

High School

9 – 12

Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, to include:

1.0 credit of World Studies

1.0 credit of U.S. Studies

0.5 credit of Alaska Studies, 0.5 credit of Government, 0.5 credit of Economics

AK Studies Options 9th - 12th (One semester required)	World Studies Options 9th - 10th (Two semester required)	U.S. Studies Options 10th -11th (Two semesters required)	Government Options 11th - 12th (One semester required)	Economics Options 11th - 12th (One semester required)
Alaska Studies	World History 1 World History 2 World Geography Global Diplomacy and Model U.N. AP World History 1 AP World History 2 AP European History 1 AP European History 2 Comparative Religions Ap Comparative Government	U.S. History 1 U.S. History 2 U.S. History: War & Conflicts 1 U.S. History: War & Conflicts 2 U.S. Civil Right Experience AP U.S. History 1 AP U.S. History 2	U.S. Government & Civics U.S. Legal Systems AP U.S. Government & Politics	Economics & Financial Literacy AP Macroeconomics AP Microeconomics
Social Studies Electives <i>Core courses not taken as graduation requirements may be taken as elective courses</i> AP Art History AP Psychology Introduction to Anthropology Psychology				

Alaska Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.9012.1.1 Construct compelling questions representing key ideas of disciplines. ● SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. ● SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. ● SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. ● SS.9-12.2.3 Evaluate the credibility of an expert. ● SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. ● SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	● SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. ● SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. ● SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. ● SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.9-12.4.1 Tailor the argument to the audience. ● SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audience and venues outside the classroom in print, digital, and oral mediums. ● SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. ● SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● SS.9-12.4.5 Revise ideas based on new knowledge and feedback. ● SS.9-12.4.6 Utilize storytelling to effectively communicate historical,

	social, cultural, and political ideas. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and /or global problems by using varying perspectives and ways of knowing. ● SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Alaska Studies

Grade(s): 9-12 Length: One Semester Credit: 0.5 Prerequisite(s): none	Course Overview: This course provides an in-depth exploration of Alaska's history, culture, economy, and political landscape, aimed at students in grade nine through twelve. Through thematic units, learners will examine the state's physical environment, indigenous and contemporary cultures, and the impact of natural resources on both the economy and communities. The course emphasizes civics and encourages students to become responsible, engaged citizens. By the end of the semester, students will have a nuanced understanding of how historical events and geographic factors shape modern Alaskan society and the challenges it faces today. This course fulfills the Alaska state history graduation requirement.
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Themes (Recommended Order)
• Alaska's Land and People • Land Claims Throughout Time • Resource Stewardship Throughout Time • The Myth of the Last Frontier • Civics & Government • Alaska's Economy • Research and Inquiry

Theme 1: Alaska's Land and People

Unit	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
Early Alaska History	Significant Persons	History Anchor Standard 25 Alaskan History	SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history.	See Appendix
	Epidemics and Society	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska's History..	
	Alaska and the World	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north.	
Early Alaskan Culture	Change and Sustainability	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Culture	SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary or traditional practices.	

Theme 1: Alaska's Land and People

	Land and People	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.AKH.1.19.3 Understand and contextualize the various perspectives on the peopling of Alaska before contact with the West.	
		Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures	SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures.	
		Geography Anchor Standard 20 Geography of Alaska	SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.	
	Tribal Connections	History Anchor Standard 23 Change, Continuity, and Context	SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.	

Theme 2: Land Claims Throughout Time

	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
Northern Expansion	Claims and Stewardship	History Anchor Standard 21 Perspectives	SS.AKH.2.21.1 Compare and contrast Indigenous, Russian and American understanding of land claims and land stewardship.	See Appendix
	Colonialism and Western Expansion	History Anchor Standard 23 Change, Continuity, and Context	SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska.	
	Federal Impact	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.AKH.2.6.1 Analyze the role of the federal government's claim to Alaska's land for military use, resources, trade, and infrastructure over time.	

Theme 2: Land Claims Throughout Time

	Claims and Stewardship	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.AKH.2.8.1 Analyze the legal contexts of Alaska's Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and governments.	
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from indigenous Russian, and American perspectives.	
	Land and People	Geography Anchor Standard 20 Geography of Alaska	SS.AKH.2.20.1 Assess the cultural-political development of Alaska's Indigenous societies as a means of thriving on the land and its resources.	

Theme 3: Resource Stewardship Throughout Time

	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
Land Claims	Conceptions of Resources	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.AKH.3.16.1 Compare and contrast indigenous and Western understandings of resources.	See Appendix
	Federal Impact	History Anchor Standard 23 Change, Continuity, and Context	SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States' goal in relation to resource extraction in Alaska	
	Claims and Stewardship	Civics Anchor Standard 9 Alaska's Governments	SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska's oil and natural resources.	

Theme 3: Resource Stewardship Throughout Time

		Civics Anchor Standard 8 Civic and Political Institutions and Systems	SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.	
		Geography Anchor standard 16 Human environment Interaction: Place, Regions and Cultures	SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.	
“The Last Frontier”	Alaska and the World	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska’s resources.	

Theme 3: Resource Stewardship Throughout Time

	Land and People	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska.	
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Theme 4: The Myth of the Last Frontier

	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
Indigenous and Immigration	"The Last Frontier"	History Anchor Standard 21 Perspectives	SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legal western expansion.	See Appendix
	Colonialism and Western Expansion	History Anchor Standard 24 Historical Thinking	SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska. .	

Theme 4: The Myth of the Last Frontier

	Colonial Decline	History Anchor Standard 24 Historical Thinking	SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska history.
	Colonial Legacy	History Anchor Standard 23 Change, Continuity, and Context	SS.AKH.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska.
Ethnocide and Expansion	Colonial Assimilation	History Anchor Standard 23 Change, continuity and Context	SS.AKH.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities.
	Religion and Society	Civics Anchor Standard 6 Civic and Political Institutions and systems	SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska's history.

Theme 4: The Myth of the Last Frontier

	Resistance and Reform	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.AKh.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty.	
	Climate Change	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska's landscapes and societies.	

Theme 5: Civics and Government

	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
The State of Alaska	Statehood	History Anchor Standard 23 Change, Continuity, and Context	SS.AKH.5.23.1 Evaluate Alaskans's arguments for self-determination and full citizenship rights through the statehood movement.	See Appendix
	Elections	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.1 Examine Alaska's electoral system and the responsibilities of individuals within the system.	
	Civic Responsibility	Civics Anchor standard 7 Participation and Deliberation	SS.AKH.5.7.1 Identify federal, state, Tribal and local powers, and explore the student's personal role in their local community by taking informed action.	
	Civil Rights	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build	

Theme 5: Civics and Government

			long-term survival of their communities.	
The Law and the Land	Alaska Constitution	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska.	
	Tribal Sovereignty	Civics Anchor Standard 6 Civic and Political Institutions and systems	SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs.	
	Federal Impact	Civic Anchor Standard 8 Processes, Rules and Laws	SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents and laws on Alaska	

Theme 5: Civics and Government

	Tribal, State, and Federal Government	Civics Anchor Standard 6 Civic and Political Institutions and systems	SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native corporations as created by ANCSA.	
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Theme 6: Alaska's Economy

	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
The Economy of the Frontier	ANCSA	History Anchor Standard 24 Historical thinking	SS.AKH.6.24.1 Describe the formation of ANCSA Corporations (Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy.	See Appendix
	Resource Management	History Anchor Standard 21 Perspectives	SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state and federal	

Theme 6: Alaska's Economy

			policies regarding fish and game.	
	Resources and Statehood	History anchor Standard 23 Change, Continuity, and Context	SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska's history.	
The Pipeline Domain	Permanent Fund	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent fund Dividend and how it continues to impact the state economically, politically, and socially.	
	Alaskan Industry	Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.AKH.6.11.1 Identify Alaska's market and industries and analyze their impact on Alaska's economy.	

Theme 6: Alaska's Economy

	Alaska and the World	Geography Anchor Standard 17 Global interconnections: Changing Spatial Patterns	SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.
	Natural Resource Development	Economics Anchor Standard 15 Alaska Economies: State, Local, and Tribal	SS.AKH.6.15.1 Explain how elements of state, Tribal, and local economies have developed in response to Alaska's role as a resource developer.
	Federal Role	Economics Anchor Standard 13 The National Economy	SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.
	Land	Economics Anchor Standard 13 The National Economy	SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.

Theme 6: Alaska's Economy

The Courthouse Frontier	Ethnic, Cultural, and Identity Studies	Civics Anchor Standard 9 Alaska Government	SS.US.1.9.1 Examine indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.	
	Federal Relations with Indigenous People	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.US.1.8.1 Explain the relationship that was developed between federal, state and Tribal governments through treaties, court decisions, and land acquisition statutes.	
	Manifest Destiny	History Anchor Standard 21 Perspectives	SS.US.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.	

Theme 6: Alaska's Economy

	Federal Relations with Indigenous People	Civics Anchor Standard 8 Processes, rules and Laws	SS.US.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty.	
	Effects on Manifest Density	History Anchor standard 21 Perspectives	SS.US.1.21.2 analyze why and how Indigenous peoples resisted U.S. territorial expansion.	

Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

World Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.9012.1.1 Construct compelling questions representing key ideas of disciplines. ● SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. ● SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. ● SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. ● SS.9-12.2.3 Evaluate the credibility of an expert. ● SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. ● SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	● SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. ● SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. ● SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. ● SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.9-12.4.1 Tailor the argument to the audience. ● SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audience and venues outside the classroom in print, digital, and oral mediums. ● SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. ● SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● SS.9-12.4.5 Revise ideas based on new knowledge and feedback. ● SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and /or global problems by using varying perspectives and ways of knowing. ● SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

World History I

Grade(s): 9 - 10 Length: One Semester Credit: 0.5 Prerequisite(s): None	Course Overview: This course explores global developments from 500 to 1900, with 500 to 1450 focusing on how social structures, belief systems, trade networks, and migration shaped civilizations. Students will examine the movement of goods, cultures, ideas, and diseases, and their lasting impact on world history. Examining the rise of empires, transoceanic exploration, and the profound effects of colonization and the Atlantic slave trade from 1450 to 1900. Students will analyze how Enlightenment ideas, political revolutions, and the Industrial Revolution reshaped societies, economies, and global power structures.
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Timeframes	Themes (Recommended Order)
	Foundational Theme: Post-Classical Societies and Trade Networks
500 - 1900	- Power and Society in Afro-Eurasia - Global Trade and Cultural Exchange - Belief Systems and Cultural Identity - Movement, Crisis, and Change - Global Interactions and Exchange - Industry and Global Change - Resolutions and Reform - Research and Inquiry

Theme 1: Power and Society in Afro-Eurasia

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
European Feudalism & Feudal Hierarchies	History Anchor Standard 24 Historical Thinking	SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism.	
		SS.WH.1.12.1 Describe the distribution of resources among classes in the feudal hierarchies of European and Asian societies.	
Asian Empires		Explain the emergence of new dynasties in China and their major contributions. Explain the emergence of the Mongols and their major contributions. Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes	Chinese Dynasties Japanese Feudal Societies India Islamic Golden Age

Theme 1: Power and Society in Afro-Eurasia			
Mesoamerican Empires	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations.	Inca and other South American Cultures
African Empires	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.WH.1.17.2 Compare cultural and technological innovations of African Empires and Kingdoms	Ghana Mali Songhai Aksum (Axum) Great Zimbabwe Egypt

Theme 2: Global Trade and Cultural Exchange			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Trade Networks	Economics Anchor Standard 14 The Global Economy	SS.WH.1.14.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies.	Silk Road Marco Polo Trans-Saharan Trade Routes Indian Ocean Trade Routes Pax Mongolia

Theme 2: Global Trade and Cultural Exchange

	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the Impact of global interconnections on the long- and short-term catastrophes on global trade, politics, and human migration.	Explain the emergence of new dynasties in China and their major contributions. Explain the emergence of the Mongols and their major contributions. Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes Compare cultural and technological innovations of Asian Empires Analyze cultural diffusion and trade among Asian Empires.
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in	

Theme 2: Global Trade and Cultural Exchange

post-classical societies.

Theme 3: Belief Systems and Cultural Identity

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	Geography Anchor Standard 18 Geographic Representations and Reasoning Geography Anchor Standard 19 Human Populations: spatial Patterns and movement.	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.	Investigate the spread and transformation of major world religions: Islam, Christianity, Buddhism Study the role of religious institutions in politics, art, education, and daily life Islamic Golden Age
	Anchor Standard 2 Evaluate Sources and Evidence Anchor Standard 5 Informed Civic Discourse and Engagement	SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas,	

Theme 3: Belief Systems and Cultural Identity

beliefs, language, technologies, and diseases over time.

SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.

Theme 4: Movement, Crisis, and Change

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Spread of Disease	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	Explain how the transfer of goods and ideas along trade routes affected the spread of disease in different cultures in post-classical societies. Bubonic Plague (Possible connection to other epidemics in history.)
Crusades	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	Compare differing historical perspectives of the crusades to explain how religious conflict impacted post - classical societies. - Islamic POV - Christian POV

Theme 4: Movement, Crisis, and Change

	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
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Theme 5: Global Interactions and Exchange

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Cause and Effects of Exploration	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest.	Notable Explorers/Expeditions New Technology Emerging European Monarchies Impact of Colonization

Theme 5: Global Interactions and Exchange

		SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries.	
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
Columbian Exchange and Consequences	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	

Theme 5: Global Interactions and Exchange

	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	

Theme 6: Industry and Global Change

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Cause and Effects of the Industrial Revolution	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s.	
	History Anchor Standard 24 Historical Thinking	SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa.	
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	

Theme 7: Expansion and Empire			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Cause and Effects of Imperialism	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	
	History Anchor Standard 24 Historical Thinking	SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese imperialism.	

Theme 7: Expansion and Empire

	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	

Theme 7: Expansion and Empire

Types of Imperialism	History Anchor Standard 21 Perspectives	SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas.	
Economic Motives of Imperialism	Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there.	

Theme 8: Revolutions and Reform

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Political Philosophies	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how.	

Theme 8: Revolutions and Reform			
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	
Revolutions	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.3.23.2 Compare the causes and consequences of political revolutions in the late 18th and early 19th centuries.	Characteristics of Revolutions Revolutions throughout history
	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	
Social Reform Movements	History Anchor Standard 24 Historical Thinking	SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century.	

Theme 9: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

World History II

Grade(s): 9-10

Length: One Semester

Credit: 0.5

Prerequisite(s):

World History I

Course Overview:

This course examines major global developments from 1900 to the present, focusing on how war, decolonization, social movements, and technological change have reshaped the modern world. Students will explore the rise and fall of empires, the struggle for human rights, and the challenges and opportunities of globalization in a rapidly changing world.

- Analyze the causes, global impact, and aftermath of major conflicts including World War I, World War II, and the Cold War.
- Examine decolonization movements, the collapse of empires, and the rise of new nations and global institutions.
- Investigate social, political, and technological changes such as civil rights movements, revolutions, and the digital age.
- Explore globalization, environmental challenges, and shifting power structures in the modern and contemporary world.

Themes

(Recommended Order)

- War and Global Conflict
- Decolonization and Nation-Building
- Globalization and Contemporary Challenges
- Research and Inquiry

Theme 1: War and Global Conflict			
Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the student is able to ...</i>	Learning Objectives
Causes and Consequences of the Great War	History Anchor Standard 24 Historical Thinking	SS.WH.4.24.1 Explain the short- and long-term causes and consequences of World War I (WWI).	Naval Arms Race 4 Causes of WWI (Militarism, Arms Race, Imperialism, and Nationalism) Balkan Crisis Causes of WWI Franz Ferdinand July Crisis Western Front Eastern Front Italian Front Middle Eastern Front Treaty of Versailles
Interwar Period	Economics Anchor Standard 14 The Global Economy	SS.WH.4.14.1 Make evidence-based inferences concerning the economic effects of WWI on various geographic regions.	Hyperinflation Global Depression Appeasement Japanese Expansion

Theme 1: War and Global Conflict			
	History Anchor Standard 21 Perspectives	SS.WH.4.21.1 Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post- WWI period.	
WWII	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	Japanese Invasion of China Japanese Expansion Germany's Invasion of Poland Russo/German Non Aggression Pact War in North Africa War in Europe War in the Pacific Wartime Conferences Holocaust Genocide Atomic Bomb
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	

Theme 1: War and Global Conflict

	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	
	History Anchor Standard 21 Perspectives	SS.WH.4.21.2 Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII and subsequent war crime tribunals.	
Aftermath of World War II	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.	War Crimes Tribunals UN New Countries 6 Days War Berlin Airlift Spread of Communism Iron Curtain
	History Anchor Standard 24 Historical Thinking	SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.	

Theme 1: War and Global Conflict			
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	
Cold War Global Conflicts	History Anchor Standard 21 Perspectives	SS.WH.5.21.1 Analyze how the Cold War led to global conflict.	China Civil War Korean War Vietnam War Rhodesian War Iran Iraq War Soviet Invasion of Afghanistan Falkland War Tiananmen Square Balkan Civil War War on Terror
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	

Theme 2: Decolonization and Nation-Building

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
Decolonization After WWII	History Anchor Standard 24 Historical Thinking	SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.	India/Pakistan IndoChina UK Commonwealth Middle East
	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.	
	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	
National Sovereignty After Imperialism	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty. SS.WH.5.23.3	

Theme 2: Decolonization and Nation-Building

		Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.	
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Theme 3: Globalization and Contemporary Challenges

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
Globalization	Economics Anchor Standard 14 The Global Economy	SS.WH.6.14.1 Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.	Space Race

Theme 3: Globalization and Contemporary Challenges

	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the	

Theme 3: Globalization and Contemporary Challenges

		spread of ideas, beliefs, language, technologies, and diseases over time.	
Resources and Sustainability	Economics Anchor Standard 14 The Global Economy	SS.WH.6.14.2 Analyze the factors affecting climate change and global sustainability.	
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	

Theme 3: Globalization and Contemporary Challenges

Global Human Rights

Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens

SS.WH.6.10.1
Assess proposed solutions to past and ongoing human rights violations.

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

World Geography

Grade(s): 9 - 12
Length: One Semester
Credit: 0.5
Prerequisite(s): None

Course Overview:

Explore the physical and human characteristics of Earth's major regions, including landforms, climates, ecosystems, and natural resources.
 Analyze how geography influences cultures, economies, population patterns, and political boundaries around the world.
 Develop geographic skills such as map reading, spatial thinking, and the use of geographic technologies (e.g., GIS).
 Examine global issues like urbanization, migration, climate change, and resource distribution through a geographic lens.

Themes (Recommended Order)

- Human Environment Interaction: Place, Regions, and Culture
- Human Populations: Spatial Patterns and Movement
- Global Interconnections: Changing Spatial Patterns
- Geographic Representations and Reasoning
- Geography of Alaska
- Research and Inquiry

Theme 1: Place, Regions, and Culture

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Human Environment Interaction: Place, Regions, and Culture	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture.	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems. SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5	

Theme 1: Place, Regions, and Culture			
		Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales. SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.	

Theme 2: Changing Spatial Patterns			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Global Interconnections : Changing Spatial Patterns	Geography Anchor Standard 17 Global Interconnections; Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	

Theme 2: Changing Spatial Patterns

SS.9-12.17.2

Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

SS.9-12.17.3

Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.

SS.9-12.17.4

Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.

Theme 3: Geographic Representations and Reasoning

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Geographic Representations and Reasoning	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	

Theme 4: Spatial Patterns and Movement			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Human Populations: Spatial Patterns and Movement	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time. SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	

Theme 5: Geography of Alaska

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to...</i>	Learning Objectives
Geography of Alaska	Geography Anchor Standard 20 Geography of Alaska	SS.9-12.20.1 Compare and contrast geographic regions of Alaska. SS.9-12.20.2 Examine the reciprocal relationship between Alaska Native peoples and Alaska's environment. SS.9-12.20.3 Create maps to display and explain the spatial patterns of culture and environment in a student's community and region. SS.9-12.20.4 Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska. SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska.	

Theme 5: Geography of Alaska

SS.9-12.20.6

Examine how national and international economic and political decisions impact Alaska's environment.

SS.9-12.20.7

Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic and political decision-making.

Theme 6: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Global Diplomacy & Model United Nations

Grade(s): 9-12

Length: One Semester

Credit: 0.5

Prerequisite(s): none

Course Overview:

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

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

This course may be used to meet the World Studies requirement. For students participating in the Model UN program in the spring, it is highly recommended this course be completed during the fall semester.

Themes

(Recommended Order)

- United Nations
- Global Cooperation and Economic Interdependence
- Human Rights and Genocide
- Research and Inquiry

Theme 1: United Nations			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
History of the United Nations	History Anchor Standard 23 Change, Continuity, and Context	Create a timeline that illustrates the causes for the creation of the United Nations. Analyze the UN charter outlining the economic, social, and political activities allowed by the charter. Outline the role of various committees of the United Nations, and categorize the issues addressed by each committee.	
Independence Movements Post World War II	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII. SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.	

Theme 2: Global Cooperation and Economic Interdependence

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Global Stability and peace	History Anchor Standard 21 Perspectives	Analyze how various governmental and non-governmental organizations function, in order to aid cooperation and benefit humanity and the environment.	Diplomacy
Foreign Policies	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	

Theme 3: Human Rights and Genocide

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Universal Human Rights	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens Civics Anchor Standard 8 Processes, Rules, and Laws	SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations. SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.	The Convention on the Prevention and Punishment on the Crime of Genocide Universal Human Rights Declaration
Model United Nations Simulation and Research Project	Anchor Standard 5 Informed Civic Discourse and Engagement	SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. SS.9-12.5.3 Examine the historical context of issues to	

Theme 3: Human Rights and Genocide

explain the challenges and opportunities faced by those trying to address them.

SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.

SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.

Theme 4: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	National History Day (Crowd source project ideas for each course)

Comparative Religions

Grade(s): 9-12
Length: One Semester
Credit: 0.5
Prerequisite(s): none

Course Overview:

This course studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism.

This course may be used to meet the World Studies requirement.

Themes (Recommended Order)

- Introduction to the Study of Religions and its Early Development
- Development of Religions
- Modern Issues and Trends in Religions
- Research and Inquiry

Theme 1: Introduction to the Study of Religions and its Early Development

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Universal question of existence	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture History Anchor Standard 23 Change, Continuity, and Context	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. Analyze role of myth, nature, and agriculture in the development of religious thought	Religious thought Spiritual nature of humanity
Animist Religions	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture History Anchor Standard 23 Change, Continuity, and Context	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	Define: Animism Shamanism Polytheism Impact of Western religion and missionaries on animist religions Explore the role of nature and the natural world Indigenous peoples' culture, worldview, and spirituality

Theme 1: Introduction to the Study of Religions and its Early Development

		SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. Analyze role of myth, nature, and agriculture in the development of religious thought	
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Theme 2: Development of Religions

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Dharmic and East Asian	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns History Anchor Standard 23 Change, Continuity, and Context	SS.9-12.17.1 Evaluate how Change in the environmental And cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.2	Hinduism Buddhism Daoism Confucianism Shintoism

Theme 2: Development of Religions			
		Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	
Abrahamic	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns History Anchor Standard 23 Change, Continuity, and Context	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical	Judaism Christianity Islam

Theme 2: Development of Religions			
		environment and culture on local, state, and national scales.	

Theme 3: Modern Issues and Trends in Religions			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Social Impacts	History Anchor Standard 23 Change, Continuity, and Context	Analyze the connections between beliefs and cultural development, as demonstrated by major world religions. Discuss the development of the interfaith movement and religious pluralism. Compare and contrast new religious movements and their opposition.	Modern religious movements
Political Impacts	History Anchor Standard 23 Change, Continuity, and Context	Describe religious fundamentalism and its effect on political issues.	

Theme 3: Modern Issues and Trends in Religions			
Economic Impacts	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.	

Theme 4: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	National History Day (Crowd source project ideas for each course)

Advanced Placement (AP) Comparative Government and Politics

Course details:	Overview:
Grade: 11-12 Length: One Semester Prerequisites: United States History semester 1 or teacher recommendation	AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board Ap Central website for more information (http://apcentral.collegeboard.org).

Advance Placement (AP) European History

Course Details:	Overview:
Grade: 10 Length: Two Semesters Prerequisites: Teacher recommendation	In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advance Placement (AP) World History

Course details:	Overview:
Grade: 10 Length: Two Semesters Prerequisites: Teacher Recommendation	In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course fulfills two semesters of the World History requirement. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).

United States Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.9012.1.1 Construct compelling questions representing key ideas of disciplines. ● SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. ● SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. ● SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. ● SS.9-12.2.3 Evaluate the credibility of an expert. ● SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. ● SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	● SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. ● SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. ● SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. ● SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.9-12.4.1 Tailor the argument to the audience. ● SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audience and venues outside the classroom in print, digital, and oral mediums. ● SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. ● SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● SS.9-12.4.5 Revise ideas based on new knowledge and feedback. ● SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and /or global problems by using varying perspectives and ways of knowing. ● SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

U.S. History I: Transformation

Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies teacher recommendation	Course Overview: <i>U.S. History I: Transformation</i> explores a transformative period in American history, from the mid-19th century through the aftermath of World War I. Students will delve into the profound changes that reshaped the nation's economy, society, and identity during this era, differing perspectives, and connections between past historical events and later events.
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Timeframes	Themes (Recommended Order)
1824-1920	• Foundational Theme 1: American Industrial Revolution • Foundational Theme 2: Slavery: Entrenched • Theme 1: Civil War • Theme 2: Reconstruction • Theme 3: Conflict at Home and Abroad • Research and Inquiry

Foundational Theme 1: American Industrial Revolution

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: American Industrial Revolution	First Wave: Industry, Immigration, and Urbanization	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration. SS.USH.17.9.1 Explain how innovations in transportation, communication, and production reshaped American Society.	*Rise in Immigration *1845-1852: Irish Potato Famine *1848: Germany: Failed Revolutions, and religious and political persecution *Erie Canal *Cumberland Road
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets. SS.9-12.11.6 Describe the consequences of competition in specific markets. SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market.	*Agriculture to Industry *Monopolies *Income inequalities *Harsh Working Conditions *Mass Production *Factory System *Pollution (not just air)

Foundational Theme 1: American Industrial Revolution

		Economics Anchor Standard 13 The National Economy	SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time SS.US.1.13.1 Analyze how economic growth and industrialization transformed daily life.	*Immigrants and Expanding Workforce *Child Labor *Disease *Fire Hazards *Overcrowding
UNIT TWO: Mexican- American War	Mexican- American War and its causes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Mexican Colonization Law of 1824 *Texas Revolution *Tejanos *Annexation of Texas *“Remember the Alamo”
	Treaty of Guadalupe Hidalgo and its Effects	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. History.	*Manifest Destiny completed *Dispossession of and Discrimination towards Californios *Citizenship *Debate over Slavery in new territories
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. Justice System has had over time on policy, society, economics, and individual rights.	

Foundational Theme 2: Slavery: Entrenched

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: Slavery: Entrenched	Entrenchment vs Abolition	History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries. SS.USH.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression.	Reverend Peter Fontaine's letter to his Brother Moses regarding Slavery Letter from William Wilberforce to Thomas Jefferson regarding Slave Trade
		History Anchor Standard 24 Historical Thinking	SS.USH.2.24.1 Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening.	*Abolitionism *1807 - "The Act Prohibiting Importation of Slaves"
		Civics Anchor Standard 7 Historical Thinking	SS.USH.2.7.1 Investigate how identity groups and society address systemic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.	*"Uncle Tom's Cabin" *Underground Railroad

Foundational Theme 2: Slavery: Entrenched

		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.	*Dred Scott decision
	Future Impact of Current Conditions	Economics Anchor Standard 11 The National Economy	SS.US.1.11.1 Identify the conditions that gave rise to the Market Revolution, and evaluate its impacts on labor conflicts and divisions over slavery	*Impetus for gathering storm of Civil War due to economics of slavery

Theme 1: Civil War

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: Civil War	Setting the Table for War	History Anchor Standard 21 Perspectives	SS.US.2.21.2 Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war.	Narrative of the Life of Frederick Douglass *Three-Fifths Compromise

Theme 1: Civil War				
		Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales.	*Political Balance: Should new territories and states be considered slave or free?
		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	"King Cotton Diplomacy" *Missouri Compromise *Compromise of 1850 *Kansas-Nebraska Act *"Bleeding Kansas" *John Brown *States' Rights *Lincoln Elected President
	"A House Divided..."	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation	Biased or Not: First use of photography to document war.
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies	*13th Amendment *14th Amendment *Executive Orders *Presidential powers *Judicial Review *President Abraham Lincoln

Theme 1: Civil War				
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.US.H.2.16.1 Explain the role of border states and territories in the U.S. Civil War.	*Confiscation Acts *Freedmen's Bureau
		History Anchor Standard 21 Perspectives	SS.US.H.2.21.3 Explain the impact of the Western Campaign on Indigenous Peoples	
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.H.2.23.3 Analyze the major factors that determined the outcome of the Civil War.	*Antietam *Gettysburg *Industrialization vs. Agriculture *Resources
	Future Impact of Current Conditions	History Anchor Standard 22 Historical Sources and Evidence	SS.US.H.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.	*Juneteenth *The Great Migration
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.H.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.	

Theme 2: Reconstruction

UNIT ONE: Aftermath of War	Reconstruction: Benefits and Failures	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. SS.9-12.7.7 Using data and evidence, examine influences on, and barriers to, voter participation and voter behavior. SS.US.2.7.2 Use primary and secondary sources to contextualize and explain who the political, economic, and social position of Black people changed during Reconstruction.	*Military Occupation *Reintegration of Confederate States *Poll taxes *Literacy tests *The Black Congressmen of the Reconstruction *Hiram Revels *Robert Smalls
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.US.2.8.1 Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression.	*Alaska Purchase (1867) *Compromise of 1877 *Jim Crow Laws *Civil Rights - Deferred *15th Amendment *The Great Migration *Creation of schools

		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.	*Creation of Free Market Economy in the South
		Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.3 Relate the way that intangible job benefits can affect a person's personal life, career choices, and income	*"Pushes and Pulls" of The Great Migration
		Economics Anchor Standard 13 The National Economy	SS.US.2.13.1 Explain how Union Army strategies, the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.	*Scorched Earth Policy *Total War *Sherman's March to the Sea *Letter from Sherman to Atlanta *Dolly Sumner Lunt diary
		History Anchor Standard 21 Perspectives	SS.US.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth	
		History Anchor Standard 24 Historical Thinking	SS.US.2.24.3 Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions	*Future Impact of continued struggle for Civil Rights

Theme 3: Conflict at Home and Abroad

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: Spanish- American War	Spanish- American War its causes	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.	*Sinking of the USS Maine *American Economic Interests *Cuban Independence *“Yellow Journalism” *Key Figures: President William McKinley Theodore Roosevelt
	Treaty of Paris and Emergence of U.S. as a Global Power	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*U.S. Imperialism *New U.S. Territories: Hawaii, Guam, Puerto Rico, Philippines, Cuba
UNIT TWO: Industrial America	Second Wave: Growth and Reform	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.USH.3.19.1 Explain how massive immigration after 1870 led to new social patterns, conflicts and ideas of national unity that developed amid growing cultural diversity.	*Gilded Age *Ethnic Enclaves and Segregation *Anti-Defamation League
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy	*Labor Unions *AFL *Peter J. McGuire *New York Shirtwaist Strike

Theme 3: Conflict at Home and Abroad

				*Triangle Fire
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.7 Examine the role the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.US.3.8.1 Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.	*Pullman Strike of 1894 *Eugene V. Debs *Tenements *Jacob Riis *Social Reform *Photography and Journalism *"Muck-raking" *Waring/White Wings *National Consumers League *Mother Jones *Samuel Gompers *Lucy Randolph Mason *Frances Perkins
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.US.3.10.1 Analyze the strategies of Black People, Indigenous People, and People of Color to achieve basic civil rights in the early 20th century.	*NAACP and its founders *W.E.B. Du Bois *Urban League *Marcus Garvey *Pan-Africanism *Purchase of Alaska (1867) *Annexation of Hawaii (1898)

Theme 3: Conflict at Home and Abroad

			SS.US.3.10.2 Analyze how ideologies of the Progressive movement impacted Indigenous People in the United States	*Hampton Institute *Dawes Act *Boarding Schools *Assimilation *Alaska Native Brotherhood (ANB) *Alaska Native Sisterhood (ANS)
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.US.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870's.	*Tenement Housing Act of 1867 *George Washington Carver *Thomas Edison *Elisha Otis
		History Anchor Standard 21 Perspectives	SS.US.3.21.1 Compare and Contrast the perspectives of monopolists and labor unions about the best way to improve society. SS.US.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements.	*Andrew Carnegie and his "Gospel of Wealth" *Henry Ford *John D. Rockefeller *Cornelius Vanderbilt *Booker T. Washington
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.3.23.1 Evaluate major reform movements and reformers during the Progressive Era. SS.US.3.23.2 Analyze the campaign for, and opposition to, women's suffrage	*National American Woman Suffrage Association *Susan B. Anthony *Elizabeth Cady Stanton *National Association of Colored Women

Theme 3: Conflict at Home and Abroad				
			in the late 19th and early 20th centuries.	*Ida B. Wells
		History Anchor Standard 24 Historical Thinking	SS.US.2.24.2 Examine the outcomes of 19-century reform movements. SS.US.3.24.1 Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.	*Upton Sinclair *“The Jungle”

Theme 3: Conflict at Home and Abroad				
Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT TWO: World War 1	Neutrality and Alliances	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries SS.US.3.17.1 Analyze the factors that enabled the United States to become an imperial power.	

Theme 3: Conflict at Home and Abroad

		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries. SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.	
		History Anchor Standard 22 Historical Sources and Evidence	SS.US.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.	*Power of Propaganda
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad.	*4 M.A.I.N. reasons for WW1: Military Alliances Imperialism & Industrialism Nationalism
		History Anchor Standard 24 Historical Thinking	SS.US.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War 1.	*Neutrality *President Woodrow Wilson: 1914 speech , and 1917 speech .

Theme 3: Conflict at Home and Abroad

	The War to End All Wars	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels. SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.	*Oneida and Onondaga declaring war on Germany *Women at work *Indigenous soldiers *Black soldiers *Partial citizenship of Indigenous
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Trade Disruptions *Unrestricted German Submarine Warfare *RMS Lusitania and her US passengers *Zimmerman Telegram *Trench warfare *"Shell Shock"/PTSD *Technological "Advances": machine guns, artillery, tanks, chemical weapons, submarines, airplanes
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.US.3.10.3 Evaluate wartime restrictions on civil liberties.	

Theme 3: Conflict at Home and Abroad

	Future Impact of Current Conditions	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies	*Treaty of Versailles *“War Guilt Clause” *Reparations *Foundations laid for Great Depression and WW2
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.4 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.	*Global Superpower or International Police? *Planting the seeds of Civil Rights

Theme 4: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

U.S. History II: Modernization

Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation	Course Overview: <i>U.S. History II: Modernization</i> examines a pivotal period in American history, from the transformative "Roaring Twenties" and the subsequent Great Depression to the emergence of the United States as a global superpower, the Cold War, Civil Rights Movements, Power Movements, and the rise of modern politics in the current contemporary global age. It will delve into the social, economic, political, and cultural changes that shaped these eras, exploring key events, movements, and figures that have defined American history.
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Timeframes	Themes (Recommended Order)
1918-current	• Emergence as a Global Power • Cold War • Civil Rights Movements, Power Movements, and the Rise of Modern Politics • United States in the Global Age • Research and Inquiry

Theme 1: Emergence as a Global Power				
Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: The Roar, The Crash, and World War 2	Isolationism or Internationalism?	History Anchor Standard 24 Historical Thinking	SS.US.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.	*Neutrality Acts of 30's and the "Cash and Carry" provision (and WW2) *Arms Embargoes *League of Nations (or not)
	The Roar: Innovations and Explosive Growth	Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions. SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy.	*Protective Tariffs, and International Trade *Tax Cuts *Income Inequality *Easy Credit *Laissez Faire *Speculation on the Stock Market *Lack of Federal Regulation

Theme 1: Emergence as a Global Power				
		Economics Anchor Standard 13 The National Economy	SS.US.4.13.1 Assess how innovations in transportation, communication, and finance changed American Society.	*Radio *Telephone *Train *Automobile *Airplane (commercial use and more) *Synthetic materials *Steel and skyscrapers *Elevators *Electric Lights *Appliances *Advertising and Consumerism
		History Anchor Standard 21 Perspectives	SS.US.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920s.	*Rural vs. Urban *Prohibition *Traditionalism vs. Modernism *Religious Fundamentalism vs. Modernism *Indian Citizenship Act *National Council of American Indians *Zitkála-Šá (Gertrude Simmons Bonnin)

Theme 1: Emergence as a Global Power

		History Anchor Standard 22 Historical Sources and Evidence	SS.US.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.	*Flappers *Women's Suffrage *Langston Hughes *Zora Neale Hurston *Duke Ellington
	The Crash	Economics Anchor Standard 13 The National Economy	SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. SS.US.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.	*Layoffs *Widespread unemployment *Reduced production
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on participating nations.	*High Import Tariffs *Smoot-Hawley Tariff Act and its long-term consequences (WW2)

Theme 1: Emergence as a Global Power

		History Anchor Standard 24 Historical Thinking	SS.US.H.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse. SS.US.H.4.24.3 Analyze the conditions and policies that led to the Great Depression. SS.US.H.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities. SS.US.H.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each. SS.US.H.4.24.6 Assess the impact and legacy of the New Deal relief, recovery, and reform programs on Black People, Indigenous People, and People of Color.	*Stock Market Crash *Banking Crisis *Gold Standard *Germany's WW1 Reparations *President Herbert Hoover *President Franklin D. Roosevelt *National Labor Relations Act *Homelessness *"Hoovervilles" *Family breakdown *Orphanages *Hunger *Breadlines *Soup Kitchens *Public Assistance Programs *Suicide rates
	Road to World War 2	History Anchor Standard 24 Historical Thinking	SS.US.H.4.24.7 Explain the historical developments and policies that resulted in the United States entering WW2.	*Lend-Lease *"Arsenal of Democracy" *Pearl Harbor

Theme 1: Emergence as a Global Power

	World War... AGAIN	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.	*Japanese Americans *Executive Order 9066 *President Franklin D. Roosevelt *Unangax *Alaska Territorial Guard
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them. SS.US.H.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans and the Unangax People during the war and assess the implications for civil liberties. SS.US.H.4.10.2 Examine the suppression of civil liberties and human rights during times of conflict and war, past and present.	
		History Anchor Standard 23 Change, Continuity,	SS.US.H.4.23.1 Assess the social, political, and economic transformation of the United	*Migration *Civil Rights *Expanded Workforce

Theme 1: Emergence as a Global Power

		and Context	States during WW2.	
		History Anchor Standard 24 Historical Thinking	SS.4.24.9 Analyze the role of the United States in the outcome of WW2 in the European and the Pacific theaters.	
	Research Project	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Read a biography or autobiography of a person from WW2, have groups of 3-4 students with differing perspectives choose compelling and supporting questions they can tackle together, and have fishbowl conversations in front of the class, and answering the group questions by telling about their lives during WW2.
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community. SS.9-12.10.7	

Theme 1: Emergence as a Global Power

			Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.	
	Future Impact of Current Conditions	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.US.4.6.1 Explain the purposes and organization of the United Nations.	*Initial Purpose vs. Continuing Expansion
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.	*Alaska Civil Rights Act *Elizabeth Peratrovich *Indigenous Veterans
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.4.23.2 Use Primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights.	
		History Anchor Standard 24 Historical Thinking	SS.US.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.	*President Harry S. Truman (regrets or not) *Cold War *Arms Race *Current Nuclear Stockpiles and their ramifications *New countries

Theme 1: Emergence as a Global Power				
				developing Nuclear weapons, and the balance of global power

Theme 2: Cold War				
Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: Iron Curtain	Cold War and Containment	History Anchor Standard 21 Perspectives	SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Soviet-U.S. arms race.	*President Harry S. Truman *Truman Doctrine (Greece) *NATO *Yalta Conference *Capitalism vs. Communism *Soviet Union's distrust of U.S. *Eastern Bloc *Warsaw Pact *Espionage
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States.	*Truman Doctrine *Domino Theory *Korean "War" *Vietnam War *My Lai Massacre *President John F. Kennedy *Cuban Missile Crisis *President Richard Nixon *Space Race

Theme 2: Cold War				
				*NASA *Technological Boom that continues today
		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.US.6.6.2 Assess the impact of student movements and the counterculture on American politics and society.	*Anti-War Movement *Kent State *Counterculture *Civil Rights
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation and interpretation of laws and policies	*Pentagon Papers *Watergate Scandal
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.US.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.	*McCarthyism *"Red Scare" *Blacklisting

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: Rights, Power, and Politics	"Injustice Anywhere is a Threat to Justice Everywhere"	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.US.6.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation. SS.US.6.6.3 Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras.	*Non-Violent Protests *Sit-ins *Anne Moody's story of a sit-in and photo *Dr. Martin Luther King *March on Washington *Letter from Birmingham Jail *"I Have a Dream" *Jim Crow Laws *Bloody Sunday *Freedom Riders *Black Power Movement *Black Panther Party
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of issues. SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.8 Explain the significance and impact of	*Rosa Parks *Thurgood Marshall *NAACP *Indian Civil Rights Act *American Indian Movement *Dennis Banks *Chicano Movement and Labor Rights *Cesar Chavez *Alaska Native Claims Settlement Act

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics

			landmark Supreme Court cases.	*Women's Rights *Plessy v. Ferguson *Dred Scott v. Sanford *Brown v. the Board of Education
		History Anchor Standard 21 Perspectives	SS.US.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.	
		Economics Anchor Standard 13 The National Economy	SS.US.6.13.1 Evaluate the impact of Great Society era policies in addressing economic, social, and environmental conditions.	*Silent Spring *President Lyndon B. Johnson *Executive Order 11246 *Civil Rights Act *Voting Rights Act *War on Poverty *Food Stamps *Medicare *Fair Housing Act *Liberalism v. Conservatism *Growth of the Welfare State

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics

		History Anchor Standard 23 Change, Continuity, and Context	SS.US.6.23.1 Analyze the rise of modern conservatism in the United States.	*The End of the Cold War
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Theme 4: United States in the Global Age

Unit	Topic	Anchor Standard Learner demonstrates an understanding of...	State Content Standard Therefore, the learner will...	Suggested Learning Connections
UNIT ONE: New Challenges at Home and Abroad	At Home	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.USH.6.8.1 Assess the social and political impact of conservatism in the United States. SS.USH.7.8.1 Evaluate popular and government responses to emerging domestic challenges.	*Recessions *Federal deficit *Job market *North America Free Trade Agreement *Income inequality *Domestic radicalism *Civil Unrest *Changing Social Values *Dot-com Bubble *Financial Crises *Systemic Racism *Covid 19 *Healthcare Reform *Political Polarization
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.7.2.3.1 Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.	*Genetic engineering *Fossil Fuels *Habitat destruction

Theme 4: United States in the Global Age

	"A War Against All Those Who Seek to Export Terror..."	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural, long- and short-term catastrophes on global trade, politics, and human migration. SS.USH.7.17.1 Analyze U.S. responses to global challenges and crises.	*Global War on Terror *"By All Means Necessary" *Foreign Policy *Invasions in the Middle East
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies	*Social Contract: Reevaluation vs. Erosion *Patriot Act *Homeland Security *TSA *Surveillance *Profiling *Guantanamo Bay *Enemy Combatants *Drone Warfare *Counterterrorism
	Future Impact of Current Conditions	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.2 Use data and evidence to	*Federalism *Individual rights *Systemic Inequalities *Separation of Powers *Judicial Review *Checks and Balances *Birthright Citizenship

Theme 4: United States in the Global Age

			determine how bias in the media impacts political participation. SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify non credible sources. SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.	*Social Media *"Fake News": Disinformation and Propaganda *Increasing urbanization *The Future of Politics *Increased Public Activism
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Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Advanced Placement (AP) United States History

Course Details:	Overview:
Grade: 10 -11 Length: Two Semesters Prerequisites: Teacher Recommendation	In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

U.S. History: Wars and Conflicts I

NOTE: [LIST of Final Project IDEAS](#)

Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation	Course Overview: <i>U.S History: Wars and Conflicts</i> explores major wars and conflicts that have shaped the United States, from its colonial origins to the present day. The course analyzes the causes, course, and consequences of these conflicts, examining their impact on American society, politics, and culture.
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Timeframes	Themes (Recommended Order)
• 1754-1812 • 1811-1858 • 1861-1877 • 1871-1910	• Colonial Conflicts and Revolutionary War • Antebellum: War of 1812, Westward Expansion Conflicts, and Mexican American War • Civil War and Reconstruction • U.S. Imperialism and Spanish-American War • Research and Inquiry

Theme 1: Colonial Conflicts and Revolutionary War

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Colonial Conflicts	Colonial Period Indian Wars and their Causes and Effects	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Wars and Rebellions: Powhatan Wars Pequot War King Philip's War Tuscarora War Pontiac's Rebellion *Key Indigenous Figures: Chief Powhatan Metacom/"King Philip"
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.6.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	

Theme 1: Colonial Conflicts and Revolutionary War

		Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.	
	French and Indian War, and its Causes and Effects	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Military clashes over land *George Washington *Alliances with Indigenous Peoples *Treaty of Paris (1763) *Proclamation of 1763
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	
Revolutionary War	American Revolution: Causes	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Stamp Act (to pay for F&I war) *Sons of Liberty *Taxation w/out representation *Increased British Military presence
		Civics Anchor Standard 8 Processes, Rules, and	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and	

Theme 1: Colonial Conflicts and Revolutionary War

		Laws	related consequences.	
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	
	American Revolution: Key Battles and Strategies	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Key Figures George Washington Marquis de Lafayette Benedict Arnold Alexander Hamilton *Key Strategies Guerilla Warfare (including use of marksmen and taking out specific targets, such as scouts, and officers) Attrition Alliances and \$ Terrain *Key Battles: Lexington and Concord Bunker Hill Saratoga

Theme 1: Colonial Conflicts and Revolutionary War

		Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.	Trenton Yorktown
	Treaty of Paris: Effects, and Creation of U.S. Constitution	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.	*Failure of Articles of Confederation: Military Impact *1787: Constitutional Convention *Constitution: Military Impact *English Bill of Rights *Magna Carta *Iroquois Constitution

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Westward Expansion Conflicts	Continuing Indian Wars and their causes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.	*Indian Removal Act of 1830 *Battles of: - Tippecanoe (1811) - Horseshoe Bend (1814) - Little Bighorn (1876) *Wars: - Seminole (1816-1858) - Black Hawk (1832) - Red Cloud's War (1866) - Red River War (1874-1875) *Massacres: - Sand Creek Massacre (1864) - Wounded Knee Massacre (1890) *Key Indigenous Figures: - Tecumseh and Prophet - Geronimo - Chief Joseph - Chief Crazy Horse - Chief Sitting Bull

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	
War of 1812	America's Second War of Independence and its causes and effects	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	* Sovereignty * Restriction of Trade * Impressment Key Battles: Battle of Lake Erie Invasion and Burning of Washington, D.C. Battle of Baltimore Battle of New Orleans (post) * William Henry Harrison * American Nationalism * Defined Canadian border
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

				*Displaced more Indigenous Peoples
Manifest Destiny and its Effects	Manifest Destiny and Territorial Acquisitions	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	
	Indigenous Populations: Political and Cultural Impacts	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	*Broken Treaties *“Trail of Tears” *Loss of Sovereignty *Bureau of Indian Affairs (est. 1824) *Loss of Land: Reservations
Mexican-American War	Mexican- American War and its causes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Mexican Colonization Law of 1824 *Texas Revolution *Tejanos *Annexation of Texas *“Remember the Alamo” *President James K. Polk

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

	Key Military Campaigns and battles	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	*Key Battles/Engagements: Thornton Affair Battle of Resaca de la Palma Siege of Veracruz Battle of Chapultepec Occupation of California *Key Figures: Zachary Taylor Antonio López de Santa Anna Ulysses S. Grant Robert E. Lee
	Treaty of Guadalupe Hidalgo and its Effects	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. History.	*Manifest Destiny completed *Dispossession of and Discrimination towards Californios *Citizenship *Debate over Slavery in new territories
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. Justice System has had over time on policy, society, economics, and individual rights.	

Theme 3: Civil War and Reconstruction

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Civil War and Reconstruction	Causes of the Conflict	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	*Slavery *States' Rights *Economics *Political Tensions *Lincoln *Secession
	Major Battles of the Conflict	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.	*Key Figures Ulysses S. Grant William Tecumseh Sherman (and his March to the Sea) Robert E. Lee Stonewall Jackson Key Battles: Fort Sumter,

Theme 3: Civil War and Reconstruction

			SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	First Bull Run, Antietam, Gettysburg, Vicksburg, Shiloh, Chancellorsville, Fredericksburg, Battle of Atlanta
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation	Biased or Not: First use of photography to document war.
	Emancipation Proclamation and War's End	History Anchor Standard 23 Change, Continuity, and Context	SS.US.2.23.3 Analyze the major factors that determined the outcome of the Civil War.	*Antietam *Gettysburg *Industrialization vs. Agriculture *Resources
		History Anchor Standard 22 Historical Sources and Evidence	SS.US.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.	*Purpose of the War changes *13th Amendment *Juneteenth Appomattox Court House

Theme 3: Civil War and Reconstruction				
	Reconstruction	History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.	*Troops in the South *Civil Rights Gained *Civil Rights Lost *Presidency in exchange for Troop removal from South *Jim Crow Laws *14th Amendment *15th Amendment

Theme 4: Spanish-American War and U.S. Imperialism

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Prelude to U.S. Imperialism	Asian "Expeditions"	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Commodore Perry's Expedition to Japan (1853-1854) *Treaty of Kanagawa Battle of the Barrier Forts (1856) *The General Sherman Incident (1866) *The Hermit Kingdom *The Korean Expedition of 1871 *Captain Alfred T. Mahan (Rear Admiral, retired) *"Blue-Water Navy" *"Vigorous Foreign Policy"
Spanish- American War	Spanish- American War and its causes	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.	*Sinking of the USS Maine *Cuban Independence *"Yellow Journalism" *American Economic Interests

Theme 4: Spanish-American War and U.S. Imperialism

		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.	
	Caribbean and Pacific Campaigns	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	*Importance of Navy *Key Battles Manila Bay Santiago de Cuba San Juan Hill *Capturing Key locations: Guam Manila Guantanamo Bay Santiago de Cuba *Key Figures: President William McKinley Theodore Roosevelt *Captain Alfred T. Mahan (Rear Admiral, retired - Writings/Strategies required reading for Kaiser Wilhelm II's officers)

Theme 4: Spanish-American War and U.S. Imperialism				
	Treaty of Paris and Emergence of U.S. as a Global Imperialist Power	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*New U.S. Territories: Hawaii, Guam, Puerto Rico, Philippines, Cuba *Platt Amendment

Theme 5: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections

Theme 5: Research and Inquiry

1: Develop questions and plan inquiries

2: Evaluate sources and evidence

3: Develop claims

4: Communicate and critique conclusions

5: Informed civic discourse and engagement

The learner will be able to **conduct research by selecting, evaluating, and synthesizing information** from diverse sources. This skill will be applied to **communicate effectively**, both orally and in writing, by using sound reasoning and presenting sufficient evidence.

See Appendix

U.S. History: Wars and Conflicts II

Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation	Course Overview: <i>U.S History: Wars and Conflicts</i> explores major wars and conflicts that have shaped the United States, from its colonial origins to the present day. The course analyzes the causes, course, and consequences of these conflicts, examining their impact on American society, politics, and culture
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Timeframes	Themes (Recommended Order)
• 1915-1919 • 1937-1945 • 1947-1991 • 1990-Current	• World War 1 • World War 2 • Cold: War on Communism • Post Cold War: Contemporary Conflicts and Global Engagement • Research and Inquiry

Theme 1: World War 1				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Suggested Learning Connections
World War 1	World War 1 and its Causes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12-8-12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*The MAIN reasons: Militarism Alliances Imperialism (& Industrialism) Nationalism
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	*Blockades and retaliation *Inflation *U.S. as Lender
	U.S. Entry	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12-8-12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*President Woodrow Wilson's views of U.S. involvement: 1914 speech , and 1917 speech . *Unrestricted German Submarine Warfare *RMS Lusitania and her US passengers *Zimmerman Telegram

Theme 1: World War 1

	Mobilization, Technological Advances, and the Western Front	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Trench warfare *“Shell Shock”/PTSD *Technological “Advances”: machine guns, artillery, tanks, chemical weapons, submarines, airplanes
	Future Impact of Current Conditions	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.9 Evaluate the way that the United States’ founding principles and constitutional structures have influenced foreign policy over time. SS.9-12.8.12 Evaluate the degree to which the United States affects and is	*The Treaty of Versailles: Laying Foundation for WW2 U.S. Rejection of Treaty Germany’s Loss of Territory Germany’s Military Restrictions Financial and Political Instability “War Guilt Clause” and German Reparations *US Rejection of League of Nations *Interwar U.S. Isolationism *U.S. Societal Changes: Women in the Workforce Women’s Suffrage The Great Migration

Theme 1: World War 1				
			affected by geopolitics and international economics.	

Theme 2: World War 2				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
World War 2	World War 2 and its Causes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	Treaty of Versailles Fascism Militarism Failure of Policy of Appeasement The Great Depression Adolf Hitler Joseph Stalin Molotov-Ribbentrop Pact Japanese Expansionism
	U.S. Entry, and Key Military Campaigns and Battles	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal	*European Theater: "Operation Overlord" Battle of the Bulge Rhineland Campaign "Operation Dragoon" *Pacific Theater: Pearl Harbor Battle of Midway, Guadalcanal Campaign, Battles of Iwo Jima and

Theme 2: World War 2				
			relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	Okinawa *North African Campaign: "Operation Torch" The Second Battle of El Alamein The Tunisia Campaign *Key Figures: President Franklin D. Roosevelt, General Dwight D. Eisenhower, General George S. Patton, General Douglas MacArthur, Harry S. Truman
	Domestic Impacts	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. History.	*"The Forgotten War": Japan in Alaska Bombing of Dutch Harbor *Forced Relocation and Internment of Aleuts *Alaska Territorial Guard *Executive Order 9066 and the Forced Internment of Japanese Americans (primarily Washington, Oregon, and California, but NOT Hawaii)

Theme 2: World War 2

**Civics Anchor
Standard 8**
Processes, Rules, and Laws

SS.9-12.8.3
Evaluate public policies in terms of intended and unintended outcomes and related consequences.
SS.9-12.8.11
Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.

Theme 3: Cold War: War on Communism

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
War on Communism	Iron Curtain	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*President Harry S. Truman *Truman Doctrine *USSR's Post-WW2 "Buffer Zone" *Joseph Stalin *Berlin Blockade and Airlift *Berlin Wall, and its Fall
	Korean War, and The Red Scare	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good. SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Proxy Conflicts *Chinese Intervention *Stalemate and Armistice *Continuing Conflict *Senator Joseph McCarthy *Army-McCarthy Hearings

Theme 3: Cold War: War on Communism

		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	
	The Arms Race and the Cuban Missile Crisis	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*President John F. Kennedy, Jr. *Soviet Nuclear Buildup *Limited Nuclear Test Ban Treaty *U.S. Military spending
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy	*U.S. Industrial Production (for Military) *(FALSE MISSILE ALERT - 1983)
	Vietnam War	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.9-12.8.12	*Domino Effect *China's Influence *Soviet Union's Influence *Television *Fall of Saigon *End of the Draft *Anti-War Movement *Eroding Trust of US Military and

Theme 3: Cold War: War on Communism

			Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	Government *PTSD *Agent Orange *My Lai Massacre and U.S. war crimes
	Iranian Hostage Crisis	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*U.S.- Iran Conflict *Shah of Iran *President Jimmy Carter *Military Reforms due to Failed Rescue Missions *Escalation of Tensions with the Middle East
	Future Impact of Current Conditions	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*The Space Race: The Continuing Benefits of that Technology, including Satellites, Computers and Microelectronics, MRI and CT scans, etc. *Civil Rights: Positives and Negatives

Theme 4: Post Cold War: Contemporary Conflicts and Global Engagement

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
Pre 9/11	Gulf War	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Key Figures: Saddam Hussein George H.W. Bush *Key Middle East Countries: Kuwait Saudi Arabia Iraq *Operations: Desert Shield Desert Storm *Live Coverage: “CNN Effect” “Media War” National Security concerns
	“Sole Superpower”: Global “Interventions” Prior to 9/11	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Limited Deployments, and Large-Scale Military Operations: Lebanon, Grenada, Panama, Somalia, Haiti, Bosnia and Kosovo

Theme 4: Post Cold War: Contemporary Conflicts and Global Engagement

9/11	War on Terror	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.	*9/11 *Al Qaeda *“All Means Necessary” *Counterterrorism *Nationalism *Patriot Act
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Department of Homeland Security *TSA *Social Contract *Erosion of Citizen’s Rights, including privacy
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	
Post 9/11	“Pivot to Asia”	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	*Focus on Countering China’s Influence *Dependency or Support?

Theme 4: Post Cold War: Contemporary Conflicts and Global Engagement

	Ongoing “Interventions”	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*International Maritime Security Construct *Peace-Keeping Missions *Iran-Israel War *Regional Conflicts *Foreign Elections *U.S. Protection vs. Overreach
	“The Art of War”	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	*Recommended reading for US Military, especially post Vietnam War
	Future Impact of Current Conditions	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. SS.9-12.7.3 Use strategies to evaluate current event sources for bias	*Evolution of Tactics and Their Legality *Drone Warfare *Due Process *Social Media *Political Polarization *Advocacy and Activism *Isolationism vs. Interventionism

Theme 4: Post Cold War: Contemporary Conflicts and Global Engagement

			and identify noncredible sources.	
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

US Civil Rights Experience

Grade(s): 10 - 12

Length: OneSemester

Credit: 0.5

Prerequisite(s): Two Semesters of World Studies or teacher recommendation

Course Overview:

In this one semester course, learners will become familiar with the historical civil rights experiences of various marginalized groups, and the rights these groups gained over time. The learner will understand how the notions of equality under the law and popular sovereignty, articulated in the Declaration of Independence, have expanded throughout history by the actions of the legislative and judicial branches, as well as thorough grassroots civil engagement. The learner will explore the expansion or contraction of the rights of these various groups in areas such as housing, voting, marriage, property, access to public and private services, education, economics, criminal justice, etc. Learners will explore the Civil Rights experience of the following groups: African Americans, Disabled Persons, Indigenous Peoples, Latinos, LGBTQ, Women, and Other Marginalized Groups.

Themes

(Recommended Order)

- Foundation of Inequality
- The Modern Civil Rights Movement
- Legal and Political Change
- Ongoing Civil Rights Struggles
- Research and Inquiry

Theme: Foundations of Inequality			
Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the student is able to ...</i>	Suggested Learning Connections
Civil Rights Foundations	Civics Anchor Standard 6 Civic and Political Institutions and Systems Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.6.3 Analyze the US Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government SS.9-12.6.6 Evaluate efforts to adapt and redesign the US Constitution and political institutions over time SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout US History. SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy	Identify individual rights and liberties in the US Constitution Define Civil Rights and Civil Liberties Define the principles of equality under the law and limited government power in the Declaration of Independence and US Constitution

Theme: Foundations of Inequality			
		discrimination and opposition SS.USH.2.24.3 Describe how white supremacist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions	

Theme 2: The Modern Civil Rights Movement			
Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	Civics Anchor Standard 8 Processes, Rules, and Laws Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.8.8 Examine the significance of and impact of landmark Supreme Court cases SS.9-12.16.5 Assess how human imposed and natural borders have influenced cultural identity, resource management, and economic and political decision making over time and across local-to-global scales SS.9-12.16.16	Sequence Key events and the expansion/constriction of specific rights throughout history, including the right to: • Immigrate • Vote • Own Property • Marry • Access Government Services • Access public facilities • A Fair Trial • Obtain an education • Acquire economic equality

Theme 2: The Modern Civil Rights Movement

	Geography Anchor Standard 18 Geographic Representation and Reasoning	Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	Identify and discuss key figures in the Civil Rights Movement: Elizabeth Petrovick, Albert Schenck, Martin Luther King Jr, Cesar Chavez, Gloria Steinem, etc) Identify and discuss specific tactics used to expand the civil rights of specific groups Identify and discuss specific Supreme Court Cases
	History Anchor Standard 21 Perspectives History Anchor Standard 23 Change, Continuity, and Context Civics Anchor Standard 7 Participation and Deliberation	SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion SS.US.2.24.3 Describe how white supremacist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions SS.US.2.7.1 Investigate how identity groups and society address systemic	Aleut Internment Native Alaskan Civil Rights

Theme 2: The Modern Civil Rights Movement			
		inequality through individual actions, individual champions, social movements, and local community, national, and global advocacy.	

Theme 3: Legal and Political Change			
Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	Civics Anchor Standard 6 Civic and Political Institutions and Systems Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good SS.9-12.8.5 Evaluate the impact of the US Justice system has had over time on policy, society, economics, and individual rights SS.9-12.8.6 Examine the role of the three branches of government	Explain how governmental systems were utilized to either expand or restrict civil rights of specific groups CRA VRA Modern Amendments

Theme 3: Legal and Political Change

	Civics Anchor Standard 7 Participation and Deliberation	concerning the creation, implementation, and interpretation of laws and policies SS.USH.2.7.1 Investigate how identity groups and society address systemic inequality through individual actions, individual champions, social movements, and local community, national, and global advocacy.	
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Theme 4: Ongoing Civil Rights Struggles

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	Civics Anchor Standard 6 Civic and Political Institutions and Systems Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout US History. SS.9-12.7.1 Evaluate how fundamental US Principles have been interpreted over time and how they currently	Identify various national and world perspectives of groups pertaining to the struggle for civil rights. Identify those that opposed the expansion of rights of various groups and the tactics used by those groups.

Theme 4: Ongoing Civil Rights Struggles

	Civics Anchor Standard 8 Processes, Rules, and Laws Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	shape policy debates. Using data and evidence, examine the influences on and barriers to voter participation and voter behavior SS.9-12.8.10 Evaluate the way that the US' founding principles and constitutional structures have influenced federal Indian policy and relationship with Tribal governments over time SS.9-12.10.7 Recognize the historic inequalities in the US and Alaska and evaluate proposed solutions to correct	Discuss current court cases and proposed legislation that concerns the rights of various marginalized groups and protected persons. Articulate the effects of restricting the civil rights of various groups and formulate possible solutions to present day problems that adversely affect the rights of marginalized groups Identify how the expansion of rights of various groups impacts others in society Explain when minority rights must be protected from majority rule in a representative democracy
	Economics Anchor Standard 11 Economic Systems, Models, and Markets Geography Anchor Standard 16 Human Environment Interaction:	SS.9-12.10 Articulate the government's role in market economies when market inequalities and/or inefficiencies occur, including historical actions SS.9-12.16.16 Assess how social, economic,	

Theme 4: Ongoing Civil Rights Struggles

	Place, Regions, and Culture Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. SS.AKH5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities.	
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Theme 5: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Government Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.9012.1.1 Construct compelling questions representing key ideas of disciplines. ● SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. ● SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. ● SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. ● SS.9-12.2.3 Evaluate the credibility of an expert. ● SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. ● SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	● SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. ● SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. ● SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. ● SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.9-12.4.1 Tailor the argument to the audience. ● SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audience and venues outside the classroom in print, digital, and oral mediums. ● SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. ● SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● SS.9-12.4.5 Revise ideas based on new knowledge and feedback. ● SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and /or global problems by using varying perspectives and ways of knowing. ● SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

United States Government and Civics

“The basis of our political system is the right of the people to make and to alter their constitutions of government.” - George Washington

“We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution” - Abraham Lincoln

Grade(s): 12

Length: One Semester

Credit: 0.5

Prerequisite(s): Two semesters of United States Studies or teacher recommendation

Course Overview:

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

Themes

(Recommended Order)

- Origins and Foundations of Government
- Political Systems and Processes
- Civic Engagement and Participation
- Contemporary Political Issues
- Research and Inquiry

Theme 1: Origins and Foundations of Government

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Origins	Influential Historical Documents and Philosophers, and Types of Governments	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	*Divine Right of Kings *Social Contract Theory *Natural Rights *John Locke *Jean-Jacques Rousseau *Montesquieu *Thomas Hobbes *Civic Virtue *English Bill of Rights *Magna Carta *Iroquois Constitution *Democratic Ideals *Articles of Confederation: - Reasons for... - Weaknesses of... *Purpose of Government *Theories of Rule *Rule of Law *Types of Governments *Republican Government *Limited government *Popular Sovereignty

Theme 1: Origins and Foundations of Government

		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.	
Foundations: “A Republic, if you can keep it”	The Constitution and the Preamble	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.	*1787: Constitutional Convention *James Madison *Gouverneur Morris *Benjamin Franklin *George Washington *Memorize the Preamble *Ideals and Principles of our Democratic Republic *Purpose of the Constitution *...to Secure these Rights...
	Separation of Powers, and Checks and Balances	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and	* Congress.gov *Roles and Powers of: Article 1: Legislative Branch Article 2: Executive Branch Article 3: Judicial Branch *Enumerated Powers

Theme 1: Origins and Foundations of Government

			policies.	*Implied Powers *Reserved Powers *Concurrent Powers *Purpose, and examples of Checks and Balances *Constitutional Requirements to hold office *Appointment Processes *Structure of the Courts *Elastic Clause
	Bill of Rights	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. SS.9-12.6.7 Formulate an informed opinion and engage in (civil and) productive discourse on how we balance individual liberties and public good.	*Consent of the Governed *In defense of citizens' rights *Amendments *Eminent Domain *Privacy
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

Theme 1: Origins and Foundations of Government

	Federalism	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.	*Federalist Papers *Federalists *Anti-Federalists *Alexander Hamilton 🎵 *James Madison
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Theme 2: Political Systems and Processes

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Political Systems and Processes	Congress: To Legislate	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.	*Special Interest Groups *Lobbying *Policymaking *Lawmaking *Iron Triangle *Expansions of the Bill of Rights Protection with 13th, 14th, and 15th Amendments *"Pork" *Filibuster *Fiscal Policy *Senatorial Courtesy
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.	

Theme 2: Political Systems and Processes

	President: To Execute (carry out)	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.	*Representative Democracy *Bureaucracy *Executive Order *Executive Office of the President *Formal Powers *Informal Powers *Historical Expansions of Presidential Powers *Presidential Succession *Executive Departments *President's Cabinet *Independent Agencies
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.	
	Courts: To Interpret	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights. SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies. SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.	*Landmark Supreme Court cases, including Civil Rights *Judicial Review *Due Process *Jurisdiction: exclusive, concurrent, original, appellate

Theme 2: Political Systems and Processes

	Citizens: To be informed, influence, participate, and hold accountable	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.9 Identify overlapping forms of citizenship and noncitizenship that people can hold in the United States.	*Voting Rights *Voting Requirements *Elections processes *Initiative, Referendum, and Recall processes *Electoral College *Election Districts *Elections: local, state, and national *Citizenship *Contacting Representatives *Advocacy and Activism *Gerrymandering vs. Redistricting
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

Theme 3: Civic Engagement and Participation

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Civic Engagement and Participation	Engagement	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions.	*District, Representative, and Senators *Local Government
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.	*Media Literacy Fake news, media bias, "disinformation" *Political Parties *Political Participation strategies: ad campaign for a target group
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process. SS.9-12.8.2 Develop claims using evidence that explains how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues.	*Swing States *GOTV *Campaign funding *"Dark Money" *Federal Election Commission *Political Action Committees *Community Engagement

Theme 3: Civic Engagement and Participation

			SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.	
	Participation	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy. SS.9-12.7.8 Examine different electoral systems in the United States, and explain how to register to vote.	*Digital Participation *Basic functions such as; transfer title, register to vote *Ballot Literacy
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy. SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels. SS.9-12.10.5 Examine the intersection of personal views,	*Rights and Responsibilities of a citizen

Theme 3: Civic Engagement and Participation

			civic virtues, and democratic principles and their impact on constitutional and human rights.	
	Research Project	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Civic Engagement Plan and Portfolio: Identify need at local or state level, and make a plan to address it (volunteer, propose a bill, etc.).
		Civics Anchor Standard 9 Alaska's Governments	SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels. SS.9-12.9.4 Take informed action to create and implement solutions to a local issue, incorporating perspectives from local experts.	
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6	

Theme 3: Civic Engagement and Participation				
			Apply elements of civic discourse in the classroom and in the broader community. SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.	

Theme 4: Contemporary Political Issues				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Current Political Issues	Current Political Climate: Domestic	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify non credible sources. SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.	*Policy Analysis *Critical analysis of Current events *Immigration *Political Overreach *Health Equity *Free Speech *2nd Amendment Rights *Taxes *Immigration

Theme 4: Contemporary Political Issues

	Current Political Climate: Foreign Relations	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Immigration *Global Relations and U.S. Foreign Policy *Critical analysis of Current events *NATO
	Future Impact of Current Conditions	Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.	Civil Liberties Fairness of Elections National Debt Inflation Trade and Tariffs Domestic Policies Foreign Policies Political Polarization Global Impacts and Implications Informed Citizens

Theme 5: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

U.S. Legal Systems

Grade(s): 11 - 12
Length: One semester
Credit: 0.5
Prerequisite(s): Two semesters of US Studies or teacher recommendation

Course Overview:

US Legal Systems examines the legal system that is a part of the American democratic republic process. It is designed to answer such questions as:

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

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

Themes

(Recommended Order)

- Constitutional Foundations
- Legal Systems and Processes
- Legal Analysis and Justice
- Mock Trial Capstone
- Research and Inquiry

Theme 1: Constitutional Foundations			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.		Explain how the U.S. Constitution establishes a limited government by defining, restricting, and delegating powers through checks and balances.
	SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.		Analyze how the Separation of Powers is designed to prevent tyranny and assess the historical context of its evolving application (e.g., judicial review). Identify the specific constitutional rights guaranteed by the Bill of Rights and explain how those rights safeguard political and social freedoms.
	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.		Evaluate the principle of Due Process (5th and 14th Amendments) and explain its role in protecting the rights of individuals in both criminal and civil proceedings.

Theme 2: Legal Systems and Processes

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.		Differentiate between the primary functions and goals of Civil Law and Criminal Law , and identify examples of local ordinances and administrative law.
	SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process.		Map the structure and hierarchy of the U.S. judicial system, analyzing the jurisdiction and purpose of local, state, and federal courts. Explain the various steps and procedures a hypothetical case follows as it moves through the legal system from initial complaint to final appeal.
	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.		Analyze how established constitutional rights (e.g., freedom of speech, right to counsel) are specifically designed to protect the rights of the minority and unpopular viewpoints in court decisions

Theme 2: Legal Systems and Processes

	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.		
	SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.		
	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.		
	SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time.		

Theme 3: Legal Analysis and Justice

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.		Read and analyze court decisions and opinions to identify the legal question, holding (decision), and rationale (reasoning) of the court.
	SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.		Evaluate the quality and sufficiency of legal evidence in a given scenario, including the ability to identify bias and conflicting information.
	SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.		Differentiate between precedent (stare decisis) and judicial activism, and evaluate how past decisions constrain or enable current legal conclusions.
	SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. SS.9-12.4.8 Listen to understand.		Articulate and defend a personal definition of justice (economic, moral, political, social), and analyze whether current legal system outcomes align with these values.

Theme 3: Legal Analysis and Justice			
	SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.		

Theme 4: Mock Trial Capstone			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues. SS.9-12.3.1 Develop a defensible claim using evidence from		Apply official courtroom procedures and rules of evidence to effectively execute assigned roles (attorney, witness, clerk, bailiff) during a mock trial. Construct opening statements, direct examinations, and closing arguments that defend a position using relevant legal evidence and content-specific vocabulary. Execute effective cross-examination

Theme 4: Mock Trial Capstone

	multiple sources and perspectives.		strategies and appropriate objections to challenge opposing arguments and evidence according to procedure. Engage in respectful and informed deliberation as a juror, synthesizing all evidence and arguments to reach a verdict based on legal standards.
	SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.		
	SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.		
	SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make		

Theme 4: Mock Trial Capstone

	decisions and propose feasible solutions to address local, regional, and/or global concerns.		
	SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.		

Theme 5: Research and Inquiry		
Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Advanced Placement (AP) United States Government and Politics

Course Details	Overview
Grade: 11 - 12 Length: One Semester Prerequisites: Teacher Recommendation	AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in course skills that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Contemporary Economic Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	● SS.9012.1.1 Construct compelling questions representing key ideas of disciplines. ● SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. ● SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. ● SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	● SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. ● SS.9-12.2.3 Evaluate the credibility of an expert. ● SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. ● SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	● SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. ● SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. ● SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. ● SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	● SS.9-12.4.1 Tailor the argument to the audience. ● SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audience and venues outside the classroom in print, digital, and oral mediums. ● SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. ● SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. ● SS.9-12.4.5 Revise ideas based on new knowledge and feedback. ● SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and /or global problems by using varying perspectives and ways of knowing. ● SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Economics and Financial Literacy

Grade(s): 11-12 Length: one semester Credit: 0.5 Prerequisite(s): Two semesters U.S Studies or teacher recommendation	Course Overview: Learners will come to understand basic economic theory by evaluating choices made by businesses, individuals, and governments in their world, through the lens of economic thought. They will also be able to practice real life skills, such as budgeting, managing credit, writing a resume, menu planning, filling out tax forms, renting, and furnishing a home.
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Themes (Recommended Order)
• Economic Principles and Systems • Personal Finance • Global Economics • Research and Inquiry

Theme 1: Economic Principles and Systems

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Consumers and Producers	Economics Anchor Standard 13 The National Economy	SS.9-12.13.1 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. SS.9-12.13.2 Use economic indicators to analyze the current and future state of the economy. SS.9-12.13.3 Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.	Supply and Demand Scarcity Opportunity Costs
National Economy	Economics Anchor Standard 13 The National Economy	SS.9-12.13.4 Explain how the relationship between capital investments and the means of production contribute to the size and development of national	Gross Domestic Product Federal Reserve System Recession Inflation Monetary and Fiscal Policy

Theme 1: Economic Principles and Systems

		economies. SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time. SS.9-12.13.7 Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states.	
Market Structures	Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.1 Compare and contrast market, command, and traditional economies. SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies.	Command Traditional Free Market Mixed Capitalism Socialism

Theme 1: Economic Principles and Systems

		SS.9-12.11.3 Critique inequities in different economic systems. SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets. SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy. SS.9-12.11.6 Describe the consequences of competition in specific markets. SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market. SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy.	
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Theme 1: Economic Principles and Systems			
		SS.9-12.11.9 Explain the various roles that governments play in the market. SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.	

Theme 2: Personal Finance			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Finance	Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.1 Explain the various types of currency. SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving. SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained.	US Money Supply Investments Stock Exchange Consumer Rights Movement Advertising

Theme 2: Personal Finance			
		SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option. SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate. SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests.	
Compound Interest	Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts. SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods.	Credit Ratings Payday Loans Retirement

Theme 2: Personal Finance			
Employment	Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.2 Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends. SS.9-12.12.3 Relate the way that intangible job benefits can affect a person's personal life, career choices, and income. SS.9-12.12.4 Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute to the economic workforce.	Interview Skills Resume Cover Letter Filling out Job Applications Explore Local Unions Collective Bargaining Contracts FAFSA
Taxes	Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.5 Calculate tax contributions to local, state, and federal governments and describe the benefits that the taxes may provide to individual and societal structures.	Federal taxes State taxes Sales tax Property tax

Theme 2: Personal Finance			
			Allocation of public funds
Budgeting	Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.9 Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.	Meal planning Transportation Housing

Theme 3: Global Economics			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Globalization	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and	Economies of Scale

Theme 3: Global Economics			
		policies in other nations. SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.	
Trade Agreements	Economics Anchor Standard 14 The Global Economy	SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries. SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade. SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations.	Tariffs

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Advanced Placement (AP) Macroeconomics

Course Details:	Overview:
Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation	AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advanced Placement (AP) Microeconomics

Course Details:	Overview:
Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation	AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Electives

Advanced Placement (AP) Art History

Course Details:	Overview:
Grade: 11-12 Length: Two Semesters Prerequisites: Teacher Recommendation	The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. This class follows the AP course description, and uses appropriate materials for art history as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advanced Placement (AP) Psychology

Course Details:	Overview:
Grade: 11-12 Length: Two Semesters Prerequisites: Teacher recommendation	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).

Psychology

Grade(s): 11-12 Length: One Semester Credit: 0.5 Prerequisite(s): English 10 or teacher recommendation	Course Overview: <i>Psychology</i> introduces learners to the systematic and scientific study of the behavior and mental processes of human beings. Learners are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the origins of psychology and the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. It will also address protective factors for mental health and explore available local community mental health resources.
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Themes (Recommended Order)
• Introduction to Psychology • Human Development • Cognitive Processes • Careers and Research • Social Psychology • Mental Health, Common Psychological Disorders, and the Future of Psychology • Research and Inquiry

Theme 1: Introduction to Psychology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Origins, Major Perspectives, Ethics, and Techniques of Psychology	Major Perspectives of Psychology	Inquiry Anchor Standard 1 Develop Questions and Plan Inquiries	SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.	*Major Psychological perspectives *Maslow's Hierarchy *Neuroplasticity *Self Control *Critical Thinking *Metacognition *The five major theoretical perspectives: biological, psychodynamic, behavioral, cognitive, and humanistic *Nature vs. Nurture *Free Will vs. Determinism *What is "Self"? *What is Consciousness? *Research Replication Crisis
	Origins of Psychology	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*What is Psychology?

Theme 1: Introduction to Psychology

		Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.	*Origins of Psychology *History of Mental Health Treatment *Freud: “unconscious mind”, and “defense mechanisms” *Jung: “Theory of Psychological Types”
	Ethical Principles of Psychology	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Ethics of Psychology *Therapeutic Relationships and boundaries *Confidentiality *Privacy *Informed Consent *Potential for Harm
	Techniques of Psychology	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Types of studies: Descriptive Research, Correlational Research, Experimental Research *How to read graphs, charts, statistics, and case studies *Basic Counseling techniques

Theme 2: Human Development

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Stages of Psychological Development	Infancy through Childhood, Adolescence, and Adulthood	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Piaget's Cognitive Development *Erikson's Stages of Development *Neuroplasticity *Importance of Childhood Bonding or Attachment *Observations in research
			SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.	*Executive Function *Self-Concept *Self-Esteem *Relationships *Neuroplasticity
			SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Relationships *Neuroplasticity *Re-learning *Age-Related Issues

Theme 3: Cognitive Processes

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
The Brain: "Your Best Friend, and Worst Enemy"	"This is your Brain..."	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Brain Anatomy and functions *Anatomy of the Nervous System *Neurotransmitters *Memory systems *Learning Theories *Perception and Attention *The effects of outside influences on brains (drugs, music, environment, etc.) *Big Five Inventory: Test and Traits
		Inquiry Anchor Standard 3 Develop Claims	SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.	*Create and carry out a Memory experiment. Then, write a short research report of the findings, including a suggestion of what further research could address.

Theme 3: Cognitive Processes				
		Inquiry Anchor Standard 4 Communicate and Critique Conclusions	SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of the explanations. SS.9-12.4.5 Revise ideas based on new knowledge and feedback SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding, and productive, non hostile speech. SS.9-12.4.8 Listen to understand	*Peer review of findings, then revise as needed.

Theme 4: Careers and Research

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Paths and Project	Career Paths	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Career Paths *Required Education *Current Salary expectations *Research Opportunities
	Research Project	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Study a disorder and current treatments, then construct a new possible treatment, and make a claim about why it will work. *Cultural or Ethnic implications or impacts?

Theme 4: Careers and Research

		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate the citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	
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Theme 5: Social Psychology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Social Psychology	Relationships and Bias	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Relationships *Sources of bias, stereotypes, and prejudice *Awareness of personal biases *Differences in individual vs group behavior

Theme 5: Social Psychology				
	Impacts of Society, Culture, and Ethnic Heritage	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Understand the impact various social structures and institutions have upon individuals *Cultural or Ethnic implications or impacts

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Mental Health, Disorders, and the Future	Mental Health: Protective Factors, and Local Resources	Inquiry Anchor Standard 1 Develop Questions and Plan Inquiries	SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.	*What factors affect Mental Health?
		Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a	*Protective factors: Individual, Social, and Environmental *Stress Management *Explore available local resources and community help centers *Ethnocultural Connections: Social connectedness, and Environment

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych

			source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*The effects of outside influences on the brain
	Common Disorders	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Identify various abnormal behaviors *Identify various treatment options
	The Future of Psych	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*What is the Future of the Field of Psychology?

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych

		Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.9-12.5.4 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.	*Holistic *Interdisciplinary *AI and Technological Advances *Society
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Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Introduction to Anthropology

Grade(s): 10 -12
Length: 1 Semester
Credit: 0.5
Prerequisite(s): World Studies and Alaska Studies or teacher recommendation

Course Overview:

Introduction to Anthropology is a dynamic semester-long course designed for high school students to explore the fascinating study of humanity through time and across cultures. Students will be introduced to the four key subfields of anthropology: biological/physical anthropology, cultural anthropology, linguistic anthropology and archaeology. The course covers a wide range of topics including human evolution, genetic variations, primatology, past civilizations, and contemporary cultural practices. Through an engaging mix of lectures, discussions, and hands-on activities, students will deepen their understanding of how humans have evolved biologically, socially, and culturally. This course is designed to foster critical thinking, inquiry, and creativity, providing students with a deeper appreciation of the human experience across time and space

The course is divided into six units. In Unit 1, students will gain an overview of anthropology and its subfields. Unit 2 focuses on cultural anthropology, where students will learn about the key elements of culture, conduct ethnographic research, and examine the advantages of life history in understanding cultures. In Unit 3, students will study archaeology, learning about excavation techniques, the reconstruction of past cultures, and the major prehistoric sites and artifacts across the globe. In Unit 4, students will dive into biological and physical anthropology, exploring the evolutionary relationships between humans and nonhuman primates, studying early hominin fossils, and examining the factors that shaped human migration and development. In Unit 5, students will learn about linguistic anthropology. Unit 6 is designed to delve into applied anthropology. In place of a final exam, students will complete a culminating project that synthesizes their learning.

Timeframes	Themes (Recommended Order)
• 2 Weeks • 3 Weeks • 3 Weeks • 3 Weeks • 2 Weeks • 3 Weeks	• Introduction • Cultural Anthropology • Archaeology • Biological Anthropology • Linguistic ANthropology • Applied Anthropology • Research and Inquiry

Theme 1: Introduction				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
1	Introduction to Anthropology Compelling Question: How can the study of humanity help me	SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field SS.9-12.3.1		Define anthropology as the study of humankind, across all times and places. Identify and define the four main subfields of anthropology (cultural anthropology,

Theme 1: Introduction

	understand my own community?	Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.		biological/physical anthropology, linguistic anthropology, and archaeology). Explain the primary focus and methodology of each of the four subfields. Describe how the four subfields collectively contribute to a holistic understanding of humanity. Select a relevant local issue, assess its characteristics through an anthropological lens, and justify which specific subfield(s) offer the most effective analytical
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Theme 1: Introduction				
				framework for understanding it.

Theme 2: Cultural Anthropology				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
2	Cultural Anthropology Compelling Question How do cultural practices shape human experience and identity?	SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. SS.9-12.4.2 Present adaptations of arguments and explanations		Define and differentiate between key cultural concepts: Culture, Enculturation, Acculturation, Ethnocentrism, Cultural Relativism, Emic, Etic, and Fieldwork Methods (Participant Observation, Ethnography, Informant, Key Consultant) Explain the importance of participant observation and ethnography as core fieldwork methods,

Theme 2: Cultural Anthropology

		that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. SS.9-12.4.5 Revise ideas based on new knowledge and feedback. SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. SS.9-12.5.1 Identify local, regional,		analyzing their ethical considerations. Analyze a contemporary cultural practice (local or global) from multiple perspectives, demonstrating a commitment to cultural relativism. Compare and contrast the cultural systems of two distinct groups, including at least one example from an Alaska Native culture. Conduct a mini-ethnography project focused on a local cultural group or community practice.
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Theme 2: Cultural Anthropology

		and/or global problems by using varying perspectives and ways of knowing. SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.		
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Theme 3: Archeology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
3	Archaeology Compelling Question What can the things people leave behind tell us about who they were and who we are?	SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence.		Define and classify the key components of a site (artifacts, features, ecofacts) and explain the importance of context in archaeological interpretation. Analyze a chronological problem using the Law of Superposition and explain

Theme 3: Archeology

		SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.		the difference between relative and absolute dating methods. Explore and analyze key Alaskan archaeological sites and evaluate how the material evidence from these sites aligns with and informs the historical and cultural knowledge of associated Indigenous communities and local sources. Evaluate the ethical and legal issues in archaeology, specifically discussing the necessity of NAGPRA and consultation with Indigenous communities. Examine case studies of CRM (Cultural Resource Management) in Alaska, such as pipeline
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Theme 3: Archeology				
				construction or public works projects, and how archaeologists consult with Alaska Native Corporations and Tribes to protect heritage. Conduct a simulated site analysis, interpreting material evidence to reconstruct a plausible narrative of past human activity and produce an archaeological report.

Theme 4: Biological Anthropology				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
4	Compelling Question: How has human biology evolved, and how does this impact contemporary human diversity?	SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling		Explain the principles of natural selection and adaptation, providing examples of human biological traits that reflect adaptation to diverse environments.

Theme 4: Biological Anthropology

		question. SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.3 Evaluate the credibility of an expert. SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.		Differentiate between the concepts of biological race and social race, analyzing evidence of human genetic clinal variation. Analyze skeletal features to infer information about an individual's life (e.g., sex, age, trauma) using principles of bioarchaeology. Evaluate the major anatomical and behavioral adaptations (e.g., bipedalism, encephalization, tool use) that distinguish hominins from other primates, analyzing the evolutionary trade-offs of these changes. Analyze the concept of biocultural evolution by explaining how cultural practices (e.g., cooking, shelter, agriculture) have
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Theme 4: Biological Anthropology

		SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.		shaped the trajectory of human biological change.
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Theme 5: Linguistic Anthropology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
5	Linguistic Anthropology	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of		Explain the difference between the structural components of language and its social function, providing examples of how language is used to

Theme 5: Linguistic Anthropology

		views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.3 Evaluate the credibility of an expert. SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the		negotiate identity. Analyze the concept of code-switching and language ideologies by observing and interpreting language use within a specific social context. Evaluate the Sapir-Whorf Hypothesis by comparing how different languages (including one Indigenous language) categorize or describe an aspect of reality (e.g., color, time, or kinship). Investigate the processes of language endangerment and revitalization in Alaska, summarizing the social, cultural, and political impacts of language loss.
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Theme 5: Linguistic Anthropology

		reasoning, sequencing, and supporting details of explanations. SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.		
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Theme 6: Applied Anthropology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
6	Applied Anthropology	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.4 Recognize how expertise is developed from multiple		Apply the anthropological approach to a real-world problem, demonstrating critical thinking, ethical consideration, and the ability to construct evidence-based recommendations for stakeholders. Identify a contemporary local

Theme 6: Applied Anthropology

		ways of knowing. SS.9-12.2.5 Recognize author or expert bias. SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.		issue relevant to the Alaskan context and scope the problem by defining the key stakeholders and project boundaries. Synthesize the concepts, methods, and evidence from all the subfields to analyze the selected issue holistically. Formulate a practical, culturally competent, and ethical intervention or policy recommendation directed toward a specific stakeholder group.
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Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix