

Section C: Middle School (6 – 8)

Middle School Overview

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 yearlong 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 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.

Grade 7

World Studies - This yearlong 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. They 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, and 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, including conflict with American Indians in their homelands and the enslavement of Africans. 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 (C3) Framework Standards in Social Studies throughout the class, including the creation of a research project using both primary and secondary sources. The learner will also 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.

Sixth Grade: Ancient Civilizations

Overview:	<p>Sixth grade Social Studies emphasizes ancient societies in a geographical, historical, political, economic, and cultural context. In this yearlong course, learners will:</p> <ul style="list-style-type: none"> • 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. <p>Learners come to understand how new civilizations began as the needs and beliefs of 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.</p>
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Graduate-Level Competency:		
<u>Historical</u>		
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	Content Objectives	Standards
6C.1 The learner will understand the biological and cultural processes that shaped the earliest human communities.	<p>The learner will:</p> <ul style="list-style-type: none"> • 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 	<p>NCSS I.a-e, II.b, e, III.c-d, j, V.a-f, VI.a</p> <p>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</p> <p>AK Digital Literacy 6-12.KC.1-2</p> <p>ISTE 3.a-b</p>

Graduate-Level Competency:

GL.3 continued...

Course/Grade Competencies	Content Objectives	Standards
<p>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.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p><u>NCSS</u> I.a-d, II.a, c, e III.f-j, V.b-c</p> <p><u>AK Digital Literacy</u> 6-12.CT.2</p> <p><u>ISTE</u> 5.b</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p><u>NCSS</u> I.d, II.a, d, f, III.a-f, k, IV.h, IX.a, c, f, X.b</p> <p><u>AK Digital Literacy</u> 6-12.GC.1-2</p> <p><u>ISTE</u> 7.a-b</p>

Graduate-Level Competency:

GL.3 continued...

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

- Mock archaeological dig
- Research Australopithecus and the discovery of Lucy
- *Kids Discovery* magazine
- Investigate *Cave of Dreams* video (Lascaux Caves)
- Khan Academy – Early Humans
- Explore Ice Age effect of human migration out of Africa
- Primary source - <https://libguides.uah.edu/>
- Discovery Education
- *Big History Project* (<https://school.bighistoryproject.com/bhplive>)
- FlipGrid for Reflections
- Pear Deck
- Mummification of Potato Activity for archaeology
- Archaeology chocolate chip and M&M cookie excavation to talk about sedentary and migratory populations
- *Big History Project* (<https://school.bighistoryproject.com/bhplive>)

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.

Course/Grade Competencies	Content Objectives	Standards
<p>6C.4 The learner will understand the unique geographical features of Asian, North American, European, and African civilizations, and how the features have impacted and contributed to the development of those civilizations.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Analyze the concept of “civilization”: <ul style="list-style-type: none"> ○ The various criteria used to define “civilization.” ○ The fundamental differences among forms of social organizations, such as hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies. ○ 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. 	<p><u>NCSS</u> II.a-f, III.j, V.b-e, VI.a-d, f-h,</p> <p><u>C3</u> 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</p> <p><u>AK Digital Literacy</u> 6-12.CC.1, 6-12.CC.3, 6-12.GC.2, 6-12.GC.4</p> <p><u>ISTE</u> 6.a.c, 7.b,d</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • 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.

Course/Grade Competencies	Content Objectives	Standards
<p>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.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p><u>NCSS</u> I.a-d, II.a, c, e, III.f-j, V.b-c</p> <p><u>AK Cultural</u> C.1-3</p> <p><u>AK Digital Literacy</u> 6-12.EL.1, 6-12.DC.3</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • 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 <i>Ancient Civilizations</i> textbook) • <i>National Geographic</i> magazine • <i>Scholastic</i> magazine • DOGO News (https://www.dogonews.com/) • <i>Junior Scholastic</i> magazine • <i>Big History Project</i> (https://school.bighistoryproject.com/bhplive) • CNN 10 • Kids Voting 	

Graduate-Level Competency:		
<u>Economics</u>		
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	Content Objectives	Standards
6C.6 The learner will understand the economic processes that contributed to the emergence of early civilizations of Asia, Europe, North America, and Africa.	<p>The learner will:</p> <ul style="list-style-type: none"> Analyze how local conditions (e.g., 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. 	<p><u>NCSS</u> II.c. e, III</p> <p><u>AK Cultural</u> E.1, 5-6</p> <p><u>AK Digital Literacy</u> 6-12.DC.3</p> <p><u>ISTE</u> 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> <i>National Geographic</i> map maker activities 	

See appendix for additional resources.

Seventh Grade: World Studies

Course Details:	Overview:
Grade(s): 7	This yearlong 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. They 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, and evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions.
Length: Two semesters	
Prerequisites: None	

While the grade/course level competencies are required, the units and content objectives provided are suggested pathways that move learners toward competency and the achievement of performance indicators.

Unit: 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.		
Course/Grade Competencies	Content Objectives	Standards
7C.1 The learner will read for understanding and to construct historical meaning.	<p>The learner will:</p> <ul style="list-style-type: none"> • Cite specific evidence to support analysis of primary and secondary sources. • Determine the central ideas or information of primary or secondary sources, and 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. 	<p style="text-align: center;">C3 D1.1-5.6-8 AK Cultural A.5, B.2-3, E.3, 5 AASL III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, IV.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3, ISTE 1.d., 3, 7.a-b AK Digital Literacy 6-12.EL.4, 6-12.KC.1-4, 6-12.GC.1-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • 	

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	Content Objectives	Standards
<p>7C.2 The learner will produce clear and coherent writing, to include a strong thesis statement and supporting historical evidence.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p>C3 D1.1-5.6-8</p> <p>AK Digital Literacy 6-12.ID.3, 6-12.ID.4</p> <p>AASL I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>ISTE 4.c-d</p>
<p>7C.3 The learner will conduct research to answer a question or solve a problem.</p>	<ul style="list-style-type: none"> • 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. 	<p>C3 D1.1-5.6-8</p> <p>AK Cultural A.3, A.5, B.2, B.3, B.4, D.5, E.6, E.7, E.8</p> <p>AASL I.A.1-2, II.A.1-3, III.A.1-3, IV.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3</p> <p>AK Digital Literacy 6-12.DC.3</p> <p>ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • 	

Unit: Geography Skills

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

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	Content Objectives	Standards
	The learner will:	
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<ul style="list-style-type: none"> Analyze the diverse cultural characteristics of the people of the world. 	<p style="text-align: center;">C3 D2.Geo.1-2.6-8, D2.Geo.10-12.6-8, D2.Geo.6.6-8</p> <p style="text-align: center;">AK Cultural A.5, B.1-4, E.1</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> Culture Fair/ Global Village 	

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.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<ul style="list-style-type: none"> Explain how physical features affect climate, population distribution, and economics. Define elevation and explain how it affects climates along similar lines of latitude. 	<p style="text-align: center;">C3 D2.Geo.2.6-8</p> <p style="text-align: center;">AK Cultural E.1, 5-8</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p>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</p> <p>AK Cultural E.2</p>
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.	<ul style="list-style-type: none"> • Identify basic human systems of the Earth. • Explain the impact on human activity, climate, and the surrounding environment. 	<p>C3 D2.Geo.1-2.6-8</p> <p>AK Cultural D.5-6, E.2</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> • Explain the connection between population and resources and how this changes over time. 	<p>C3 D2.Geo.8.6-8</p> <p>AK Cultural B.2-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Various “Create Your Own Country” projects • Create a map including required elements of classroom or bedroom • Kagan <i>Match-Mine</i> or <i>Rally Coach</i> longitude and latitude • 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. • River systems – identify and illustrate parts of a stream. Describe how and why a stream develops. Design your own stream. • Make and use geographic tools (e.g., compass, astro-lab, GPS) • Measure and map distances • Participate in the Geography Bee • GeoHive – useful website for researching geographic and country data, demographic information, and global trends (https://geohive.ie/) • Human Battleship • Compass Walk 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> Describe how major historical events have influenced and changed the region. Trace the rise and fall over time of various governments within the region. 	<p style="text-align: center;">C3</p> <p>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</p> <p style="text-align: center;">AK Cultural</p> <p>A.1, 7, B.2, D.4, E.1, 8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> Describe how major historical events have influenced and changed the region. 	<p style="text-align: center;">C3</p> <p>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</p> <p style="text-align: center;">AK Cultural</p> <p>E.2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify economic and political alliances among European nations. • Trace population growth and decline over time. 	<p>C3 D2.Geo.1-3.6-8, D2.Geo.5-6.6-8</p> <p><u>AK Cultural</u> E.2</p>
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.	<ul style="list-style-type: none"> • Describe economic, political, and cultural changes within the region. • Describe and explain the origins of conflict and compromise within the region. 	<p>C3 D2.His.2-4.6-8, D2.His.14-15.6-8, D2.Civ.3.6, D2.Civ.14.6-8, D2.Geo.9.6-8</p> <p><u>AK Cultural</u> A.4-5</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> • Describe Europe’s influence on other cultures, economies, and governments within various historic eras. 	<p>C3 D2.His.2.6-8, D2.His.9-15.6-8, D2.Civ.14.6-8</p> <p><u>AK Cultural</u> A.6-7</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Read a biography from the Renaissance era. • Venn diagram – types of government • Trans-Siberian Railroad. 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> Identify and describe major cultural and religious groups, and explain their impact on the region. 	<p style="text-align: center;"><u>C3</u> 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</p> <p style="text-align: center;"><u>AK Cultural</u> E.3-5</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> Describe how diverse climate systems affect human activities throughout the region. Explain how various countries are addressing environmental issues resulting from human actions. 	<p style="text-align: center;"><u>C3</u> D2.Civ.10.6-8, D2.Civ.12.6-8, D2.Geo.4.6-8, D2.Geo.8.6-8, D2.Geo.11.6-8, D2.Eco.1.6-8</p> <p style="text-align: center;"><u>AK Cultural</u> E.2-5</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	The learner will: <ul style="list-style-type: none"> • Construct, apply, and interpret charts and graphs. • Construct, apply, and interpret a variety of maps and their components. 	<u>C3</u> D2.Geo.1-2.6-8 <u>AK Cultural</u> A.1, E.2
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.	<ul style="list-style-type: none"> • Describe how physical features affect climate, population distribution, and the economy. 	<u>C3</u> D2.Geo.6.6-8, D2.Geo.10-11.6-8, D2.Geo.11.6-8 <u>AK Cultural</u> E.2-5
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> • 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. 	<u>C3</u> 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 <u>AK Cultural</u> B.2-4
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Gooru – early China, early India (https://gooru.org/welcome/) • Silk Road Google Earth tour (https://www.google.com/earth/) • Religion flipbook/foldable 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> Identify and describe major cultural and religious groups, and explain their impact on the region. 	<p style="text-align: center;">C3</p> <p>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</p> <p style="text-align: center;">AK Cultural</p> <p>A.1, 7, B.2, D.4, E.1, 8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">C3</p> <p>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</p> <p style="text-align: center;">AK Cultural</p> <p>E.2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	<p>The learner will:</p> <ul style="list-style-type: none"> Analyze the political, economic, and cultural role of the Middle East due to its global location. 	<p>C3 D2.Geo.9-12.6-8, D2.Eco.14-15.6-8</p> <p>AK Cultural A.1, E.2</p>
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.	<ul style="list-style-type: none"> Analyze how population distribution correlates to climate and natural resource availability. 	<p>C3 D2.Geo.6.6-8, D2.Geo.10-11.6-8, D2.Eco.1.6-8</p> <p>AK Cultural D.5-6, E.2</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> 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. 	<p>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</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<ul style="list-style-type: none"> Identify and describe ocean currents and their impact on human migration, environmental issues, and climate. 	
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<ul style="list-style-type: none"> Describe the influence of imperialism on Indigenous culture and the physical environment. 	<p style="text-align: center;">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</p> <p style="text-align: center;">AK Cultural A.1, E.2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p>C3 D2.Geo.1-3.6-8, D2.Geo.5.6-8</p> <p><u>AK Cultural</u> A.1, E.2</p>
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.	<ul style="list-style-type: none"> Identify and explain population patterns within the region. 	<p>C3 D2.Geo.7-8.6-8, D2.Geo.12.6-8, D2.Eco.1.6-8</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> Describe the conflict and compromise that resulted from colonization and decolonization. 	<p>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</p> <p><u>AK Cultural</u> B.2-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">C3</p> <p>D2.His.1-2 & 14-16.6-8, D2.Civ.10.6-8, D2.Geo.4.6 & 7-8-8, D2.Geo.12.6-8</p> <p style="text-align: center;">AK Cultural</p> <p>A1, A7, B1-2, D4, E1, E8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">C3</p> <p>D2.His.1-2.6-8, D2.His.14.6-8, D2.Eco.1.6-8</p> <p style="text-align: center;">AK Cultural</p> <p>A1, E2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
7C.6 The learner will read, interpret, construct, use, and apply information from a variety of maps, charts, globes, and navigational tools.	<ul style="list-style-type: none"> Identify landforms that are unique to the region. Trace the expansion and retreat of sea ice and glaciers over time. 	<p>C3 D2.Geo.1-3 & 5-6.6-8, D2.Geo.9.6-8</p> <p>AK Cultural A1, E2</p>
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.	<ul style="list-style-type: none"> 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. 	<p>C3 D2.Geo.1-3.6-8, D2.Geo.5.6-8</p> <p>AK Cultural A1, E2</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> 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. 	<p>C3 D2.Geo.7-8.6-8</p> <p>AK Cultural A1, E5</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">C3</p> <p>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</p> <p style="text-align: center;">AK Cultural</p> <p>A.1, 7, B.2, D.4, E.1, 8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> Explain the environmental issues across the continent and the effects. 	<p style="text-align: center;">C3</p> <p>D2.Civ.10.6-8, D2.Geo.4-6.6-8, D2.Geo.8-10.6-8, D2.Geo.12.6-8</p> <p style="text-align: center;">AK Cultural</p> <p>A.1, E.2</p>

Graduate-Level Competency:

GL.6 continued...

Course/Grade Competencies	Content Objectives	Standards
<p>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.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p>C3 D2.Eco.1.6-8, D2.Eco.3-9.6-8, D2.Geo.5-6.6-8, D2.Geo.8.6.-8, D2.Geo.10.6-8, D2.His.1-2.6-8, D2.His.14.6-8, D2.Eco.1.6-8</p> <p>AK Cultural D.5-6. E.2</p>
<p>7C.8 The learner will analyze the movement of people, goods, and ideas.</p>	<ul style="list-style-type: none"> • 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. 	<p>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</p> <p>AK Cultural B.2-4</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • 	

Unit: North America

(Greenland, Canada, United States, Mexico, Central America, and Caribbean)

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	Content Objectives	Standards
	The learner will:	
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<ul style="list-style-type: none"> Identify and describe major cultural and religious groups, and explain their impact on the region. 	<p style="text-align: center;">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</p> <p style="text-align: center;">AK Cultural A.1, 7, B.2, D.4, E.1, 8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<ul style="list-style-type: none"> Identify major natural resources and describe their impact on various economies. Explain how North American countries are responding to environmental issues. 	<p style="text-align: center;">C3 D2.Eco.1.6-8, D2.Eco.3-9.6-8, D2.Geo.10.6-8, D2.Geo.12.6-8</p> <p style="text-align: center;">AK Cultural A.1, E.2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
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.	<ul style="list-style-type: none"> • 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. 	C3 D2.Geo.4.6-8, D2.gco.6.6-8, D2.Geo.7-8.6-8, D2.Geo.10.6-8, D2.Eco.1.6-8, D2.Eco.3-9.6-8
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> • 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. 	C3 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.Eco.11-15.6-8, D2.Civ.3.6-8
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Gooru – ancient Americas (https://gooru.org/welcome/) • State reports • Kids Voting 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
7C.4 The learner will understand the diversity and productivity of cultures and environments.	<p>The learner will:</p> <ul style="list-style-type: none"> Compare and contrast diverse sub-groups within the region. 	<p style="text-align: center;">C3 D2.Geo.4.6-8, D2.Geo.6-8.6-8, D2.Geo.10.6-8</p> <p style="text-align: center;">AK Cultural A.1, A.7, B.2, D.4, E.1, 8</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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.

Course/Grade Competencies	Content Objectives	Standards
7C.5 The learner will describe the consequences of human-environment interaction, and evaluate their impact on human and environmental systems.	<p>The learner will:</p> <ul style="list-style-type: none"> Identify European, Indigenous, and African influences on the development of culture over time. 	<p style="text-align: center;">C3 D2.His.1-2.6-8, D2.His.4-6.6-8, D2.Geo.10.6-8, D2.Geo.12.6-8, D2.Geo.8-9.6-8, D2.Geo.6.6-8, D2.Civ.3.6-8, D2.Civ.6.6-8, D2.Civ.13-14.6-8</p> <p style="text-align: center;">AK Cultural A.1, E.2</p>

Graduate-Level Competency:		
GL.6 continued...		
Course/Grade Competencies	Content Objectives	Standards
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.	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p>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</p> <p>AK Cultural D.5-6, E.2</p>
7C.8 The learner will analyze the movement of people, goods, and ideas.	<ul style="list-style-type: none"> • Describe economic and political conditions that motivate people to migrate. 	<p>AK Cultural B.2-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • 	

See appendix for additional resources.

Eighth Grade: Early United States History

Course Details:	Overview:
Grade(s): 8	This yearlong 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, including conflict with American Indians in their homelands and the enslavement of Africans. Learners will critically think as historians by developing research skills, including the use of questions, evaluating primary and secondary sources, and using evidence. The learner will create a research project using both primary and secondary sources. The learner also 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.
Length: Two semesters	
Prerequisites: None	

While the grade/course level competencies are required, the units and content objectives provided are suggested pathways that move learners toward competency and the achievement of performance indicators.

Unit: 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.		
Course/Grade Competencies	Content Objectives	Standards
8C.1 The learner will read for understanding and to construct historical meaning.	<p style="color: red; margin: 0;">The learner will:</p> <ul style="list-style-type: none"> Cite specific evidence to support analysis of primary and secondary sources. Determine the central ideas or information of primary or secondary sources, and 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. 	<p style="text-align: center;">C3 D1.1-5.6-8 AK Cultural A.5, B.2-3, E.3, 5 AASL III.A.1-3, V.A.1-3, VI.A.1-3, I.B.1-3, III.B.1-2, IV.B.1-4, VI.B.1-3, III.C.1-3, VI.C.1-3, I.D.1-4, II.D.1-3, IV.D.1-3, V.D.1-3, VI.D.1-3,</p> <p style="text-align: center;">ISTE 1.d, 3, 7.a-b</p> <p style="text-align: center;">AK Digital Literacy 6-12.EL.4, 6-12.KC.1-4, 6-12.GC.1-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

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	Content Objectives	Standards
<p>8C.2 The learner will produce clear and coherent writing, to include a strong thesis statement and supporting historical evidence.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p>C3 D1.1-5.6-8 AK Cultural A.3, 5, B.2-4, D.5, E.6-8 AK Digital Literacy 6-12.ID.3, 6-12.ID.4 AASL I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3 ISTE 4.c-d</p>
<p>8C.3 The learner will conduct research to answer a question or solve a problem.</p>	<ul style="list-style-type: none"> • 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. 	<p>C3 D1.1-5.6-8 AK Cultural B.4, D.5 AASL I.A.1-2, II.A.1-3, III.A.1-3, IV.A. 1-3, V.A.1-3, VI.A.1-3, I.B.1-3, II.B.1-3, III.B.1-2, IV.B.1-4, V.B.1-3, VI.B.1-2, I.C.1-4, II.C.1-2, III.C.1-2, IV.C.1-3, V.C.1-3, VI.C.1-2, I.D.1-4, II.D.1-3, III.D.1-2, IV.D.1-3, V.D.1-3, VI.D.1-3 AK Digital Literacy 6-12.DC.3 ISTE 1.c, 2.b, 3, 4.b, 5.c, 6, 7.b-c</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • 	

Unit: Contact and European Settlement

Beginning – 1620

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	Content Objectives	Standards
	The learner will:	
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.	<ul style="list-style-type: none"> Evaluate interactions between European settlers and Indigenous people. Explain the process of European subjugation of African and Indigenous cultures, including the long-term effects for marginalized groups of people. Trace and illustrate the forced movement of Indigenous peoples by European settlers, including the motivations for displacing Indigenous people and the differing effects that displacement has on various Indigenous nations. 	<p style="text-align: center;"><u>NCSS</u> I-IX</p> <p style="text-align: center;"><u>C3</u> 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</p> <p style="text-align: center;"><u>AK Cultural</u> A.5, B.1-4, E.1</p>
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.	<ul style="list-style-type: none"> Sequence and explain the causes for European exploration and settlement in North America. 	<p style="text-align: center;"><u>NCSS</u> I-V</p> <p style="text-align: center;"><u>C3</u> D2.His.1-4.6-8, D2.His.6.6-8 D2.His.14-17.6-8</p> <p style="text-align: center;"><u>AK Cultural</u> A.1, E.2</p>
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.	<ul style="list-style-type: none"> Describe the origins of the Columbian Exchange and Triangle Trade, and its effect on Europe, Africa, and the Americas. 	<p style="text-align: center;"><u>NCSS</u> V-VIII & X</p> <p style="text-align: center;"><u>C3</u> 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</p>
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> Describe early Indigenous cultures and their development in North America. 	<p style="text-align: center;"><u>NCSS</u> I-III, V, & VII</p> <p style="text-align: center;"><u>C3</u> 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</p> <p style="text-align: center;"><u>AK Cultural</u> D.5-6, E.2</p>

Graduate-Level Competency:

GL.3 continued...

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

- Native American reaction stories and contact narratives
- U.S. geography mapping activities and how they relate to cultural interactions
- Debate over treatment of non-Europeans
- Explorer business plan project
- Columbian Exchange simulations for crops and disease
- Create a colony
- Mapping activities
- Iroquois League Constitution rewrite in modern terminology
- Daily life

Unit: 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	Content Objectives	Standards
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.	<p>The learner will:</p> <ul style="list-style-type: none"> • Compare and contrast the social and political rights of various groups among the colonial regions. • Describe the political and economic relationship between American colonies and Europe. • Describe the political and economic relationship between American colonies, Indigenous groups, and Europe. 	<p><u>NCSS</u> V-VIII & X</p> <p>C3 D2.Civ.3.6-8, D2.Civ.14.6-8, D2.Eco.1.6-8, 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</p> <p><u>AK Cultural</u> A.1, E.2</p>
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> • Describe ways in which Europeans transplanted and adapted their cultures and institutions to the American colonies. 	<p><u>NCSS</u> I-III, V, & VII</p> <p>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</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Debates 	

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.		
Course/Grade Competencies	Content Objectives	Standards
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.	The learner will: <ul style="list-style-type: none"> • Explain how physical geography affected the development of economics in the New England, Middle, and Southern Colonies. 	<u>NCSS</u> 1-III & V <u>C3</u> D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Mapping activities of original colonies 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
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.	<p>The learner will:</p> <ul style="list-style-type: none"> 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. 	<p>NCSS I-III & V</p> <p>C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</p> <p>AK Cultural A.1, E.2</p>
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideas have led to conflict and compromise.	<ul style="list-style-type: none"> 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. 	<p>NCSS V-VIII & X</p> <p>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</p>
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> Trace the origins of a unique American identity, separate from that of Europe. 	<p>NCSS I-III, V, & VII</p> <p>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</p> <p>AK Cultural D.5-6, E.2</p>
8C.8 The learner will evaluate the extent to which founding ideals and principles have been pursued and achieved.	<ul style="list-style-type: none"> 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. 	<p>NCSS V-VI & X</p> <p>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</p> <p>AK Cultural B.2-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> Analysis of primary sources 	

Unit: 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	Content Objectives	Standards
8C.9 The learner will identify and act on ways to engage in civic action.	<p>The learner will:</p> <ul style="list-style-type: none"> • Describe the process of amending the Constitution. 	<p><u>NCSS</u> II, IV-VI, & X</p> <p><u>C3</u> 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</p> <p><u>AK Cultural</u> C2, C4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Research "hot topics" and create legislative proposal • Simulated amendment/ ratification • Kids Voting 	

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	Content Objectives	Standards
<p>8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Explain the importance of compromise during the Constitutional Convention, and the effects of those compromises on the rights of various groups. • Describe and evaluate the competing interests of various economic, social, and political groups during the Constitutional Convention. • 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. 	<p>NCSS V-VIII & X</p> <p>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</p> <p>AK Cultural A.1, E.2</p>
<p>8C.8 The learner will evaluate the extent to which founding ideals and principles have been pursued and achieved.</p>	<ul style="list-style-type: none"> • Identify the philosophies and documents that influenced the writing of the Constitution and the Bill of Rights. • Compare and contrast the structures and powers of the national government under the Articles of Confederation and the Constitution. • Explain the arguments for and against the inclusion of the Bill of Rights in the Constitution. 	<p>NCSS V-VI & X</p> <p>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</p> <p>AK Cultural B.2-4</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Congress.gov • Mock ratification • Simulated Congress (under the Articles) • We the People (https://www.k12northstar.org/Page/8814) 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.	<p>The learner will:</p> <ul style="list-style-type: none"> Evaluate the political and economic relationships between the United States and European nations. Identify and sequence the causes of the War of 1812. 	<p><u>NCSS</u> V-VIII & X</p> <p><u>C3</u> 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</p>
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> Identify sectional interests and evaluate the emergence of a national identity. 	<p><u>NCSS</u> I-III, V, & VII</p> <p><u>C3</u> 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</p>
8C.8 The learner will evaluate the extent to which founding ideals and principles have been pursued and achieved.	<ul style="list-style-type: none"> 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. 	<p><u>NCSS</u> V-VI & X</p> <p><u>C3</u> 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</p> <p><u>AK Cultural</u> B.2-4</p>

Graduate-Level Competency:		
GL.3 continued...		
Course/Grade Competencies	Content Objectives	Standards
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.	<p>The learner will:</p> <ul style="list-style-type: none"> Describe and evaluate the relationship between American settlers and Indigenous peoples. 	<p><u>NCSS</u> I-II, IV-VI, & X</p> <p><u>C3</u> 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</p> <p><u>AK Cultural</u> E5, E6</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 	

Unit: Westward Expansion 1803 – 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.

Course/Grade Competencies	Content Objectives	Standards
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.	<p>The learner will:</p> <ul style="list-style-type: none"> Explain how westward expansion resulted in conflict with Indigenous peoples and foreign powers. 	<p>NCSS I-III, V-VI, & IX</p> <p>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</p> <p>AK Cultural A.5, B.1-4, E.1</p>
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.	<ul style="list-style-type: none"> Describe the ways in which westward expansion affected the American economy. 	<p>NCSS I-III & V</p> <p>C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</p>
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.	<ul style="list-style-type: none"> 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. 	<p>NCSS V-VIII & X</p> <p>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</p> <p>AK Cultural A.1, E.2</p>
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> Describe the impact western expansion had on the development of an American identity. Explain how and why slavery and westward expansion are linked. 	<p>NCSS I-III, V, & VII</p> <p>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</p> <p>AK Cultural D.5-6, E.2</p>

Graduate-Level Competency:

GL.3 continued...

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

- Cherokee Indian removal census activity
- Primary sources – Indian Removal Act
- *The West* miniseries by director Stephen Ives and exec. Producer Ken Burns
- *America: The Story of Us* miniseries
- Profile of territorial acquisition
- “Come West” advertisement for territorial acquisition
- Political Cartoons

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
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.	<p>The learner will:</p> <ul style="list-style-type: none"> Identify and describe major advancements in transportation, manufacturing, farming, education, and communication. 	<p style="text-align: center;">NCSS I-III & V C3 D2.His.1-4.6-8, D2.His.6.6-8, D2.His.14-17.6-8</p> <p style="text-align: center;">AK Cultural A.1, E.2</p>
8C.6 The learner will analyze the ways in which conflicting economic, social, and political ideals have led to conflict and compromise.	<ul style="list-style-type: none"> Evaluate the effects of industrialization on various groups of people. Evaluate the effects of industrialism on sectionalism and nationalism. Compare and contrast the experiences of African Americans in different regions. Explain the influence of religion on the development of societal reform. 	<p style="text-align: center;">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.2-5.6-8, D2.His.12.6-8, D2.His.14-16.6-8</p> <p style="text-align: center;">AK Cultural A.1, E.2</p>
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.	<ul style="list-style-type: none"> Trace and evaluate the gain and loss of rights for immigrants, women, free African Americans, and workers during the era. Identify and describe legislation that reformed conditions for immigrants, women, free African Americans, and workers during the era. 	<p style="text-align: center;">NCSS I-II, IV-VI, & 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</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> 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. 	

Unit: 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	Content Objectives	Standards
	The learner will:	
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.	<ul style="list-style-type: none"> 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. 	<u>NCSS</u> 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.	<ul style="list-style-type: none"> Explain the reasons individual states seceded from the Union. Describe the experiences of various groups during the Civil War, including soldiers, women, and immigrants, and then compare and contrast these experiences. Understand the historical and ongoing impact of slavery. 	<u>NCSS</u> 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 <u>AK Cultural</u> A.1, E.2
8C.7 The learner will analyze the development of society.	<ul style="list-style-type: none"> Describe the ways in which the federal government prepared to reunite the nation after the Civil War. 	<u>NCSS</u> 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:	<ul style="list-style-type: none"> <i>The Civil War</i> documentary created by Ken Burns Primary sources – Gettysburg Address Battle photos Mapping activities – Underground Railroad Write their own reconstruction plan 	

Unit: 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.

Course/Grade Competencies	Content Objectives	Standards
8C.11 The learner will create an analytical, plagiarism-free, research-based project.	<p>The learner will:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">NCSS II, IV-VI, & X</p> <p style="text-align: center;">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</p> <p style="text-align: center;">AK Cultural D5</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • National Archives • https://www.congress.gov/ • Explorer business plan project • Legislative proposal • Turning points in American History since 1865 	

See appendix for additional resources.