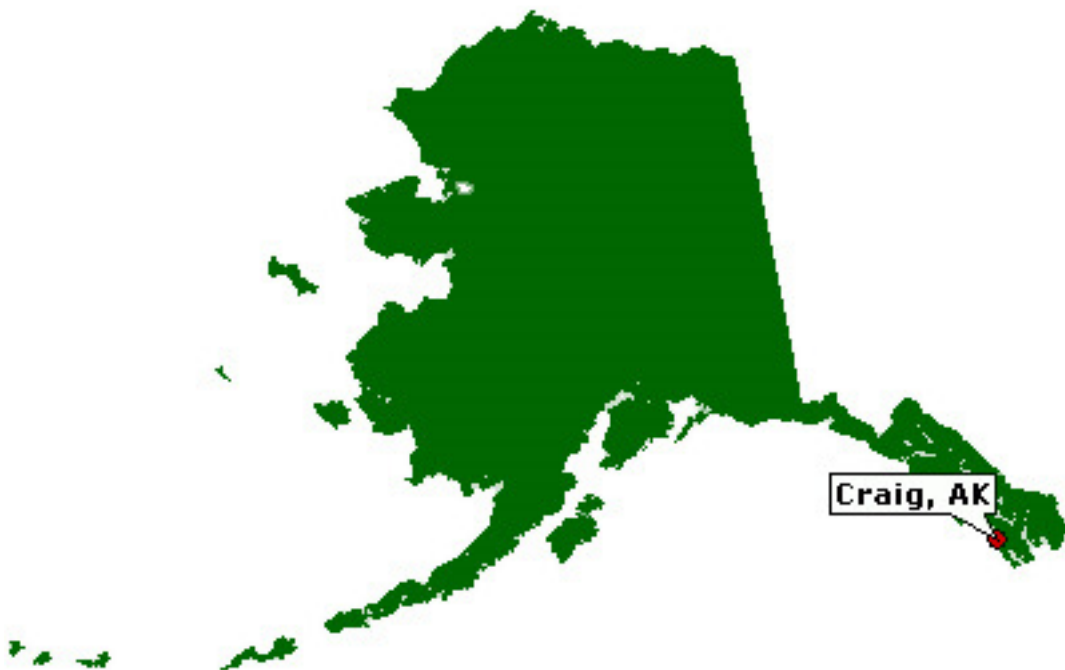


Craig City School District



K-12

Social Studies Curriculum

May 2016

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ACKNOWLEDGEMENTS

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WE WOULD ALSO LIKE TO RECOGNIZE

The Craig City School District Board of Education and the many teachers, administrators, parents and community members who have so willingly given of their time and expertise in the planning and revision process of this document.

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PHILOSOPHY

The study of social studies is a process that develops from kindergarten through high school. This development helps students to understand their place in the world and their roles and responsibilities.

The study of history is important to students 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 students. The social sciences will help students 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.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below. The students will:

- Develop critical-thinking skills, responsible decision-making and competency in problem solving, interpreting data and differentiating between fact and opinion.
- Prepare to participate competently and productively as concerned citizens in society.
- Address the ever-changing global issues of our world.
- Become aware of their roles as citizens in society and prepare to participate actively, competently and productively.
- Utilize literature, community resources and technology.

Through activities, students will be engaged directly and actively in the learning process. Activities will include:

- Using factual knowledge.
- Examining values.
- Communicating with others.

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

MISSION

The Craig City 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 students.

The core curriculum will encompass the social studies strands of history, geography, civics/government, economics and cultural studies. The study of Alaska, America's 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.

STANDARDS ALIGNMENT CODING

The Social Studies curriculum has been aligned with the Alaska Content and Cultural Standards and standards from the National Center for History in the Schools. The complete text of the standards may be found in the appendix. The following coding is used throughout this document to correlate the core objectives with the Alaska Content Standards.

ALASKA CONTENT AND CULTURAL STANDARDS

This example is History.

Content Standard ▷ **H.B.8a** ◁ Standard and Subdivision (if necessary)
△
Key Element of the Content Standard

E/LA = English/Language Arts
M = Mathematics
S = Science
GY = Geography
G/C = Government and Citizenship
H = History
HL = Skills for a Healthy Life
A = Arts
WL = World Languages
T = Technology
EM = Employability
L/IL = Library/Information Literacy
CS = Cultural Standards

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS STANDARDS

Examples:

Era ▷ **US1.2A.5-12** ◁ Grade Level
△
Standard

SCOPE AND SEQUENCE

Kindergarten	First Grade	Second Grade
Home and Family	Community	Country
Third Grade	Fourth Grade	Fifth Grade
Democracy	Alaska	US History
Sixth Grade	Seventh Grade	Eighth Grade
World History: Early Man to the Age of Rome	World History: The Middle Ages to the Age of Exploration	US History: The Colonial Period to the Civil War
HIGH SCHOOL COURSE LIST		
<ul style="list-style-type: none"> • Alaska Studies • World History I • World History II • US History: Reconstruction to the Present • Government • General Economics • World Geography • Psychology • Global Perspectives on Culture and Politics 		

ELEMENTARY SOCIAL STUDIES CURRICULUM Grades K-5

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KINDERGARTEN

Established Goals	Transfer Goals		
Kindergarten students 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 understand how individuals can make positive contributions as group members and citizens. Students will participate in decision-making related to wants and needs. Finally, students will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision-making skills.	Students will be able to use their learning to... <ul style="list-style-type: none"> • seek to understand the views, values, and cultures of others. • appreciate and understand individual talents, interests, and differences. • role play concepts from lessons (i.e. problem solving and the importance of being responsible) • Relate social studies to their everyday life. • Apply non-fiction text features to a Social Studies text 		
Alaska Literacy Standards	Suggested Units of Instruction	Students Will Understand...	Students Will Be Able to...
Reading Standards for Informational Text Grade K Key Ideas and Details 1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two	<p>Welcome to School</p> <p>Location</p> <p>Rules</p>	<p>-significance of the American flag and the Pledge of Allegiance. They will discuss friendship and understand that teachers help them learn.</p> <p>-terms that describe relative location and the purpose of maps and globes.</p> <p>-the necessity of rules and the consequences of breaking them.</p>	<p>-recite the Pledge of Allegiance, find examples of friendships, and explain how teachers help them learn.</p> <p>-identify and describe the relative location of objects and places. -explain the purpose of globes and maps</p> <p>-identify authority figures at home and school, and discuss the actions of good citizens</p>

<p>individuals, events, ideas, or pieces of information in a text. Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the opinions an author states in text.</p> <p>9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two groups)</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding and scaffolding as needed.</p>	Responsibility	-a responsibility is a duty to do or not to do something	-to discuss examples of responsibility and privacy
	Time	- calendar time (days, weeks, months)	-use words and phrases related to chronology and time
	History	-that history tells the story of people in the past and things that happened in the past	-compare and contrast past events with the present
	Where Do You Live?	-that we can describe where we live in many different ways.	-demonstrate they know their own phone number, address, city, and state.
	Timelines	-how to use and create a timeline using words and phrases related to time.	-begin developing an awareness of primary sources.
	Needs and Wants	-the differences between needs and wants and that people work to earn money for things they need and want.	-identify their own needs and wants.
	The First Thanksgiving	-immigrants to America and the experiences of living in the New World, and the hardships of surviving in a new land.	-recall the story of the first Thanksgiving and compare and contrast it to their own Thanksgiving celebrations.
	Earth	-basic landforms, bodies of water, and cardinal directions.	-use maps and globes help locate places.
	Seasons	-about seasons on Earth and how weather affects people and the environment.	-identify seasons and describe seasonal weather changes.
	Weather	-different types of weather and some of the effects it has on people and the environment.	-identify and describe different kinds of weather and how it effects their lives.
		-examples of being a good citizen.	

	<p>Good Citizens</p> <p>Which Way?</p> <p>Holidays</p> <p>Presidents and Patriots</p> <p>American Monuments</p> <p>Celebrate America</p> <p>Rights and Responsibilities</p> <p>Consumers and Producers</p>	<p>-understand cardinal directions and basic bodies of water near the United States and in other places on Earth.</p> <p>-some of the ways people of different cultures and countries celebrate holidays.</p> <p>-the office of the President and what it means to be a patriot.</p> <p>-the importance of some buildings, statues, and monuments associated with American history (the White House, Mount Rushmore).</p> <p>-the way American symbols, holidays, and patriotic activities reflect the values, principles, and beliefs of Americans.</p> <p>-the individual rights and responsibilities they have as part of their family, school, and community.</p> <p>-the difference between consumers and producers and between goods and services.</p> <p>-work and the jobs people do in their communities.</p> <p>-the basic concepts of spending and saving money.</p>	<p>-resolve conflicts by being good citizens and discuss ways for groups to make decisions fairly.</p> <p>-determine direction and locate oceans on the globe and their relationship to different land masses.</p> <p>-identify and demonstrate some of the ways their families celebrate holidays.</p> <p>-identify patriotic men and women in the U.S. prior to 1880 (George Washington, Abraham Lincoln, Harriet Tubman).</p> <p>-identify some American monuments and explain why they are important.</p> <p>-identify symbols, holidays and patriotic activities that are unique to America and explain how we celebrate and why.</p> <p>-demonstrate the characteristics of a good citizen.</p> <p>-discuss needs and wants and the way people get things they need and wants.</p> <p>-describe tools or equipment needed for some jobs.</p> <p>-recognize that U.S. currency comes in different forms.</p>
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	Jobs People Do		
	Money		

Key Concepts/Vocabulary

Place	Location	Time	Citizenship	Other
Store	Community Map	Future	Group	Same
Police station	Town Globe	Past	Cooperate	Different
Restaurant	State	Present	Vote	Wants
Church	Hallway	Today	Decide	Needs
Hospital	Entrance	Tomorrow	Respect	Goods
Fire station	Exit	Yesterday	Traditions	Services
Temple	Room	Calendar	Family	
Library	Locate		Rules	
Mosque	Location		Job	
Bank	Address		Choice	
Land water	Next		Fair	
	Across		Order	
	Above		Safe	
	Below			
	Near			

FIRST GRADE

Established Goals	Transfer Goals	Readiness Standards	
First grade students 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 students will learn about rules, fairness and collective decision-making. Students will make and use simple maps.	Students will be able to use their learning to... <ul style="list-style-type: none"> • Seek to understand the views, values, and cultures of different populations. • Explain how geography helps us learn about place and movement. • Relate to different cultures in our nation and around the world. • Explain how choices effect history. 	Students entering the first grade should be able to: <ul style="list-style-type: none"> • Be aware of self in relation to others. • Learn rights, responsibilities, and rules as they apply to individuals in a group setting. • Locate specific areas in the classroom and school. • Participate in a variety of cultural activities. • Share news about events with others. 	
Alaska Literacy Standards	Suggested Units of Instruction	Students Will Understand...	Students Will Be Able to...
Key Ideas and Details 1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. 2. Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell	Welcome to School Location and Distance	-the importance of being kind to others and the history of Labor Day. -the locations of various places in the community and the state.	-explain examples of "How to be a Bucket Filler" and how they plan to use bucket filling skills in school, at home, and in their community. -locate various places in the community and state and explain there locations using directional terms. They will also discuss fair ways to make

<p>descriptions, or steps in a process to make something). Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.</p>	<p>I Am Responsible</p> <p>Celebrate America</p> <p>American Monuments</p> <p>Patriotism and Presidents</p> <p>Rights and Responsibilities</p> <p>Communities</p> <p>Changes in Communities</p>	<p>school, and the community. Students will also understand examples of power without authority.</p> <p>-the role of a responsible citizen.</p> <p>-how American symbols and patriotic activities reflect the values, principles, and beliefs of Americans.</p> <p>-and expand their knowledge of important buildings, statues and monuments associated with American history.</p> <p>-and expand their knowledge of presidents and other patriotic men and women in the United States prior to 1880.</p> <p>-and learn about major elected officials (president, governors, congress) and the sources of authority for those who make laws and rules.</p> <p>-and learn ways location, weather, and the environment affect people in different</p>	<p>-identifying characteristics of good leadership and fair decision-making.</p> <p>-explain how decisions can be made and conflicts can be resolved in fair ways.</p> <p>-discuss how diversity and respect for others help to make America a great place to live.</p> <p>-identify people from the past who have shown characteristic ideals and principles.</p> <p>-collect information about historical people and events through interviews, photos, articles, and books.</p> <p>-explain how elected officials get into office and participate in a mock election.</p> <p>-compare life in their community with life in other places</p>
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		communities.	
	Economics	-and expand their knowledge in the ways location and environment affect people and how people make choices based on the availability of resources.	-identify the ways in which the location and environment of their community affects the people living here, as well as list the available resources in their environments and how the availability of these resources influences their own choices.
	Jobs People Do	-and expand their knowledge of the differences among buyers, sellers, and producers and between goods and services.	-recognize that money can be used in the exchange of goods and services and students will create a token economy in their classroom to practice this concept.
	Spend or Save?	-and expand their knowledge of different types of work and how these jobs benefit families and communities.	-discuss how human resources are used to produce goods and services and students will identify jobs in their own community and what goods and services these jobs supply to consumers.
	Happy to Be Alaskan!	-the importance of saving money and that an opportunity cost is giving up one thing for another.	-identify reasons to save money and ways that they can save money.
		-Alaska has several unique Native cultures that began in	-create a timeline of the local

		the past and continue today.	history of our community, as well as participate in classroom, school and community events that celebrate traditions and cultures.
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Key Concepts /Vocabulary

Location	Citizenship	Other
State Town Country Community Continent Neighborhood Ocean River Mountain Landform Globe Map Direction Distance	Responsibilities Culture Traditions Respect Represent Citizen Leader Fair Rules Decision Consequence Alaska Native	Similar Different Symbol Services Goods Cost Consumer Timeline Artifact Geography

SECOND GRADE

Established Goals	Transfer Goals	Readiness Standards	
Second grade students will develop a conceptual understanding of community. They will survey the domains of social studies (history, physical geography, culture, civics, and government) through the lens of their local community. In addition, they will become acquainted with local government and current issues in their community and beyond.	Students will be able to use their learning to... <ul style="list-style-type: none"> • Connect the past with the present. • Show understanding of how and why cultures change over time. • Act as a good citizen. • Make choices based on available resources. • Interpret geography and solve geographic problems. 	Students entering the second grade should be able to ... <ul style="list-style-type: none"> • Respect the rights of others, including different opinions. • Demonstrate awareness of goods, services, needs, and wants. • Demonstrate understanding that a globe and a map are visual representations of the world. • Identify similarities and differences among families and culture groups, past and present. • Participate in the sharing of current events. 	
Alaska Literacy Standards	Suggested Units of Instruction	Students Will Understand...	Students Will Be Able to...
Reading Standards for Informational Text Grade 2 Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	American Symbols	-and expand their knowledge of American symbols and why they are significant.	-identify symbols displayed or used in our state and community that represent America and our community and also create a symbols book with their own explanations of why each symbol is important

	<p>Changes in America</p> <p>Changes for Native Americans</p> <p>Using Maps and Globes</p> <p>Earth</p> <p>Important Americans</p> <p>Celebrate America</p>	<p>Pilgrims to survive.</p> <p>-and explore ways the daily life of early colonists changed over time and how communities eventually became the cities and towns we live in today.</p> <p>-the impact of explorers and settlers on Native Americans and how things changed as communities grew.</p> <p>-and extend their learning with the use and purposes of maps and globes.</p> <p>-continents, oceans, the equator, prime meridian, and the North and South Poles.</p> <p>-how people have made important contributions to our country's history and how individuals, events and documents represent the United</p>	<p>their survival.</p> <p>-relate the contributions of Native Alaskans and early settlers to the development of Craig/Prince of Wales Island as a community. (EQ.2.1-2; GY.B.2-6, 8)</p> <p>(continued from above)</p> <p>-explain the impact of location and explorers for the indigenous and current populations of the Craig/Prince of Wales Island areas. (EQ.2.4; GY. B.4;CS.A.6)</p> <p>-use a compass rose and a map key/legend to interpret information and determine the answers to geographic questions.</p> <p>-to compare their own location to other continents, oceans, the equator, prime meridian, and the North and South Poles.</p> <p>-identify influential historical figures and retell their stories.</p>
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		<p>States.</p> <p>-the importance of American holidays, the statue of liberty, recognize important symbols (Liberty Bell, World War II memorial, etc.), contributions of a Native American named Chief Joseph, as well as Hispanic leader, Cesar Chavez.</p>	<p>-explain why the national holidays are important to Americans.)EQ. 2.1; H.A.5)</p> <p>-identify ways culture is expressed in their community, such as celebrations, legends, and traditions.(EQ.2.1; GY. B.2; G/C. B.5)</p> <p>-Identify elders as the experienced leaders in the community. (EQ. 2.5; GY.B.3, 6; GY.E.4)</p> <p>-define diversity, using their own words. (EQ.2.1-2, 5; G/C.E.7)</p>
	American Cultures		
	Government and Citizenship	<p>-American cultures of the past and present including African Americans, Hispanic, and Asian American cultures.</p>	<p>-compare and contrast the American cultures of the past to cultures found in America today.</p>
	Scientists, Artists, and Inventors	<p>-why people form governments and various ways to become an American citizen, as well as understanding of elected officials in their community and how rights and responsibilities reinforce each other and promote the common good.</p> <p>-how people from various</p>	<p>-recognize that government leaders in a community are elected through a voting process and participate where appropriate (school board, city council, student council). (EQ.2.5; G/C.E.3)</p>

	<p>Trade</p> <p>Resources and Choices</p> <p>Money and Markets</p>	<p>backgrounds and cultures made contributions to our country.</p> <p>-how trade helps families around the world meet their basic needs and how scarcity affects the choices people make.</p> <p>-extend, and refine their knowledge of human, natural, and capital resources and the ways they are used; as well as the costs and benefits of making choices,</p> <p>-the purpose of markets and the functions of a bank; as well as how people in different places depend on each other for goods and services.</p>	<p>-identify famous scientists, artists , and inventors that contributed to our country and explain why each was important.</p> <p>-discuss how people in our community have traded with others throughout history and the affects of trade, both good and bad, on the people of the community.</p> <p>-identify the human, natural, and capital resources in our community and how they are used; as well as identifying resources that are scarce.</p> <p>-identify the purpose of markets for selling goods and services and give examples of how consumers and producers are involved in the free enterprise system in our community.</p>
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Key Concepts/Vocabulary

Economics	People	Citizenship	Other
Consume Produce Environment Goods and services Subsistence Seasonal cycle	Elder Native Historian	Community Culture Fact Opinion Government Laws Diversity contribution	Timeline Compare Contrast

THIRD GRADE

Established Goals	Transfer Goals	Readiness Standards	
Third grade students will develop a more detailed understanding of government, how laws are made and changed, and how maps, globes and graphs help us to find a variety of information.	Students will be able to use their learning to... <ul style="list-style-type: none"> • Connect the past with the present. • Show understanding of how humans interpret history. • Act as good citizens. • Understand how governments functions. • Interpret geography and solve geographic problems. • Understand how and why cultures change over time. 	Students entering the third grade should be able to... <ul style="list-style-type: none"> • Understand the roles and responsibilities of individuals in a community. • Recognize historical figures and their contributions to the local community. • Discuss current events. • Identify and locate U.S. historical and natural landmarks on a map or globe. • Identify how natural resources have affected the growth and development of the United States. 	
Alaska Literacy Standards	Suggested Units of Instruction	Students will understand ...	Students Will Be Able to...
Reading Standards for Informational Text Grade 3 Key Ideas and Details 1. Ask and answer questions to demonstrate	*To be determined by teachers at each level. Social studies at this grade level is broken down by four different strands including; geography,		<ul style="list-style-type: none"> • identify the difference between a community and a region (e.g., a

<p>understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p> <p>3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft and Structure</p>	<p>history, civics/government and economics.</p> <p>Geography</p>	<p>-characteristics of the United States using resources such as landmarks, models, maps, photographs, atlases, Internet, video, reference materials, GIS and mental mapping. (EQ.3.1-2, 6-7; GY.B.3-4, 8)</p> <p>-how to locate the physical and political regions of the United States. (EQ.3.1-2, 5-7; CS.B.1; CS.E.1)</p> <p>-how to locate selected cities and states of historical and current importance using absolute and relative location. (EQ.3.1-2, 7; CS.B.1; CS.E.1, 4-5, 7)</p> <p>-how to construct and read a variety of effective representations of Earth, such as maps, globes, and photographs. (EQ. 3.7; H.A,1, 5, 7-8)</p> <p>-how to use grid systems to locate places on maps and globes. (EQ.3.7)</p> <p>-factors such as weather, population distribution, land use, climate, and transportation to identify regional differences and similarities. (EQ.3.1-2, 6-7;GY.D.1-5)</p> <p>-how climate and physical features impact the ways of life</p>	<p>community is a more localized area, a region may contain a number of communities)</p> <ul style="list-style-type: none"> • Give examples of historical events and their impacts. • Give examples of diverse historical figures and groups. • identify diverse historical figures and groups have made contributions to various communities and regions <p><input type="checkbox"/> Give examples of ideas that could lead to the development of a local community or region.</p> <p><input type="checkbox"/> Explain he interactions between and traditions of various groups in local communities and regions affect the economic development and the cultural make-up of a community.</p> <p><input type="checkbox"/> Show how</p>
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<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Determine author's purpose; distinguish own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical</p>	<p>History and Culture</p>	<p>in different regions of the United States. (EQ.3.2, 6-7; GY.D.1-5; GY.F.1-2)</p> <p>-how to recognize patterns in settlement, migration and land use in the United States and connecting them to the geographic features and environment. (EQ. 3.2, 6-7)</p> <p>Students connect the past with the present by:</p> <ul style="list-style-type: none"> Explaining differences between historic and present day objects in The United States, evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the events of those changes). (EQ.3.1-2, 6; G/C.B.1; G/C.F.6) Describing ways that life in The United States has both changed and stayed the same over time; explaining why these changes have occurred (e.g., 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?). (EQ.3.1-2, 6-7; H.A.1, 7; H.C.1) <p>Students show understanding of how humans interpret history by:</p> <ul style="list-style-type: none"> Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine 	<p>technological innovations arising from ideas have impacted local communities and regions.</p> <ul style="list-style-type: none"> □ Explain how people adapt and modify the environment based on philosophical perspectives when developing local communities and regions. □ Give examples of how human values and beliefs and environmental features affect development. • Explain how historical narratives are used to help define factual historical evidence for purpose and context to help understand the past. • Explain how historical narratives are used to tell how and why change takes
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<p>connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics. Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p>		<p>articles, eyewitness news accounts). (EQ.3.1-7; H.A.1, 7; H.C.1; H.D.6)</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. (EQ.3.1-3, 5-7; GY.B.3-4, 8; GY.D.1-5) • Identifying multiple perspectives in historic and current events (EQ.3.1-2, 6; CS.B.2; CS.C.4; CS.D.1) <p>Students show understanding of how and why cultures change over time by:</p> <ul style="list-style-type: none"> • Identifying expressions of culture in the United States through analysis of various modes, such as poems, songs, dances, stories, sculptures and photographs. (EQ.3.1-2, 5, 7; CS.A.1, 6; CS.B.1-3) • Identifying how location influences cultural traits across the various regions of the United States (e.g., comparing clothing, food, architecture, art in relation to location). (EQ.3.1-2, 6-7; CS.B.1-2) • Describing the contributions of various cultural groups to our country, both past and present. (EQ.3.1-2; CS.D.1; CS.E.5-8) • Identifying ways in which culture in 	<p>place in past events, people and places.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find absolute (e.g., definitive vicinity) and relative (e.g., approximate vicinity) locations of places within the local community and region on a map, globe, etc. <input type="checkbox"/> Use geographic tools to find specific places within a community or region. • Compare the human and physical characteristics of the local community with those of another community. • Observe, explore and compare human and physical characteristics of places. • Give the definition of time zones and how they are determined. <input type="checkbox"/> Identify ways humans depend on the natural
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	<p>Civics and Government</p>	<p>the United States has changed over time. (EQ.3.1-2, 5; H.A.1, 7; H.C.1; H.D.6)</p> <p>Students act as citizens by:</p> <ul style="list-style-type: none"> • Describing and defining the rights, principles and responsibilities of citizenship in the U.S. (e.g., the right to vote, the responsibility to obey the law). (EQ.3.3-5; G/C.A.2-3) • Identifying problems and proposing solutions in the local community, state, nation or world. (EQ.3.3-5; GY.B.3-4; GY.D.1-5; G/C.A.2) <p>Students show understanding of how a government functions by:</p> <ul style="list-style-type: none"> • Describing how rules and laws are created (e.g., participating in a simulation about creating a new law). (EQ.3.4; G/C.B.1-2; G/C.E.3-7) • Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution). (EQ.3.3-4) • Identifying the three branches of state and federal government and explaining 	<p>environment for their basic needs.</p> <ul style="list-style-type: none"> • Use a variety of visual materials and data sources to compare regions • Model ways in which responsible citizens take part in public debate and discussion (e.g., role play a debate over a civic problem).
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		<p>their functions. (EQ.3.3-5; G/C.E.1-2)</p> <ul style="list-style-type: none"> • Describing how government decisions impact and/or relate to their lives. (EQ.3.1-7; G/C.E.1; CS.E.8) 	
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FOURTH GRADE

Established Goals	Transfer Goals	Readiness Standards	
<p>This yearlong study will focus on Alaska, past and present. Students will compare and contrast various cultures and regions within the state. Fourth grade will also focus on the study of Alaska's history, geography, economy and government. Students will explore why and how the first Alaskan Natives and Europeans came to the area, the purchase of Alaska, why Alaskans wanted to become a state, how Alaska became a state, explaining the importance of natural resources to Alaska's economy and Permanent Fund and how it affects Alaska.</p>	<ul style="list-style-type: none"> • Connect the past with the present. • Show understanding of how humans interpret history. • Act as good citizens. • Use knowledge of patterns of history to better understand the present and prepare for the future. • Critically appraise historical claims and analyze contemporary issues. • Understand how physical and human geography can inform responsible interactions with environment. • Apply concepts and systems of economics to participate productively in a global economy. 	<p>Students entering fourth grade should be able to:</p> <ul style="list-style-type: none"> • Recognize the functions of local and state government • Identify the regions of Alaska and the Alaska Natives of each region • Use maps, charts, graphs and tables to interpret this information • Identify major resources of Alaska and its neighbors and how their sources relate to the economic and technological lifestyles of past and present • Follow local and world current events • Locate Russia and Pacific Rim countries on a map or globe • Explore past and present cultural activities of Alaskan native peoples 	
<p>Alaska Literary Standards 1. Locate explicit information in the text to explain what the text says explicitly and to</p>	Suggested Units of Instruction	Students Will Understand...	Students Will Be Able to...

support inferences drawn from the text.			
<p>2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>3. Explain relationships among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or</p>	<p>Who Settled Alaska?</p> <p>Indigenous Cultures of Alaska</p> <p>Alaska's Government</p> <p>Who Makes the Laws?</p> <p>Alaska's Economy</p>	<ul style="list-style-type: none"> • How various groups of people came to Alaska over time and how have they shaped Alaska's development? (EQ.3.1) • Students will explore how the knowledge of major groups of Alaska Natives and their indigenous cultures help us understand what makes Alaska unique? (EQ.3.2) • Students will understand how the Alaska government functions on the state and local levels. (EQ.3.3) <ul style="list-style-type: none"> • How has Alaska's government develop over time? (EQ.3.5) • How are laws made and changed? (EQ.3.4) 	<p>*Identify the groups of people that settled Alaska and explain how each group changed Alaska.</p> <p>*Compare and contrast the different groups of settlers in Alaska.</p> <p>*Recognize characteristics of Alaska's indigenous cultures and explain how these cultures influence life in our community and state today.</p> <p>*Create a flowchart explaining how the government functions in Alaska from the state level to the local level and compare government from the beginning of statehood up to present day.</p> <p>*Explain the process of how legislators advocate for an idea and work to make it into a law.</p>

<p>topic; describe the differences in focus and the information provided.</p> <p>7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts with a complexity band appropriate to grade 4, with scaffolding as needed at the high end of the range.</p>	<p>The Geography of Alaska</p>	<ul style="list-style-type: none"> • How has Alaska's economy evolved over time? (EQ.3.6) • How using maps, globes and graphs help us to find a variety of information. (EQ.3.7) 	<p>*Create a timeline that shows how the Alaskan economy has changed over time.</p> <p>*Locate many cities, villages, landforms, and places of interest on the map of Alaska, as well as explore varied information sources to learn more about each location.</p>
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FIFTH GRADE

Established Goals	Transfer Goals	Readiness Standards	
<p>This yearlong study of the United States of America examines historical perspectives that shaped the diverse physical, political, economic and cultural characteristics that define our country today. Students will examine how colonization led to the establishment and evolution of our nation through the perspectives of Native American cultures, European leaders, explorers, colonists, slaves and immigrants. Students will explore the foundations of American government by examining relevant aspects of the U.S. Constitution, emphasizing that citizenship entails both rights and responsibilities</p>	<p>Students will be able to use their learning to...</p> <ul style="list-style-type: none"> • Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas. • Select, investigate and present a topic on different cultures and historical people and events using primary and secondary resources (examples: oral interviews, artifacts, journals, documents, photos and letters). • Identify facts and opinions and recognize bias and points of view. • Analyze a current event to determine how cultural traditions impact the point of view 	<p>Students entering fifth grade should be able to:</p> <ul style="list-style-type: none"> • Identify states and their capitals. • Identify regions of the United States. • Identify Pacific Rim countries and their importance to the United States. • Relate current issues to historical events. 	<p style="text-align: center;">Fifth Grade Social Studies</p>

	of those involved.		
Alaska Literacy Standards	Suggested Units of Instruction	Students Will Understand...	Students Will Be Able to...
<p>Key Ideas and Details</p> <p>1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>5. Compare and contrast the</p>	<p>*The Civil War</p> <p>*Reconstruction</p> <p>*Industrial Revolution</p> <p>*The Gilded Age</p> <p>*Immigration (1892 era)</p> <p>*Westward Expansion</p> <p>*The Spanish-American War</p> <p>*The United States Becomes a World Leader</p> <p>*WWI</p> <p>*The Roaring 20's</p> <p>*The Depression</p> <p>*FDR's New Deal</p> <p>*America's Involvement in WWII</p> <p>*The Cold War</p> <p>*The Korean War</p> <p>*The Civil Rights Movement</p> <p>*Kennedy's New Frontier</p> <p>*LBJ's Great Society</p> <p>*The Vietnam War</p> <p>*The Women's Movement</p> <p>*Global Politics</p> <p>*Technology Revolution</p>	<p>*differences between historic and present day objects in the United States or the world; evaluating how the objects and their usage changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the events of those changes). (EQ.5.2-3; H.B.1)</p> <p>*ways that life in the United States and/or the world has both changed and stayed the same over time; explaining 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 teenager today? What factors have contributed to these differences?). (EQ.5.2-3, 5-6; GY.D.3, 5; H.B.1-2)</p>	<p>* identify how different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine articles, eyewitness news accounts). (EQ.5.3; H.C.1-2)</p> <p>*read and interpret historic maps. (EQ.5.3; GY.A.1,3)</p> <p>*identify multiple perspectives in historic and current events (e.g., How might a Pilgrim describe the first Thanksgiving? How might a Native American describe that same event?). (EQ.5.1-4, 6; H.A.5-6; CS.E.4)</p> <p>*identify attitudes, values and behaviors of people in different historical contexts (e.g., What values of the time period justified</p>

<p>overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events). Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>		<p>*how events, people and ideas have shaped the United States and/or the world; hypothesizing how different influences could have led to different consequences (e.g., How did the Civil War and the Civil Rights Movement change the U.S.? How might the U.S. be different if these events had never happened?). (EQ.5.1-9; GY.D.3, 5; H.B.1-2)</p> <p>*transitions between eras that occurred over time (e.g., the end of the Colonial era) as well as those that occurred as a result of a pivotal event (e.g., the writing of the Declaration of Independence, the Emancipation Proclamation). (EQ.5.1-7; H.B.2; CS.E.5)</p> <p>* the rights, principles and responsibilities of citizenship in the U.S. (e.g., the right to vote, the responsibility to obey the law). (EQ.5.7-9; G/C.B.2, 4; G/C.C.2; G/C.E.1-2)</p>	<p>denying women the right to vote?). (EQ.5.1-3, 6; GY.D.3, 5)</p> <p>* identify how technology can lead to a different interpretation of history (e.g., archeological excavation, using online primary source documents). (EQ.5.1-3; GY.D.4; H.A.2)</p> <p>*identifying an important event in the United States and/or world and describing multiple causes and effects of that event. (EQ.5.3-6; H.B.2)</p> <p>*identify problems and propose solutions in the local community, state, nation or world. (EQ.5.3, 8-9; G/C.B.4; G/C.C.2; G/C.E.3-4, 7)</p> <p>*explain their own point of view on issues that affect themselves and society; being able to explain an opposing point of view (e.g., bullies, victims, witnesses, voting age, smoking, violence on TV). (EQ.5.3, 8-9; H.D.3; G/C.B.5; G/C.E.3, 2)</p>
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<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>		<p>*examples of ways in which political parties, campaigns and elections provide opportunities for citizens to participate in the political process. (EQ.5.2, 8-9; G/C.B.5-6; G/C.E.3)</p> <p>*how rules and laws are created (e.g., participating in a simulation about creating a new law). (EQ.5.7-9; G/C.A.3; G/C.E.4)</p> <p>•</p> <p>* key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution). (EQ.5.2, 5, 7; G/C.A.3; G/C.B.1)</p>	<p>*identify the core beliefs, shared political values and principles of different groups, and how these are similar and/or different to other people. (EQ.5.8-9; G/C.B.5-6; G/C.E.3)</p> <p>* Establish rules and/or policies for a group, school and/or community and defend them. (EQ.5.7-9; G/C.B.5; G/C.E.3-4)</p> <p>*identify how rules and laws are created (e.g., participating in a simulation about creating a new law). (EQ.5.7-9; G/C.A.3; G/C.E.4)</p> <p>*identify the three branches of the federal government and explaining their functions (e.g., checks and balances). (EQ.5.7-8; G/C.B.3)</p> <p>*describe how government decisions impact and/or relate to</p>
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			their lives. (EQ.5.2, 5, 7-9; G/C.A.1-2; G/C.B.2; H.B.3)
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MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM Grades 6-8

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Sixth Grade – World History I

Established Goals	Transfer Goals		
<p>Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society.</p> <p>Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
<p>Reading Standards for Literacy in History/Social Studies Grades 6-8</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). • Determine the meaning of words and phrases 	Early Man	<ul style="list-style-type: none"> • Early man from Australopithecines-Homo sapiens sapiens • Advances of each species • Origin • Evolution and continuation 	
	Building Civilizations	<p>6 things that make a civilization</p> <ul style="list-style-type: none"> • People • Architecture & art • Written language • Government • Division of Labor • Social Classes 	

Established Goals	Transfer Goals		
<p>as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <ul style="list-style-type: none"> • Describe how a text presents information (e.g., sequentially, comparatively, casually). • Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • integrate visual information (e.g, in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • distinguish among fact, opinion, and reasoned judgement in a text. • Analyze the relationship between a primary and secondary source on the same topic. • By then end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. 	<p>Ancient Civilizations</p> <ul style="list-style-type: none"> -Egypt -India -China -Mesopotamia 	<ul style="list-style-type: none"> • Key geography elements of each, • Key language and writing aspects, • Religion • Key Rulers, political figures, philosophers, social figures • Culture • Historical importance 	
	<p>Ancient Greece and Ancient Rome</p>	<ul style="list-style-type: none"> • Key geography elements of each, • Key language and writing aspects, • Religion • Key Rulers, political figures, philosophers, social figures • Culture • Historical importance & relevance to U.S history • Turning point battles for the civilization 	

Seventh Grade – World History II

Established Goals	Transfer Goals		
<p>Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society.</p> <p>Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
<p>Reading Standards for Literacy in History/Social Studies Grades 6-8</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from 	<p>Middle Ages</p>	<ul style="list-style-type: none"> • Crusades • Key religious, political, & social figures • Feudalism • Great Schism • Mayans in Mexico • Aztecs in Mexico • Incas in South America 	

Established Goals	Transfer Goals		
<p>prior knowledge or opinions.</p> <ul style="list-style-type: none"> • Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, 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. • Describe how a text presents information (e.g., sequentially, comparatively, casually). • Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • integrate visual information (e.g, in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • distinguish among fact, opinion, and reasoned judgement in a text. • Analyze the relationship between a primary and secondary source on the same topic. • By then end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. 	Renaissance/Reformation	<ul style="list-style-type: none"> • Where • When • Key religious figures, political figures, social figures • Key ideas to come from the Renaissance/Reformation 	
	World Exploration	<p>Focus on world exploration of these countries and their contributions to setting up new (civilizations)</p> <ul style="list-style-type: none"> -England -Spain -France -Russia 	

Eighth Grade – US History: Beginnings to The Civil War

Established Goals	Transfer Goals		
<p>Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society.</p> <p>Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
<p>Reading Standards for Literacy in History/Social Studies Grades 6-8</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • Identify key steps in a text's description of a 	Colonies	<ul style="list-style-type: none"> • Regions of the 13 colonies • Reasons colonies were founded • Key Political and Social Figures 	
	Revolutionary War	<ul style="list-style-type: none"> • Reasons/causes of the Revolutionary War • Key Political, Military, & Social Figures • Turning point battles 	

Established Goals	Transfer Goals		
<p>process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Describe how a text presents information (e.g., sequentially, comparatively, casually). • Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • integrate visual information (e.g, in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • distinguish among fact, opinion, and reasoned judgement in a text. • Analyze the relationship between a primary and secondary source on the same topic. • By then end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. 	<p>Industrial Revolution/Westward Expansion</p>	<ul style="list-style-type: none"> • First Industrial Revolution • Wagon Trains • Transcontinental Railroad • Mexican Cession • Louisiana Purchase • Annexation of Texas • 49th Parallel • Oregon Territory 	
	<p>Civil War</p>	<ul style="list-style-type: none"> • Reasons/causes of the Revolutionary War • Key Political, Military, & Social Figures • Turning point battles 	

HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Grades 9-12

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ALASKA HISTORY Length: 1 Semester Prerequisites: None Grade Level: 9-12		This class will look at the history of Alaska beginning with Alaska's first people to present day. Students will explore the events that have shaped the state of Alaska, paying special attention to major events such as Russian contact, the Gold Rush of '98, and World War II. A general knowledge of Alaska's geography and the locations of various towns, landforms etc. and how these places have played a role in Alaska's history will also be an area of study. In addition, students will explore some of the rich literature written about the state in the form of a historical book review.	
Established Goals		Transfer Goals	
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.		Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 	
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of 	Geography of Alaska	<ul style="list-style-type: none"> • Review geographic regions and major landforms and the impact of geography on indigenous lifestyles and culture. 	<ul style="list-style-type: none"> • Students will be able to analyze, create and interpret visual data; map of Alaska.
	Indigenous Alaskans before Western Contact	<ul style="list-style-type: none"> • Compare and contrast the local Native cultures with other Alaska Native cultures. 	<ul style="list-style-type: none"> • Students will be able to compare and contrast the lives of the five main Native Alaskan groups.

<p>events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band 	Russian Period	<ul style="list-style-type: none"> • Analyze cultures of indigenous Alaska Native people and the effects of interactions with other societies and cultures. 	<ul style="list-style-type: none"> • Students will be able to compare and contrast the relationship between the Native Alaskans, Russians and Americans.
	Colony of United States	<ul style="list-style-type: none"> • Describe the purchase of Alaska and the U.S. colonization era. • Analyze earliest forms of government under U.S. control. • Recognize the significance of the First and Second Organic Acts. • Trace formation of Territorial Legislature. • Describe the Gold Rush era. • Analyze economic impact of mineral and marine industries. 	<ul style="list-style-type: none"> • Students will analyze primary and secondary sources in relation to the Gold Rush.
	Alaska as a Territory	<ul style="list-style-type: none"> • Explain the impact of the Alaska Railroad, Matanuska Colony and military bases. • Describe how modern technology, science and medicine have provided solutions and raised new concerns for Alaska's indigenous people. • Identify the first attempts at statehood. • Explain the Great Depression 	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the historical rights and responsibilities of Alaskans by conducting historical inquiry (i.e., Alaskans quest for self-determination, Native people's quest for civil rights).

independently and proficiently.		<p>and New Deal Programs that impacted Alaska (e.g., Matanuska Colony, Indian Reorganization Act).</p> <ul style="list-style-type: none"> • Analyze the impact of World War II on Alaska (e.g., Alaska/Canada Highway, Aleut Internment, Lend/Lease Act). • Explore the impact of Alaska's strategic location and the Cold War. • Evaluate the development of the post-war statehood movement. • Describe the Constitutional Convention and ratification. 	
	Alaska as a State	<ul style="list-style-type: none"> • Recognize challenges of early state government (e.g., funding government, state land selection). • Understand the development and purpose of ANCSA and ANILCA. • Recognize and evaluate the challenges of preserving Alaska Native heritage, language and identity (e.g., Molly Hootch case, subsistence, Howard Rock/Tundra Times). • Trace the development of the oil industry and pipeline construction. 	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the chronology of Alaska history through the sequencing of key events. • Students will compare and contrast the Alaska Constitution and the U.S. Constitution.

		<ul style="list-style-type: none"> • Describe the development and diversification of Alaska's economy (e.g., timber, fisheries, tourism). • Understand the character of the Alaska State Government. • Examine the unique features of Alaska's economy and the relationship between state government and economy. • Understand their civic responsibilities as Alaskans. 	
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WORLD HISTORY I: Length: 1 Semester Prerequisites: None Grade Level: 9-12	Overview: The focus will be on global developments from the empires of the classical age to the emergence of the first global age to the Renaissance, Reformation, and Exploration. <i>World History I</i> will emphasize the use of primary sources critical thinking about cause and effect and analysis of historical interpretation.		
Established Goals Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Transfer Goals Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply 	Units of Instruction Rise of Civilizations (10000 BCE-2000 BCE) Classical and Early Empires (2000 BCE-500 CE)	Students will understand. . . . <ul style="list-style-type: none"> • Students will evaluate how the Neolithic Revolution contributed to the rise of civilizations. • Students will analyze the rise and fall of empires and identify their major contributions. 	Students will be able to. . . . <ul style="list-style-type: none"> • Students will be able to list the major characteristics of a civilization. • Students will be able to explain the relationship between the elements essential to the development of civilization. • 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

<p>preceded them.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 			<p>development of early and classical civilizations.</p> <ul style="list-style-type: none"> • 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.
	<p>The Middle Ages (500-1200 CE)</p>	<ul style="list-style-type: none"> • Students will compare and contrast Medieval Europe, the Islamic Empire and the Tang Dynasty as expanding zones of exchange and encounter. 	<ul style="list-style-type: none"> • Analyze the consequences of the collapse of the Roman Empire and the emergence of the Byzantine Empire. • Compare and contrast the development and spread of Christianity and Islam and their influences on the world. • Describe the development of feudal societies in Europe and the political, social and economic changes. • Describe the rise of the Islamic Empire and its impact on increasing cultural and economic exchanges. • Explain the emergence of new dynasties in China and their major contributions.

			<ul style="list-style-type: none"> • Sequence the rise and fall of empires in the Middle Ages. • Compare the differing historical perspectives of the Crusades.
	Renaissance: Reformation and Exploration (1300-1750 CE)	<ul style="list-style-type: none"> • Students will explain the forces that led to globalization and the consequences of contact between societies. 	<ul style="list-style-type: none"> • 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.

WORLD HISTORY II: Length: 1 Semester Prerequisites: None Grade Level: 9-12	Overview: World History II will emphasize the use of primary sources critical thinking about cause and effect and analysis of historical interpretation. The focus will be on the era of absolutism and revolution through the global impacts of imperialism and industrialization in the 19th century and the development of true global society in the 21st century.		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 	Absolutism and Revolution (1500–1850 CE)	<ul style="list-style-type: none"> • Students will explain how the decline of monarchies and the rise of nationalism reshaped government and society through revolution and reform. 	<ul style="list-style-type: none"> • 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, specifically France and the Americas. • Describe the development and consequences of the unification of Italy and Germany.

<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 			<ul style="list-style-type: none"> • Explain the emergence of the International Slave Trade, including the role of geography and the consequences of the slave trade worldwide.
	Imperialism and Industrialization (1700-1900 CE)	<ul style="list-style-type: none"> • Students will explain how the industrial revolution impacted the growth of imperialism and evaluate the major political, economic and social changes that followed. 	<ul style="list-style-type: none"> • Compare and contrast the causes and consequences of agricultural and industrial revolutions. • Describe the transformation of Eurasian and African societies resulting from an era of global trades and rising European power. • Compare patterns of nationalism and social reform in Europe and the Americas. • Analyze the consequences of the European Empire building on colonies and mother countries.
	Early Twentieth Century (1900-1930 CE)	<ul style="list-style-type: none"> • Students will explain how the tension created by new political ideologies and technology led to conflict, the breakup of empires and WWI. 	<ul style="list-style-type: none"> • Describe the world economy during the early years of the 20th century and the events that impacted it. • Explain the causes, and both short term and long-term consequences of World War I. • Describe events that represent the search for peace and world

			<p>stability in the 1920s and 1930s.</p> <ul style="list-style-type: none"> • Compare the rise of Marxism, fascism, and communism and the impact on the countries where each developed.
	<p>Depression and War (1929-1945 CE)</p>	<ul style="list-style-type: none"> • Students will identify and explain the causes and consequences of WWII. 	<ul style="list-style-type: none"> • Trace the rise of communism and fascism as a result of global events. • Analyze the causes and consequences of the worldwide depression of the 1920s and 1930s. • Describe the role of the Treaty of Versailles in causing World War II. • Analyze the causes and consequences of World War II. • Trace the role of genocide in world events and compare it to genocide during World War II.
	<p>Cold War (1945-1990 CE)</p>	<ul style="list-style-type: none"> • Students will analyze the events that fueled the Cold War and explain how these events and conflicts have shaped modern history. 	<ul style="list-style-type: none"> • Identify the economic, political and ideological origins of the Cold War. • 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.

			<ul style="list-style-type: none"> • 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. • Explain how countries developed command, market or mixed economies.
	Independence Movements (1945 CE-Present)	<ul style="list-style-type: none"> • Students will analyze the consequences of the collapse of Imperialism, the evolution of self- determination and the spread of democratic principles. 	<ul style="list-style-type: none"> • 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 world of Asia and Africa and explain the economic, social and political causes of their success (possibilities include: India/Pakistan, Israel, Africa 1960 or Egypt). • Analyze how the pursuit of self-determination and

			<p>independence has led to both conflicts as well as the spread of democratic principles (possibilities include: South Africa and apartheid; China and Tiananmen Square; Brazil's transition to democracy (1980's); Cambodia and the Khmer Rouge; Rwandan Genocide; Bosnia; and Arab Spring).</p>
	<p>Era of Globalization: Current Issues and Trends</p>	<ul style="list-style-type: none"> • Students will identify how globalization has led to conflict as well as compromise and cooperation, drawing connections between current and historical events. 	<ul style="list-style-type: none"> • Define globalization and explain economic, social and political causes. • Analyze positive as well as negative impacts (economic, social, political) of globalization on both more and less developed nations. • Use a case study based on previous units of study to extend historical understanding. Possibilities include: <ul style="list-style-type: none"> ◦ Arab Spring and the spread of democratic principles and human rights. ◦ International trade policies. ◦ Role of international organizations that support globalization and the spread of democratic

			<p>principles and human rights (e.g., government organizations: UN, WTO, WHO, World Bank, African Union, European Union; Non-Government organizations: Red Cross, Amnesty International, OXFAM, CARE).</p> <ul style="list-style-type: none"> ◦ Impact and response to global terrorism, genocide and ethnic cleansing. ◦ Global climate and environmental issues. ◦ Crisis in Zimbabwe. ◦ Nuclear proliferation-Iran and North Korea. ◦ Causes of famine and impact of national and international policies. ◦ World health issues such as AIDS, Bird Flu, Malaria, clean water, etc. ◦ Oil dependency and energy. ◦ Natural disasters and the global response/impact. ◦ Role of NATO in global stability.
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US HISTORY: RECONSTRUCTION TO THE PRESENT Length: 2 Semesters Prerequisites: One Year of Social Studies Grade Level: 10-12	This class is an examination of United States history after 1865. Topics addressed include Reconstruction, the Second Industrial Revolution of the United States, the Spanish American War, Progressivism, World War I, the Great Depression, World War II, and the Civil Rights Movement.		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 	Reconstruction	<ul style="list-style-type: none"> • the political controversy over Reconstruction; • the Reconstruction programs created to transform social relations in the South; • Reconstruction’s successes and failures. 	<ul style="list-style-type: none"> • collaborate with peers • use relevant vocabulary • use multiple strategies to understand and analyze a variety of source materials including informational texts • analyze cause-and-effect

<ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a 	Industrialization of the United States	<ul style="list-style-type: none"> • why peoples' lives changed after the Civil War • the development of corporations and labor unions; and • the Second Industrial Revolution in the United States. 	<ul style="list-style-type: none"> relationships • understand historical context • recreate historical debate • analyze and evaluate multiple perspectives and decisions at a turning point in history • challenge arguments of historical inevitability
	The Spanish-American War and the Development of an American Empire	<ul style="list-style-type: none"> • the roots and development of American expansionism; • the causes and outcomes of the Spanish-American War. 	<ul style="list-style-type: none"> • analyze primary sources that provide a grounded understanding of the moment • understand the internal logic of a viewpoint • identify the conflicting values represented
	Progressivism	<ul style="list-style-type: none"> • how Progressives addressed problems of industrial capitalism, urbanization, and political corruption. 	<ul style="list-style-type: none"> by different points of view • develop and articulate original viewpoints • recognize relationships between history and current issues • formulate a position or course of action on an issue
	World War I	<ul style="list-style-type: none"> • the changing role of the U.S. in world affairs through WWI • the causes of WWI • the impact at home and abroad of the U.S. Involvement in WWI • social tensions and their consequences in the postwar era • how a modern capitalist economy emerged in the 1920s • how cultural movements reflected and changed American 	<ul style="list-style-type: none"> • communicate effectively in written and oral presentations • explain historical continuity and change

<p>text support the author's claims.</p> <ul style="list-style-type: none"> • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 		society	
	The Great Depression	<ul style="list-style-type: none"> • causes of the Great Depression and its impact on American life in the 1930s • the New Deal and the presidency of Franklin D. Roosevelt • how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state • opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal 	
	World War II	<ul style="list-style-type: none"> • the international background of WWII • the major turning points of WWII • how the Allies prevailed • the effects of WWII at home 	

	The Civil Rights Era	<ul style="list-style-type: none"> • the “Second Reconstruction” and its advancement of civil rights • the women’s movement for civil rights and equal opportunities • the Warren Court’s role in addressing civil liberties and equal rights 	
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GOVERNMENT Length: 1 Semester Prerequisites: US History Grade Level: 11-12	Government is a semester-long class designed to familiarize the student with the basic functions of our federal government. All work will be organized to move toward these understandings: <ul style="list-style-type: none"> ▸ Political theories and documents provided the foundation for the U.S. Constitution. ▸ The purposes and design of the U.S. government impact individuals and society. ▸ Citizens must be able to analyze Constitutional conflicts. ▸ The structure and function of local, state and national governments impact policy making. ▸ Political ideologies influence governmental policies and decisions. ▸ Foreign policy influences political relationships among nations. ▸ Citizens of the United States are either native born or naturalized. ▸ Civic participation involves roles, rights, and responsibilities. ▸ Citizen participation influences the making of public policy. 		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 	Foundations of Government	<ul style="list-style-type: none"> • the origins, purposes, and principles of government; • how governments are classified; • foundations of modern democracy; and • connections between democracy and capitalism. 	<ul style="list-style-type: none"> • collaborate with peers • use relevant vocabulary • use multiple strategies to understand and analyze a variety of source materials including informational texts • analyze cause-and-effect

<ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. 	The American Political System	<ul style="list-style-type: none"> • earlier political theories and documents influenced American political ideals; • the impact of America's history as a British colony; • the effect of major political ideas on the Declaration of Independence, early state government constitutions, the Articles of Confederation, and the U.S. Constitution; • limitations of the Articles of Confederation to meet the needs of this nascent nation; and • the major ideas, compromises, and political divisions surrounding the creation and ratification of the U.S. Constitution. 	<ul style="list-style-type: none"> relationships • understand historical context • recreate historical debate • analyze and evaluate multiple perspectives and decisions at a turning point in history • challenge arguments of historical inevitability • analyze primary sources that provide a grounded understanding of the moment • understand the internal logic of a viewpoint • identify the conflicting values represented by different points of view • develop and articulate original viewpoints
	The Constitution	<ul style="list-style-type: none"> • the structure and basic principles of the Constitution; • how the Constitution is and has been changed; • federalism organizes and empowers the state and national government in different ways; 	<ul style="list-style-type: none"> • recognize relationships between history and current issues • formulate a position or course of action on an issue • communicate effectively in written and oral presentations • explain historical continuity and change
	The Legislative Branch	<ul style="list-style-type: none"> • reasons for a bicameral Congress; • how Congress operates; • the job of a member of Congress; • how the House of Representatives and the Senate compare with regard to seats, terms, qualifications for members, and size; • types of legislative powers; 	

<ul style="list-style-type: none"> • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 		<ul style="list-style-type: none"> • how Congress is organized to carry out its duties; and • the law-making process. 	
	The Executive Branch	<ul style="list-style-type: none"> • the required qualifications, term, and benefits of the office of president; • how a president is selected; • Constitutional provisions for filling the office of the president in the case of death, disability, resignation, or impeachment; • the role and duties of the vice president; • the president's executive, legislative, military, and diplomatic powers; • other executive powers including economic planning, executive privilege, impoundment, and communication; and • the federal bureaucracy, Executive Office of the President, executive departments, the Cabinet, and independent agencies. 	

	The Judicial Branch	<ul style="list-style-type: none"> • the composition, powers, function, and jurisdiction of the Supreme Court; and • pivotal Supreme Court cases that have impacted people's lives, the structure of society, and the operation of government. 	
	Civil Liberties	<ul style="list-style-type: none"> • citizenship requires a balance between individual freedoms and the public good; • protections outlined in the Constitution and the Bill of Rights; • amendments that have expanded civil protections; • the impact of court decisions on rights and protections; 	

ECONOMICS Length: 1 Semester Prerequisites: US History Grade Level: 11-12	Economics is a semester-long class designed to familiarize the student with fundamental economic principles. All work will be organized to move toward these understandings: <ul style="list-style-type: none"> ▸ Limited resources force people to make choices regarding goods and services. ▸ Decision-making is a complex process involving consideration of costs and benefits. ▸ People, collectively and individually, allocate goods and services using different methods. ▸ Incentives influence human behavior in predictable ways. ▸ Voluntary exchange occurs when participating parties expect to gain. 		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .

Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 	Scarcity and Decision-making <ul style="list-style-type: none"> • economic principles can be used to explain people's decisions; • scarcity and choice are the basic problems of economics; • classification of productive resources; and • the consequences of decisions. 	<ul style="list-style-type: none"> • make and support an argument using economic principles • collaborate with peers • use relevant vocabulary • use multiple strategies to understand and analyze a variety of source materials including informational texts
	Comparative Economic Systems <ul style="list-style-type: none"> • different methods used to allocate goods and services; • the benefits of different allocation methods • the relationship between a society's values and how it addresses the three economic questions; • characteristics of traditional, command, and market economies; • circular flow models of modern economies; and • theories on the self-regulating nature of the market. 	<ul style="list-style-type: none"> • analyze cause-and-effect relationships • understand historical context • recreate historical debate • analyze and evaluate multiple perspectives and decisions at a turning point in history • challenge arguments of historical inevitability • analyze primary sources that provide a grounded understanding of the moment • understand the internal logic of a viewpoint
	The American Free Enterprise System <ul style="list-style-type: none"> • the interaction of the public and private sector of the American free enterprise system; • legal protections for the free enterprise system; • basic free enterprise principles; • roles of consumers, firms, and the government within the free enterprise system; • business cycles; • the public vs. private sector; 	<ul style="list-style-type: none"> • identify the conflicting values represented by different points of view • develop and articulate original viewpoints • recognize relationships between history and current issues • formulate a position or course of action on an issue • communicate effectively in written and oral presentations • explain historical continuity and

<ul style="list-style-type: none"> • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 		<ul style="list-style-type: none"> • market failures and externalities; and • government efforts to promote economic growth and stability, and to provide a safety net. 	change
	The American Banking System	<ul style="list-style-type: none"> • uses, characteristics, and types of money; • money facilitates trading, borrowing, saving, investing, and comparing the value of goods and services; • money in circulation affects prices; • the history of the dollar and of the U.S. banking system; • the money supply; • the fractional banking system; • banking services; and • the interaction of banks with other types of financial institutions. 	
	Competition and Market Structures	<ul style="list-style-type: none"> • the function of competition; • the comparative effects of various market structures on labor, consumers, and firms; and • the effects of regulation and deregulation on competition; 	

	Business Organizations	<ul style="list-style-type: none"> • sole proprietorships, partnerships, and corporations; • advantages and disadvantages of common business structures • liability; • rights and responsibilities associated with incorporation; and • the effects of regulation and deregulation. 	
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WORLD GEOGRAPHY Length: 2 Semesters Prerequisites: none Grade Level: 9-12	World Geography helps students to develop their spatial views and perspectives of the world, and to understand the relationships between people, places and environments. Students examine where people, places and resources are located, why they are there and why this matters. They explore the effects of the environment on human activities and the impact of these activities on the environment. Regionally, students will examine the impact people have on their environment and how their environment shapes their settlement. Additionally, with each region, students will look critically at a different aspect of geography through the perspective of the region. This area of study helps students develop an informed global perspective about human-environmental relationships		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of 	Geography Skills	<ul style="list-style-type: none"> • Students will use a variety of maps, globes, graphic representations and geospatial technologies to help investigate spatial relations, resources, population density, distribution and changes in these phenomena over time. 	<ul style="list-style-type: none"> • Explain how and why maps are dynamic, ever-changing documents. • Identify and interpret the basic elements of maps and mapping. • Use maps to calculate distance, scale and area. • Compare population density of various regions and countries. • Construct maps and models of geographic information to illustrate various geographic phenomena. • Differentiate between various maps and their specific uses (e.g., political, resource, product,

<p>events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and 			physical, climate, vegetation, land use, population).
	Human Environment Interaction	<ul style="list-style-type: none"> • Students will evaluate the relationship between humans and their environment looking at such systems as physical geography, climate, econ- systems, natural resources and human settlement. (This essential learning could be complete at the start of each subsequent unit as a way to introduce each region). 	<ul style="list-style-type: none"> • Describe the role of natural resources on regional economic development. • Evaluate human and environment interaction and the global impact on world populations. • Analyze the development of human communities and their relationship with climate. • Describe how subsistence-based lifestyles, resources and technology are influenced by geography. • Explain the role of politics in relation to geography.
	Asia: Relationship Between Humans Physical Environment	<ul style="list-style-type: none"> • Students will explain the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation and natural resources. 	<ul style="list-style-type: none"> • Compare various landforms (e.g., plateau – plains, mountains – hills) and describe their effect on human settlement. • Compare how and why groups and individuals identify with places. • Evaluate the importance of locations of human and physical features in interpreting geographic patterns. • Interpret demographic trends to project future changes and impacts

proficiently.			<p>on human environmental systems.</p> <ul style="list-style-type: none"> • Explain the relationship between levels of precipitation and vegetation-types for different regions and give examples.
	Latin America: Resource Management	<ul style="list-style-type: none"> • Students will compare the cause and impact of resource management, as reflected in land use, settlement patterns and ecosystem changes. 	<ul style="list-style-type: none"> • Explain why places have distinctive geographic characteristics. • Describe the influence of human perceptions and resource utilization on the environment. • Explain the importance of studying environments and compare the diversity and productivity of different regional environments. • Evaluate how resources have been developed and used by different groups throughout history. • Evaluate the impact of physical hazards on human systems. • Describe the potential negative consequences of resource development and how this can impact a region.
	Europe: Culture	<ul style="list-style-type: none"> • Students will describe the cultural diffusion of customs and ideas over time. 	<ul style="list-style-type: none"> • Analyze how different cultural regions view their environment. • Give examples and explain how places and regions serve as cultural symbols. • Utilize information about cultural and physical features of place and

			<p>region to explain the diversity and productivity of different regional environments.</p> <ul style="list-style-type: none"> • Compare similarities and differences among cultures. • Trace the development of culture from early civilizations such as Greece and Rome and how this develops into a cultural identity. • Identify the elements of trade that diffuse culture over time and space.
	Africa: Conflict & Cooperation	<ul style="list-style-type: none"> • Students will compare the factors that contribute to cooperation and conflict among peoples of various nations, including language, religion and political beliefs. 	<ul style="list-style-type: none"> • Analyze how the need for people to exchange goods, services and ideas creates population centers, cultural interactions, transportation, communication and economic links. • Analyze how change in human systems impact social, cultural, economic and political activities. • Explain how European influence in Africa had positive and negative consequences. • Describe how conflict and cooperation is evident in Africa today and the factors that led to those circumstances.

PSYCHOLOGY Length: 1 Semester Prerequisites: One year of Social Studies Grade Level: 10-12	Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings and actions.		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 	Social and Emotional Development	<ul style="list-style-type: none"> • Students will explain the history and origins of the science of psychology. • Students will be able to analyze information from a variety of sources and organize data. • Students will identify aspects of the learning process and brain function. • Students will analyze various aspects of social development. • Students will analyze various aspects of personality development. • Students will identify various aspects of abnormal behavior. 	<ul style="list-style-type: none"> • Learn about the ethical standards governing the work of psychologists. • Understand the history, theoretical approaches and research methods. • Identify occupations in applied and experimental psychology. • Interpret charts, graphs, statistics and other data related to the areas under study. • Analyze the validity of certain data and studies. • Infer interpretations from case studies. • Learn the geography and functions of various parts of the brain. • Learn the anatomy of the nervous

<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 			<p>system.</p> <ul style="list-style-type: none"> • Understand the difference in individual and group behavior. • Identify the sources of bias, stereotypes and prejudice. • Understand the impact that various social institutions have upon individuals: family, school, religion, etc. • Identify the various stages of development. • Identify the various hierarchy of needs according to Maslow. • Break down how personalities have been affected by a variety of determinants. • Identify various emotions and motivations. • Identify various types of personalities. • Become aware of one's own personal biases. • Identify various abnormal behaviors. • Identify various treatment options utilized. • Become aware of resources and various community-help centers.
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GLOBAL PERSPECTIVES ON CULTURE AND POLITICS Length: 1 Semester Prerequisites: instructor permission Grade Level: 12 or instructor permission	In this seminar course, students will critically analyze cultural elements that impact identity and self-expression, society, the environment, and the global community. Group discussion is a primary activity, and advance preparation is required.		
Established Goals	Transfer Goals		
Craig City School District is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they responsibly participate in the global society. Students will have the tools to put their world in historical and geographical context. They will be able to make rational civic decisions.	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ▸ Make sense of and provide revealing dimensions to ideas, data, and events; ▸ Use what is learned in varied and unique situations; ▸ Be aware of and consider various points of view; ▸ Reflect on the meaning of new learning and experiences; and ▸ Make connections, draw inferences, and express in their own words with support or justification. 		
Alaska Literacy Standards	Units of Instruction	Students will understand. . . .	Students will be able to. . . .
Reading Standards for Literacy in History/Social Studies <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze in detail a series of events 	<div data-bbox="653 1154 1898 1370"> <p><i>This is a pilot course recommended for addition to the offerings beginning in the 2016-17 school year. Units of Instruction, Essential Learnings, and Student Outcomes will be developed and submitted for inclusion by the instructor at a later date. At that time they will be presented to the school board to be approved as an addition Social Studies curriculum.</i></p> </div>		

<p>described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social • Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Assess the extent to which the reasoning and evidence in a text support the author's claims. • Compare and contrast treatments of the same topic in several primary and secondary sources. • Read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. 			

This is a pilot course recommended for addition to the offerings beginning in the 2016-17 school year. Units of Instruction, Essential Learnings, and Student Outcomes will be developed and submitted for inclusion by the instructor at a later date. At that time they will be presented to the school board to be approved as an addition Social Studies curriculum.

SOCIAL STUDIES CURRICULUM APPENDIX

GEOGRAPHY

A

A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

A student who meets the content standard should:

- 1) use maps and globes to locate places and regions;
- 2) make maps, globes, and graphs;
- 3) understand how and why maps are changing documents;
- 4) use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
- 6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

B

A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:

- 1) know that places have distinctive geographic characteristics;
- 2) analyze how places are formed, identified, named, and characterized;
- 3) relate how people create similarities and differences among places;
- 4) discuss how and why groups and individuals identify with places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 6) make informed decisions about where to live, work, travel, and seek opportunities;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features; and
- 8) compare, contrast, and predict how places and regions change with time.

C

A student should understand the dynamic and interactive natural forces that shape the Earth's environments.

A student who meets the content standard should:

- 1) analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
- 2) distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; and
- 3) recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

D

A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

A student who meets the content standard should:

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
- 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
- 3) interpret population characteristics and distributions;
- 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) analyze how conflict and cooperation shape social, economic, and political use of space.

E

A student should understand and be able to evaluate how humans and physical environments interact.

A student who meets the content standard should:

- 1) understand how resources have been developed and used;
- 2) recognize and assess local, regional, and global patterns of resource use;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and
- 6) evaluate the impact of physical hazards on human systems.

F

A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

A student who meets the content standard should:

- 1) analyze and evaluate the impact of physical and human geographical factors on major historical events;
- 2) compare, contrast, and predict how places and regions change with time;
- 3) analyze resource management practices to assess their impact on future environmental quality;
- 4) interpret demographic trends to project future changes and impacts on human environmental systems;
- 5) examine the impacts of global changes on human activity; and
- 6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

GOVERNMENT AND CITIZENSHIP

A

A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

A student who meets the content standard should:

- 1) understand the necessity and purpose of government;
- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;
- 3) understand how nations organize their governments; and
- 4) compare and contrast how different societies have governed themselves over time and in different places.

B

A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

A student who meets the content standard should:

- 1) understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;
- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- 3) understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;
- 4) know how power is shared in the United States' constitutional government at the federal, state, and local levels;
- 5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;
- 6) recognize the significance of diversity in the American political system;
- 7) distinguish between constitution-based ideals and the reality of American political and social life;
- 8) understand the place of law in the American political system; and
- 9) recognize the role of dissent in the American political system.

C

A student should understand the character of government of the state.

A student who meets the content standard should:

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;

C *(continued)*

- 3) understand the Constitution of Alaska and Sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6) understand the importance of the multicultural nature of the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state; and
- 8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.

D

A student should understand the role of the United States in international affairs.

A student who meets the content standard should:

- 1) analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries;
- 2) evaluate circumstances in which the United States has politically influenced other nations and how other nations have influenced the politics and society of the United States;
- 3) understand how national politics and international affairs are interrelated with the politics and interests of the state;
- 4) understand the purpose and function of international government and non-governmental organizations in the world today; and
- 5) analyze the causes, consequences, and possible solutions to current international issues.

E

A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

A student who meets the content standard should:

- 1) know the important characteristics of citizenship;
- 2) recognize that it is important for citizens to fulfill their public responsibilities;
- 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;
- 4) establish, explain, and apply criteria useful in evaluating rules and laws;
- 5) establish, explain, and apply criteria useful in selecting political leaders;
- 6) recognize the value of community service; and
- 7) implement ways of solving problems and resolving conflict.

F

A student should understand the economies of the United States and the state and their relationships to the global economy.

A student who meets the content standard should:

- 1) understand how the government and the economy interrelate through regulations, incentives, and taxation;
- 2) be aware that economic systems determine how resources are used to produce and distribute goods and services;
- 3) compare alternative economic systems;
- 4) understand the role of price in resource allocation;
- 5) understand the basic concepts of supply and demand, the market system, and profit;
- 6) understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market;
- 7) understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy;
- 8) understand the indicators of an economy's performance, including gross domestic product, inflation, and the unemployment rate;
- 9) understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority; and
- 10) understand how international trade works.

G

A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

A student who meets the content standard should:

- 1) apply economic principles to actual world situations;
- 2) understand that choices are made because resources are scarce;
- 3) identify and compare the costs and benefits when making choices;
- 4) make informed choices on economic issues;
- 5) understand how jobs are created and their role in the economy;
- 6) understand that wages and productivity depend on investment in physical and human capital; and
- 7) understand that economic choices influence public and private institutional decisions.

HISTORY

A

A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- 2) know that the interpretation of history may change as new evidence is discovered;
- 3) recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;
- 4) understand that history relies on the interpretation of evidence;
- 5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- 7) understand that history is dynamic and composed of key turning points;
- 8) know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- 9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B

A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
 - b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
 - c. the origin and impact of ideologies, religions, and institutions upon human societies;
 - d. the consequences of peace and violent conflict to societies and their cultures; and
 - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

B *(continued)*

- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- 5) evaluate the influence of context upon historical understanding.

C

A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

D

A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

- 1) understand that the student is important in history;
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;
- 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
- 4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
- 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.

- **LINK TO NCHS STANDARDS**

- **<http://www.nchs.ucla.edu/>**

- **LINK TO NCSS STANDARDS**

- **<http://www.socialstudies.org/standards/curriculum>**