, Materials, and Resources:**

- 

### Graduate-Level Competency:

**Discourse**

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C3 D2.Civ.1-2.9-12, |

**Suggested Activities, Materials, and Resources:**

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Graduate-Level Competency:

**Communication**

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  o Majority  
  o Objection  
  o Sustain  
  o Procedural due process  
  o Substantive due process  
  o Tort  
  o Appeal | NCSS II, V-VI, & X  
ELA Literacy CCR Reading 1, Writing 7 |

**Suggested Activities, Materials, and Resources:**

- 

### Graduate-Level Competency:

**Discourse**

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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C3 D2.Civ.1-2.9-12, |

**Suggested Activities, Materials, and Resources:**

- 

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Graduate-Level Competency:

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

<table>
<thead>
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<th>Course/Grade Competencies</th>
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</tr>
</thead>
</table>
| GS.13 The learner will evaluate how landmark decisions have either expanded and/or restricted the rights of various groups over time. | - Trace the evolution of major legal concepts.  
- Prepare and participate in opening statements, closing statements, objections, cross examination, and witness examination. | **NCSS**  
II, V-VI, & X  
**C3**  
D2.Civ.1.9-12,  
D2.Civ.3.9-12 |

**Suggested Activities, Materials, and Resources:**

- 

See appendix for additional resources.
Contemporary Economic Studies (grades 11 - 12)
Contemporary Economic Studies Overview

Grade: 11 – 12
Length: One Semester
Prerequisites: U.S. History semesters 1 & 2
AP: U.S. History semesters 1 & 2 or Teacher recommendation

The Contemporary Economic Studies requirement may be met with successful completion of any of the following courses.

**Economics and Financial Literacy** (one semester): *Economics and Financial Literacy* analyzes how individuals, communities, and nations make rational choices in a world defined by scarcity. The primary goal of the course is to help learners become effective citizens as they develop the skills needed to be productive workers, informed consumers and prudent investors. The course incorporates current events and historical developments, many of which are included in other social studies courses, analyzing them with economic concepts, theories and models in order to view them from a different perspective and investigate them in greater depth.

**Political Economy 2** (one semester): The learner will have the opportunity to delve deeply into the economics of specific public policies, and the economic, social, and political impact of those decisions. The learner will explore personal economic decisions, as well as apply economic principles to a local policy issue. They will have the option of selecting a strand of interest for the semester and, through that specific lens, will analyze specific political processes. Some suggested strands for inquiry include issues centered around health care, law enforcement and criminal justice, education, environmental and natural resources, and arts and communication.

**Advanced Placement Macroeconomics** (one semester): Learners develop a thorough understanding of the principles of economics that apply to the economy as a whole. This course places primary emphasis on the study of gross domestic product, national income and price level determination. It also develops learners’ familiarity with economic performance measures, economic growth and international economics. This course is designed for learners capable of introductory college-level work, follows the description put forward by the College Board and prepares them to take the Advanced Placement exam. A summer reading list or assignment may be required prior to the course.

**Advanced Placement Microeconomics** (one semester): Learners develop a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This course is designed for learners capable of introductory college-level work, follows the description put forward by the College Board and prepares them to take the Advanced Placement exam. A summer reading list or assignment may be required prior to the course.
## Advanced Placement (AP) Macroeconomics

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<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td>This course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Learners develop a thorough understanding of the principles of economics that apply to the economy as a whole. This course places primary emphasis on the study of gross domestic product, national income, and price level determination. It also develops learners’ familiarity with economic performance measures, economic growth, and international economics. A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: U.S. History 1&amp; 2 or teacher recommendation</td>
<td>Additional Skills and Expectations:</td>
</tr>
<tr>
<td></td>
<td>• Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate advanced proficient writing skills.</td>
</tr>
<tr>
<td></td>
<td>• Independently analyze literature.</td>
</tr>
</tbody>
</table>

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
## Advanced Placement (AP) Microeconomics

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
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</thead>
<tbody>
<tr>
<td>Grade(s):  11-12</td>
<td>This course is designed for learners capable of college level work, follows the description put forward by the College Board, and prepares them to take the Advanced Placement exam. Learners develop a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
<tr>
<td>Length:  One semester</td>
<td>Additional Skills and Expectations:</td>
</tr>
</tbody>
</table>
| Prerequisites: U.S. History 1& 2 or teacher recommendation | - Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.  
- Demonstrate advanced proficient writing skills.  
- Independently analyze literature. |

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
# Economics and Financial Literacy

## Course Details:

<table>
<thead>
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<th>Grade(s):</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>U.S. History 1&amp; 2</td>
</tr>
</tbody>
</table>

## Overview:

Learners will come to understand basic economic theory by evaluating choices made by businesses, individuals, and governments in their world through the lens of economic thought. They will also be able to practice real work skills, such as budgeting, managing credit, writing a resume, menu planning, filling out tax forms, renting, and furnishing a home.

## Economic Principles

**Graduate-Level Competency:**

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

## Content Objectives

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES.1</td>
<td>Show how supply and demand impacts the price of goods.</td>
<td>NCSS I-III</td>
</tr>
<tr>
<td></td>
<td>Explore how government regulations affects consumer choices.</td>
<td>C3 D2.Eco.1.9-12, D2.Eco.3-4.9-12</td>
</tr>
<tr>
<td></td>
<td>List and explain the factors of production.</td>
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<td></td>
<td>Describe the concept of scarcity and create examples of trade-offs due to scarcity.</td>
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<tr>
<td></td>
<td>Analyze the ways in which people and institutions respond to incentives.</td>
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<tr>
<td></td>
<td>Analyze the impact of utility and diminishing marginal returns on economic decisions.</td>
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<tr>
<td></td>
<td>Construct supply and demand curves given data about price and quantities.</td>
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</tr>
<tr>
<td></td>
<td>Determine the equilibrium price of a product.</td>
<td></td>
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<tr>
<td></td>
<td>Demonstrate the impact of changes in factors of supply and demand by moving the correct curve in the correct direction.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- Learners will act as consumers in a classroom store to demonstrate a barter system and the cost of goods.
- Barter system game.
- Econo Class games and simulations ([http://www.econoclass.com/games.html](http://www.econoclass.com/games.html))
- Business owner guest speaker
### Economic Systems

#### Graduate-Level Competency:

**Historical**

**GL.3** The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES.2</td>
<td></td>
<td>• Identify the characteristics of the three major economic systems, and how they address the three economic questions of relative scarcity.</td>
<td>NCSS II, V-VII, &amp; IX C3 D2.Eco.7-9.9-12, D2.Civ.1.9-12</td>
</tr>
</tbody>
</table>

*Suggested Activities, Materials, and Resources:*

- Econ Ed Link’s website ([https://www.econedlink.org/resources/collection/understanding-fiscal-responsibility/](https://www.econedlink.org/resources/collection/understanding-fiscal-responsibility/))

Fairbanks North Star Borough School District
Social Studies Curriculum

Economics and Financial Literacy
2019-2020 Revision, Draft 2
## Finance

### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ES.3</td>
<td>The learner will:</td>
<td><strong>NCSS</strong> I, V-VII, &amp; IX</td>
</tr>
<tr>
<td></td>
<td>• Describe the characteristics of money.</td>
<td><strong>C3</strong> D2.Eco.10.9-12, D2.Eco.12.9-12</td>
</tr>
<tr>
<td></td>
<td>• Explain the functions of money.</td>
<td></td>
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<tr>
<td></td>
<td>• Identify different types of money.</td>
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<tr>
<td></td>
<td>• Describe major events in the history of banking in the U.S.</td>
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<td></td>
<td>• Identify the elements of the U.S. money supply.</td>
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<td></td>
<td>• Create a budget, given certain data.</td>
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<td></td>
<td>• Explain different reasons for savings and strategies to meet those goals.</td>
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<td></td>
<td>• Describe the function and operation of major stock exchanges in the U.S.</td>
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<td>• Explain a variety of different investment vehicles, and the advantages and disadvantages of each.</td>
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<td>• Explain the process of purchasing stocks and the function of a broker.</td>
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<td>• Interpret stock data as published in news sources.</td>
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<td></td>
<td>• Define credit and identify several major sources.</td>
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<td></td>
<td>• Calculate finance charge, monthly payments, annual percentage rate, and the total cost of a credit purchase, given sufficient data.</td>
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<tr>
<td></td>
<td>• Explain the concept of the time value of money.</td>
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<tr>
<td></td>
<td>• Calculate future and present values of potential investments, given sufficient data.</td>
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<td></td>
<td>• Explain the consumer rights movement and describe major rights of consumers.</td>
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<td></td>
<td>• Explain the purpose of advertising and analyze various advertising techniques.</td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

- Bank guest speaker
## Compound Interest

### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</table>
| ES.4 The learner will apply and evaluate the personal effect of banking practices to real-life examples, as it relates to compound interest, saving, investing, retirement, credit cards, debt, payday loans, and large purchases, in order to make more informed decisions. | - Compare various ways to save for specific long-term and short-term goals.  
- Understand credit ratings and ways to establish good credit.  
- Calculate interest at various rates (e.g., $10,000 at 5%). | NCSS V-VI  
C3  
D2.Eco.2.9-12 |

### Suggested Activities, Materials, and Resources:

- Investment guest speaker
Employment

Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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</table>
| ES.5 The learner will explore and evaluate the long-term economic impact of pursuing specific careers, colleges, and jobs of interest to them in order to help them make decisions about their future. | • Complete a search for jobs that do and do not require a high school diploma, and search for jobs that require post-secondary education. The learner will then compare and contrast the minimum education requirements, average pay, and near/distant outlook for each job.  
• Develop a resume, cover letter, and/or fill out a job application.  
• Review and practice interview skills.  
• Explore labor unions such as the Operating Engineers, Plumbers and Pipefitters, and Alaska Teamsters.  
• Understand collective bargaining.  
• Analyze the role of unions in the labor market.  
• Explain the major features of a typical labor contract.  
• Outline the steps in a typical grievance process.  
• Research the *Free Application for Federal Student Aid* (FAFSA), and understand what information is required to complete the FAFSA. | NCSS I & IV-V |

**Suggested Activities, Materials, and Resources:**

- Employment guest speaker
**Taxes**

**Graduate-Level Competency:**

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

**Course/Grade Competencies**

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| ES.6 The learner will understand the different types of taxes (e.g., sales, income, and property) at the local, state, and federal levels by looking at ways governments collect and allocate public funds in order to make informed political and economic decisions. | • Apply knowledge of different types of taxes to explain possible ways to fund their proposed legislation and/or policy, and the implications of each proposal.  
• Identify types of taxes that are collected in their local community, and how the funds are spent.  
• Complete a personal individual tax form.  
• Define fiscal policy.  
• Explore various taxes, including property, federal, sales, and state taxes. | NCSS V-VI & X  
C3  
D2.Eco.7.9-12, D2.Civ.13.9-12 |

**Suggested Activities, Materials, and Resources:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>• Smart Asset’s federal income tax calculator (<a href="https://smartasset.com/taxes/income-taxes">https://smartasset.com/taxes/income-taxes</a>)</td>
<td></td>
</tr>
<tr>
<td>• Accountant guest speaker</td>
<td></td>
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# Budgeting

## Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

## Course/Grade Competencies

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| ES.7                      | Explore the following topics and create their own budget that includes income, purchases, savings, and investments.  

  - Weekly menu planning and spending budget.  
  - Costs of owning a car.  
  - Rent at furnished versus unfurnished apartments. | NCSS IV, VII, & XI  
C3 D2.Eco.5.9-12 |}

## Suggested Activities, Materials, and Resources:

- Budget calculator ([https://www.quicken.com/budget-calculator](https://www.quicken.com/budget-calculator))
- Dog food lesson
- Spirit of Alaska’s Bonzai online budget simulation ([https://spiritofak.teachbanzai.com/](https://spiritofak.teachbanzai.com/))
- Insurance guest speaker
- Real estate guest speaker (e.g. Sommers and Associates)
- Car sales guest speaker
# Global Economics

## Graduate-Level Competency:

### Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

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| ES.8 The learner will defend their economic decisions based on their knowledge of the effects of those decisions on the global community in order to understand their impact on the world. | • Explore the economic impact of globalization.  
• Understand trade agreements and tariffs, and the impact these have on product prices.  
• Analyze the role of natural resources on the economy.  
• Understand economies of scale and the impact this has on the global economy. |                                                                                   | NCSS I-X  |
|                            |                                                                                 |                                                                                   | C3        |
|                            |                                                                                 |                                                                                   | D2.Eco.11.9-12, D2.Eco.14-15.9-12, D2.Civ.1.9-12, D2.Civ.3.9-12, D2.Civ.6.9-12, D2.Geo.1.9-12, D2.Geo.9.9-12, D2.Geo.11.9-12, D2.His.14.9-12 |           |

## Suggested Activities, Materials, and Resources:


See appendix for additional resources.
## Political Economy 2

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<th>Overview:</th>
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<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td>The learner will have the opportunity to delve deeply into the economics of specific public policies, and the economic, social, and political impact of those decisions. The learner will explore personal economic decisions, as well as apply economic principles to a local policy issue. They will have the option of selecting a strand of interest for the semester and, through that specific lens, will analyze specific political processes. Some suggested strands for inquiry include, but are not limited to, issues centered around health care, law enforcement and criminal justice, education, environmental and natural resources, and arts and communication.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: U.S. Studies semester 1, semester 2 (may be concurrent enrolled), and Political Econ 1</td>
<td></td>
</tr>
</tbody>
</table>

### Economic Systems

#### Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

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</table>
| **ES.9** The learner will analyze how economic and political principles are used by entities making political and social change in order to understand how to implement change at various levels. | • Explore a political issue and explain the economic strategies utilized (e.g., pollution and borough buyout program) to affect change.  
• Identify individuals and organizations such as Doctors without Borders, Parkland students, Greta Thunberg, 4Oceans, labor unions, etc., and explain their goals.  
• Identify how economic principles such as supply/demand and cost/benefit analysis can be used to further their case.  
• Analyze the efficacy of strategies, such as boycotts, strikes, and movements like “buy local.”  
• Compare various economic systems, and analyze the underlying philosophies of the command, market, and mixed economies.  
• Define each economic system (capitalism, socialism, communism, etc.).  
• Create compare/contrast charts, graphs, or infographics. | NCSS II, V-VII, & IX  
**C3** D2.Eco.7-9.9-12, D2.Civ.1.9-12 |

**Suggested Activities, Materials, and Resources:**

- Econ Ed Link’s website ([https://www.econedlink.org/resources/collection/understanding-fiscal-responsibility/](https://www.econedlink.org/resources/collection/understanding-fiscal-responsibility/))
### Finance

#### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

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<th>Course/Grade Competencies</th>
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</thead>
</table>
| ES.3 The learner will explain the value of money, forms of currency, inflation, the money multiplier, and monetary policy in order to use money effectively. | - Identify factors that impact the ability to borrow money and the interest rates that are associated with certain risk factors.  
- Define monetary policy.  
- Identify how to build a positive credit scores. | NCSS I, V-VII, & IX  
C3  
D2.Eco.10.9-12, D2.Eco.12.9-12 |

**Suggested Activities, Materials, and Resources:**

- Bank guest speaker

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### Compound Interest

#### Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| ES.4 The learner will apply and evaluate the personal effect of banking practices to real-life examples, as it relates to compound interest, saving, investing, retirement, credit cards, debt, payday loans, and large purchases, in order to make more informed decisions. | - Calculate interest at various rates (e.g., $10,000 at 5%).  
- Compare various ways to save for specific long-term and short-term goals.  
- Understand credit ratings and ways to establish good credit. | NCSS V-VI  
C3  
D2.Eco.2.9-12 |

**Suggested Activities, Materials, and Resources:**

- Dave Ramsey Investment Calculator (https://www.daveramsey.com/smartvestor/investment-calculator)  
- Investment guest speaker
## Taxes

### Graduate-Level Competency:

**Economics**

GL.8  The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| ES.6  The learner will understand the different types of taxes (e.g., sales, income, and property) at the local, state, and federal levels by looking at ways governments collect and allocate public funds in order to make informed political and economic decisions. | | - Apply knowledge of different types of taxes to explain possible ways to fund their proposed legislation and/or policy, and the implications of each proposal.  
- Identify types of taxes that are collected in their local community and how the funds are spent.  
- Complete a personal individual tax form.  
- Define fiscal policy.  
- Explore various taxes, including property, federal, sales, and state taxes. | NCSS V-VI & X  
C3  
D2.Eco.7.9-12,  
D2.Civ.13.9-12 |

### Suggested Activities, Materials, and Resources:

- Smart Asset’s federal income tax calculator ([https://smartasset.com/taxes/income-taxes](https://smartasset.com/taxes/income-taxes))
- Accountant guest speaker
# Budgeting

## Graduate-Level Competency:

**Economics**

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| ES.7 | The learner will apply the concepts of opportunity costs and needs versus wants in order to create a variety of budgets that include earned income, purchases, savings, and investments in order to make more informed economic decisions. | Explore the following topics and create their own budget that includes income, purchases, savings, and investments.  
- Weekly menu planning and spending budget.  
- Costs of owning a car.  
- Rent at furnished versus unfurnished apartments.  
- Insurance  
- Healthcare | NCSS IV, VII, & XI  
C3  
D2.Eco.5.9-12 |

### Suggested Activities, Materials, and Resources:

- Budget calculator ([https://www.quicken.com/budget-calculator](https://www.quicken.com/budget-calculator))
- Dog food lesson
- Spirit of Alaska’s Bonzai online budget simulation ([https://spiritofak.teachbanzai.com/](https://spiritofak.teachbanzai.com/))
- Insurance guest speaker
- Real estate guest speaker (e.g. Sommers and Associates)
- Car sales guest speaker
### Local Economics

#### Graduate-Level Competency:

**Civic Engagement**

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES.10</td>
<td>Defend priorities using the factors identified by the Copenhagen Consensus model at a local event.</td>
<td>- Explore the Genius Hour approach.</td>
<td>NCSS 1-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D2.Eco.11.9-12, D2.Eco.14-15.9-12, D2.Civ.1.9-12, D2.Civ.3.9-12, D2.Civ.6.9-12, D2.Geo.1.9-12, D2.Geo.9.9-12, D2.Geo.11.9-12, D2.His.14.9-12</td>
</tr>
</tbody>
</table>

#### Suggested Activities, Materials, and Resources:

- Copenhagen Consensus Center ([https://www.copenhagenconsensus.com/](https://www.copenhagenconsensus.com/))

See appendix for additional resources.
Electives
(grades 9-12)
# Advanced Placement (AP) Art History

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td>Advanced Placement (AP) Art History gives learners the opportunity to pursue college-level art history studies while still in high school. Learners study history by examining the major forms of artistic expression from prehistoric to contemporary times. This examination of the role of visual art is not taught in a vacuum but within the essential contexts of history, geography, politics, religion, and culture. Learners contemplate the development of civilization, and considering issues such as gender, patronage, functions, and effects of art by studying individual cultures as they are reflected in art history. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. This class follows the advanced placement course description, and uses appropriate materials for art history as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
<tr>
<td>Length: Two semesters</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: Teacher recommendation</td>
<td></td>
</tr>
</tbody>
</table>
## Advanced Placement (AP) Psychology

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 11-12</td>
<td><em>Advanced Placement (AP) Psychology</em> gives learners the opportunity to pursue college-level psychology studies while still in high school. Learners will cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations. They will explore the biological bases of behavior, sensation and perceptions, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.</td>
</tr>
<tr>
<td>Length: Two semesters</td>
<td>This class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged.</td>
</tr>
<tr>
<td>Prerequisites: Teacher recommendation</td>
<td>Additional Skills and Expectations:</td>
</tr>
<tr>
<td></td>
<td>– Willingness to accept and complete a rigorous reading schedule including text, primary sources, and supplemental materials.</td>
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<tr>
<td></td>
<td>– Demonstrate advanced proficient writing skills.</td>
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<tr>
<td></td>
<td>– Independently analyze text.</td>
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</tbody>
</table>

Please visit the College Board AP Central website for more information ([http://apcentral.collegeboard.com](http://apcentral.collegeboard.com)).
### Current Issues & Events

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 10-12</td>
<td><em>Current Issues &amp; Events</em> develops student awareness and understanding of issues that influence their community, state, nation, and the world. The course content varies according to relevant topics and student interests.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate-Level Competency:**

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| CI.1 The learner will identify different forms of media and media bias, and evaluate the impact of the media on public opinion in order to be aware of the influence of media. | - Identify different types of media, and the pros and cons of each.  
- List and identify different types of media bias.  
- Define terms such as moderate, center, left, liberal, right, conservative, etc.  
- Define fake news.  
- Read about the same current event from different media sources and identify bias.  
- Analyze the impact of social media on social and political movements.  
- Evaluate the importance of a free press and access to information for a free society. | |

| CI.2 The learner will analyze current issues and policy decisions from various stakeholder perspectives to be a more informed voter. | - Define stakeholders.  
- Read current events and identify stakeholders.  
- Identify stakeholder’s positions and articulate reasons supporting the position.  
- Identify complex cause and consequence relationships within current issues.  
- Identify the historical context that contributes to specific issues.  
- Apply to suggested topics from previous competencies. | |

**Suggested Activities, Materials, and Resources:**

- 
Graduate-Level Competency:

**Civics**

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI.3</td>
<td>The learner will:</td>
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<tr>
<td></td>
<td>• Identify the purpose and roles of a government.</td>
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<tr>
<td></td>
<td>• Identify non-governmental agencies that impact laws and policies.</td>
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<tr>
<td></td>
<td>• Define economic systems and how they interact with governments.</td>
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<tr>
<td></td>
<td>• Identify the role of the individual in various government and economic systems.</td>
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<tr>
<td></td>
<td>• Suggested topics for research or analysis:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individual rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Human rights</td>
<td></td>
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<tr>
<td></td>
<td>• Environmental issues</td>
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<tr>
<td></td>
<td>• Education</td>
<td></td>
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<tr>
<td></td>
<td>• Healthcare</td>
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<tr>
<td></td>
<td>• Justice system</td>
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<tr>
<td></td>
<td>• Federalism</td>
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<td></td>
<td>• Domestic terrorism</td>
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<td></td>
<td>• Immigration</td>
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<tr>
<td></td>
<td>• Technology</td>
<td></td>
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<tr>
<td></td>
<td>• Industrialization</td>
<td></td>
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<tr>
<td></td>
<td>• Welfare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Political parties</td>
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</tbody>
</table>

**Suggested Activities, Materials, and Resources:**

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Fairbanks North Star Borough School District  
Social Studies Curriculum  
Current Issues & Events  
2019-2020 Revision, Draft 2
### Graduate-Level Competency:

#### Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| CI.4 The learner will analyze the role of governments and systems of authority in creating laws and foreign policies, in order to make informed decisions. | • Define the U.N. and explain its role in addressing global issues  
• Identify other global organizations such as NATO, WTO, G8, etc.  
• Define globalization and evaluate the positive and negative consequences.  
• Identify the role of the individual in various government and economic systems.  
• Suggested topics for research or analysis:  
  o Terrorism  
  o Immigration  
  o Alliances  
  o Trade policies  
  o Refugee  
  o Nuclear non-proliferation  
  o Climate change  
  o Environmental issues  
  o Human trafficking  
  o Technology  
  o War  
  o Human rights |                                                     |           |

### Suggested Activities, Materials, and Resources:

- •
### Graduate-Level Competency:

#### Civic Engagement

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

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<th>Standards</th>
</tr>
</thead>
</table>
| CI.5 The learner will research a current issue and create a project proposal that addresses possible solutions, and design and implement an action plan in order to experience the process involved in making political changes. | Possible action plan ideas:  
  - PSA  
  - Petition  
  - Awareness campaign  
  - Letter writing campaign  
  - Fundraisers and collecting donations  
  - Partnering with local NGOs, business, etc.  
  - Contacting legislators  
  - Speech and/or public testimony. |           |

### Suggested Activities, Materials, and Resources:

- See appendix for additional resources.
# Media in History

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade(s):</strong> 9-12</td>
<td><em>Media in History</em> is meant to critically view history through the lenses of the media. Learners will explore print, audio, video, and movies, and evaluate how it has affected views throughout history. Examples of media are public service announcements, comic books, advertisements, novels, magazines, movies, political cartoons, fake news, and artwork.</td>
</tr>
<tr>
<td><strong>Length:</strong> One semester</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> None</td>
<td></td>
</tr>
</tbody>
</table>

## Graduate-Level Competency:

**Communication**

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

## Course/Grade Competencies

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| MH.1 The learner will describe the perspective and identify the purpose or intended message of a medium in order to be aware of the influence of media. | - Summarize the content of the medium.  
- Categorize a piece as primary or secondary.  
- Compare and contrast the effectiveness of various forms of media in advancing similar messages.  
- Identify the symbols and imagery that advance cultural and political points of view to the intended audience.  
- Identify key phrases and dialog that advance the message of a medium.  
- Identify the social or political purpose of a piece.  
- Identify the elements that contribute to making a piece propaganda.  
- Differentiate between media intended to advertise, inform, entertain, or influence. | |

## Suggested Activities, Materials, and Resources:

- *Geronimo*  
- Campaign Literature  
- Advertisements  
- Various news outlets  
- Political Cartoons  
- Michael Moore  
- *An Inconvenient Truth*
### Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **MH.2** The learner will explain that media is made for both educational and entertainment purposes, identify areas where the historical accuracy of a medium was altered for entertainment or discretionay purposes, and describe how those changes affect the understanding of an historical event. | - Research the historical and cultural accuracy of a piece.  
- Identify changes made in historical accuracy for entertainment value, and evaluate how those changes affect historical understanding.  
- Explain why the same event or idea can be interpreted and expressed in different ways by different people for different purposes. | • |
| **MH.3** The learner will explain that media is a reflection of the time in which it was made, that they have the potential to affect political and societal behavior, and that their messages are interpreted differently over time, all for the purpose of making informed decisions. | - Explain how modern society would view a piece differently than its contemporaries.  
- Identify aspects of a film that demonstrate cultural and historical relativism.  
- Identify and describe the effects that a film had on contemporary culture and society. | • |
| **MH.4** The learner will explain how literary devices are used in media to enhance entertainment. | - Explain and provide examples of foreshadowing.  
- Explain and provide examples of symbolism.  
- Explain and provide examples of allegory. | • |
| **MH.5** To value craftsmanship, the learner will identify and explain how craftsmanship supports the storyline and history understanding. | - Identify and explain intros, music, sound effects, scene changes, and zoom.  
- Suggest ways in which the film could have been changed to be more effective in its message or purpose. | • |
Graduate-Level Competency:

<table>
<thead>
<tr>
<th>GL.3 continued…</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities, Materials, and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Lincoln</em></td>
</tr>
<tr>
<td>• Satirical Histories</td>
</tr>
<tr>
<td>• Political Cartoons</td>
</tr>
<tr>
<td>• <em>Mr. Smith Goes to Washington</em></td>
</tr>
<tr>
<td>• Dr. Seuss</td>
</tr>
<tr>
<td>• Lagan (Bollywood)</td>
</tr>
<tr>
<td>• <em>War of the Worlds</em></td>
</tr>
<tr>
<td>• <em>Birth of a Nation</em></td>
</tr>
<tr>
<td>• <em>Loony Tunes</em> (WWII propaganda)</td>
</tr>
<tr>
<td>• <em>M</em>A<em>S</em>H*</td>
</tr>
<tr>
<td>• Billie Holiday</td>
</tr>
<tr>
<td>• David Bowie</td>
</tr>
<tr>
<td>• Buffy Saint Marie</td>
</tr>
<tr>
<td>• Bessy Smith</td>
</tr>
<tr>
<td>• John Trudeau</td>
</tr>
<tr>
<td>• <em>To Kill a Mockingbird</em></td>
</tr>
<tr>
<td>• <em>Schindler's List</em></td>
</tr>
<tr>
<td>• <em>All Quiet on the Western Front</em></td>
</tr>
<tr>
<td>• Jean-Michel Basquiat</td>
</tr>
<tr>
<td>• Dorthea Lange</td>
</tr>
<tr>
<td>• Andy Warhol</td>
</tr>
<tr>
<td>• Banksy</td>
</tr>
<tr>
<td>• Diego Rivera</td>
</tr>
<tr>
<td>• Charlie Chaplin</td>
</tr>
</tbody>
</table>
## Graduate-Level Competency:

### Social Studies Processes, Knowledge, and Skills

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
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<th>Course/Grade Competencies</th>
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<th>Standards</th>
</tr>
</thead>
</table>
| **MH.6** The learner will evaluate a source’s depiction of various groups of people (including but not limited to marginalized groups, ethnicities, social and economic classes, occupations, or cultural and religious beliefs) and actions to better understand historical perspectives. | - Identify protagonists and antagonists and evaluate how those roles impact stereotypes.  
- Analyze the impact of casting decisions in the context of main and supporting characters and their role in the film.  
- Evaluate the treatment of various characters and groups of people in the film in terms of equity, respect, and accuracy. |  |
| **MH.7** To develop a deeper understanding of craftsmanship, influence and historical perspective, the learner will create media that has a specific purpose. | - Present and support an argument.  
- Create media with the intention to entertain, inform, educate, persuade, disagree, or contribute to ongoing discourse.  
- Based on the purpose, choose an appropriate medium for creating content. |  |

### Suggested Activities, Materials, and Resources:

- *Geronimo*

**See appendix for additional resources.**
# Psychology

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s): 10-12</td>
<td>Psychology introduces learners to the systematic and scientific study of the behavior and mental processes of human beings and animals. Learners are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.</td>
</tr>
<tr>
<td>Length: One semester</td>
<td>They also learn about the methods psychologists used to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions.</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

## Graduate-Level Competency:

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| P.1 The learner will analyze the historical origins of the science of psychology by exploring the scientific theories to better understand the forces of change and make ethical decisions of psychological research. | **The learner will:**  
- Understand the ethical standards governing the work of psychologists.  
- Understand the history, theoretical approaches, and research methods of psychology. | NCSS III-V  
C3  
D2.Psy.1.9-12,  
D2.His.1.9-12,  
D2.His.12.9-12 |

## Suggested Activities, Materials, and Resources:

- 
### Graduate-Level Competency:

**Social Studies Processes, Knowledge, and Skills**

**GL.4** The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| P.2 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to demonstrate understanding of conducting psychological research in an ethical and organized manner, both orally and in writing. | - Interpret charts, graphs, statistics, and other data related to the areas of study.  
- Analyze the validity of certain data and studies.  
- Infer interpretations from case studies.  
- Create and conduct a psychological research project. | NCSS III-V  
C3  
D2.Psy.3-6.9-12,  
D2.Psy.14.9-12,  
D2.Psy.21.9-12 |

**Suggested Activities, Materials, and Resources:**

- 

### Graduate-Level Competency:

**Communication**

**GL.1** The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
</tr>
</thead>
</table>
| P.3 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments and to support different theories of psychology. | - Understand the geography and functions of various parts of the brain.  
- Explore the anatomy of the nervous system.  
- Understand the difference in individual and group behavior.  
- Identify the sources of bias, stereotypes, and prejudice. | NCSS III-V  
C3  
D2.Psy.7.9-12,  
D2.Psy.10-13.9-12,  
D2.Psy.15-17.9-12 |

**Suggested Activities, Materials, and Resources:**

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*Fairbanks North Star Borough School District*

*Social Studies Curriculum*

*Psychology 2019-2020 Revision, Draft 2*
Graduate-Level Competency:

**Discourse**

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

<table>
<thead>
<tr>
<th>Course/Grade Competencies</th>
<th>Content Objectives</th>
<th>Standards</th>
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</thead>
</table>
| P.4 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on psychology, in order to engage in crucial conversations with people of varying perspectives. | - Understand the impact that various social institutions have upon individuals (family, school, religion, etc.).
- Identify the various hierarchy of needs according to Maslow.
- Identify various types of personalities.
- Become aware of one’s own personal biases.
- Identify various abnormal behaviors.
- Explore available resources and community help centers.
- Identify various treatment options. | NCSS III-V  
C3 D2.Psy.2.9-12, D2.Psy.9.9-12, D2.Psy.18-19.9-12 |

**Suggested Activities, Materials, and Resources:**

- See appendix for additional resources.