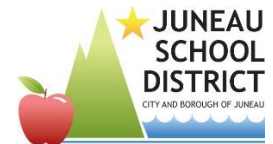


Social Studies Curriculum Grades 6-8



*Juneau School District Board of
Education Adopted May 10, 2016*



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JSD Middle School Social Studies Curriculum

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Introduction

Never doubt that a small group of thoughtful committed citizens can change the world, indeed it is the only thing that ever has (Margaret Mead).

Be aware that when Tlingit people talk about story, they mean history or sometimes it is a story that has a lesson or moral or is there to strengthen our minds, bodies and spirit (From "Because we Cherish You," Irene Jean Lampe, Tlingit Elder).

This Social Studies curriculum serves to prepare our children for their rightful place as citizens of Alaska, the United States, and the global community. The curriculum is a result of a two-year team effort to develop a social studies program based on thousands of years of history, our geographic location in Southeast Alaska, our place in global society, and Western civilization.

Social Studies impacts all students whose identity is connected to the past, present, and future of our lands and seas, and therefore the school district has responsibility for the sustainability of these histories. The overall aim of this curriculum framework is to:

- Develop thoughtful, responsive, and culturally-responsible citizens who are able to articulate who they are and comprehend past, present, and future ways of knowing and doing. This knowledge prepares learners to understand the environment and economics associated with place while building upon their own heritage and knowledge.
- Perpetuate informed, involved, and contributing citizens who can make decisions based on democratic and culturally relevant principles, participate in public and intercultural affairs, who recognize, understand, and respect our unique society as Alaskan peoples.
- Provide citizenship education that helps students to develop social proficiencies and use the skills, knowledge, and attitudes that prepare them to be informed, thoughtful, and respectful citizens. Responsible citizens participate in their communities, are involved politically, and exhibit cultural, moral and civic virtues.

This document integrates the ideals of Western civilization with the teaching of the social studies. The value of studying the Western experience goes far beyond the needs of Americans. Western civilization has created institutions of government and law that have provided unprecedented freedoms for its people. "The institutions and ideas, therefore, that provide for freedom and improvement in the material conditions of life cannot take root and flourish without an understanding of how they came about and what challenges they have had to surmount" (*Why We Should Study the History of Western Civilization*, Donald Kagan, Yale University, 2014).

Traditionally, the social sciences are economics, government/political science, history, geography, psychology, sociology and anthropology. Social studies often also include archeology, philosophy, and spiritual beliefs. All of these disciplines are reflected in the themes used in this curriculum and the national social studies standards.

JSD Middle School Social Studies Curriculum

In memory of our ancestors... Tradition cannot be inherited and if you want it, you must obtain it by great labour (T.S. Eliot as quoted in Haa Shuka, Our Ancestors).

Features of this curriculum include a focus on place-based content and civics education. This is critical to ensure all students have a guaranteed, viable, and culturally-responsive curriculum. The social studies curriculum reinforces the school board's goal of aligning curriculum with State of Alaska and world class standards while integrating culturally-relevant schools, classrooms, and place-based instruction.

Place-Based Education

"...the path to a sane, sustainable existence must start with a fundamental reimagining of the ethical, economic, political, and spiritual foundations upon which society is based, and that this process needs to occur within the context of a deep local knowledge of place." (David Sobel, Place-Based Education)

Place-based education involves integrating local history, indigenous (Tlingit) knowledge and a deep sense of place into the curriculum. Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. This approach to education, which emphasizes hands-on, real-world learning experiences, increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. (*Place-Based Education Connecting Classrooms & Communities* by David Sobel, Orion Society, 2005, ISBN 978-0913098547).

The committee also considered terminology that describes indigenous and Native Americans, which is referenced throughout the curriculum. Definitions are provided here:

- **Native American/American Indian**: Those peoples whose pre-Columbian ancestors were indigenous to the lands within the Americas. These peoples were composed of numerous distinct tribes, bands, and ethnic groups. Many of these groups survive intact today as sovereign nations.
- **First Nations**: The various Aboriginal peoples in Canada who are neither Inuit nor Métis.
- **Aboriginal**: A generalized term referring to indigenous people inhabiting or existing in a land from the earliest times or from before the arrival of colonists; commonly used for Australia's indigenous people.

JSD Middle School Social Studies Curriculum

- Indigenous: Recognizing people originating in a particular place; native or those groups especially protected in international or national legislation as having a set of specific rights based on their historical ties to a particular territory and their cultural or historical distinctiveness from other populations.
- Alaska Native: The indigenous peoples of Alaska.
- Native: Term used for Alaska indigenous peoples.
- Indian: Considered by many Native groups to be a pejorative term based on Columbus' misidentification of the indigenous people of the Americas. It is used as an official government term and has historical connotations.

Civics Education

Civics education is vital to our nation's future, since, as scholars have noted, "as the twig is bent, so grows the tree;" youth who learn civic attitudes, skills and knowledge, reinforced by family and schools, are far more likely to be civically active all their lives. – Harvard Kennedy School, The Saguaro Seminar, *Civic Engagement in America*.

The Social Studies Curriculum recognizes the importance of an educated citizenry to American democracy. The Framers of the Constitution envisioned Americans as educated citizens, active in the lives of their communities and country. Civics education is essential for responsible self-government and knowledge of our history and ideals of liberty, equality, democracy and social justice. This is as true today as it was more than 200 years ago.

The primary goal of social studies education is to promote civic competence: the knowledge and democratic dispositions and values required of students to be active and engaged participants in public life. Young people who are knowledgeable, skillful, and committed to democracy are necessary for sustaining and improving our democratic way of life and participating as members of a global community (*National Curriculum Standards for Social Studies, 2010*). As civic competence is a central aim of social studies education, civic education is woven throughout the K-12 social studies curriculum. Civics lessons and experiences should be infused systematically into the classroom at all grade levels to reinforce the concept that citizenship is a right and responsibility. Deliberate dialogue in current events related to the regions and countries studied should be a part of instruction at each grade level so students understand this knowledge is part of a citizen's responsibility.

Civics education in Alaska must include awareness of race, colonialism, deconstructing ideas about historical constructs of indigenous peoples, knowledge of the forms of indigenous tribal governments, and understanding of the sovereign rights of Alaska's Native people, as well as the rights and responsibilities of all Alaskans at the local, state, and federal levels.

JSD Middle School Social Studies Curriculum

This curriculum recognizes six proven practices in civic learning integral to social studies instruction and student’s experiences in our schools. (“Guardian of Democracy: The Civic Mission of Schools”.)

1. Classroom Instruction. Students need to learn the factual foundation of American democracy with attention to skills, values, and practical applications. Hence, civic literacy should also teach students to make informed active choices about policies that affect their lives and engage with their community in efforts for social change.
2. Discussion of Current Events and Controversial Issues. High quality and inclusive discussion of important current issues and events helps young people develop the knowledge, skills, and dispositions needed for effective political and civic engagements. They learn that issues can be discussed in civil and productive ways.
3. Service Learning. An instructional methodology that makes intentional links between the academic curriculum and student work that benefits the community by providing meaningful opportunities for students to apply what they learn to issues that matter to them. It is more than community service in that high-quality service learning experiences incorporate intentional opportunities for students to analyze and solve community problems through the application of knowledge and skills.
4. Extracurricular (co-curricular) Activities. Those activities that require teamwork and collaboration are an essential part of civics education. These have been shown to be a better predictor of adult engagement than more commonly recognized factors such as education and income.
5. Student Participation in School Governance. Students will be trained in self-government within the school context. Formal structures for considering students’ views are a valuable way of modeling democratic practices and teaching students civic skills. Beyond student government, programs should promote school-wide democratic deliberation as a way of fostering civic skills and dispositions among all students.
6. Simulations of Democratic Processes. Mock trials, model congress, voting, classroom elections, simulations of democratic processes, and competitive debate teams can lead to heightened political knowledge and interest.

Curriculum Organization

The 2016 JSD K-12 Social Studies Curriculum was carefully crafted to align with the standards listed below. *Please refer to those documents for their standards key descriptors.*

- Alaska Social Studies Standards: <http://www.eed.state.ak.us/contentstandards/arts.html>
- National Social Studies Standards (2010): <http://www.socialstudies.org/standards/curriculum>
- College, Career and Civic Life C3 Framework for Social Studies State Standards (2013): <http://www.socialstudies.org/c3>
- International Standards in Technology Education (ISTE): http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
- Alaska ELA standards: www.eed.state.ak.us/akstandards/standards/akstandards_elaandmath_080812.pdf
- Alaska Cultural Standards: www.eed.state.ak.us/standards/pdf/cultural_standards.pdf
- National Youth Leadership Service Learning Standards: <http://nylc.org/standards/>

JSD Middle School Social Studies Curriculum

The curriculum is organized for the three levels of education in our district (K-5, 6-8, 9-12) and reference the ten national social studies themes, standards and skills; essential questions; content; activities and resources including cultural context and place-based resources.

These ten national social studies themes are organizing strands for the curriculum:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

“Young people need strong tools for, and method of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life” (*College, Career & Civic Life C3 Framework for Social Studies State Standards, 2013*). The C3 Framework uses an Inquiry Arc – a set of interlocking and mutually supporting ideas that frame the ways students learn content through four dimensions:

- developing questions and planning inquiries;
- applying disciplinary tools and concepts;
- evaluating sources and using evidence; and
- communicating conclusions and taking informed action.

The 2016 JSD K-12 Social Studies Curriculum is intended to be taught with a focus on the inquiry process utilizing essential questions to guide students in their learning. Inquiry-based learning focuses on uncovering personal understanding, asking critical questions through a fostered curiosity, and a true engagement in thinking, learning and discussions. The *C3 Framework* provides the reference for how our curriculum aligns with the national standards and this inquiry process.

The K-12 curriculum begins with understandings of self and community in elementary school, encourages deeper understandings of geography and history in middle, and develops higher level engagement and understandings of students’ roles as citizens in the local, state, national and global community in high school.

JSD Middle School Social Studies Curriculum

Elementary:

The elementary curriculum is a focused, place-based study that progresses globally: self, family, Juneau, Alaska, and the United States; these themes were created with Language Arts and Social Studies integration in mind. Opportunity for the study of Geography are embedded into each theme.

Middle School:

The middle school curriculum provides further depth of study of U.S. History and introduces students to World History and Geography.

World and Regional Geography. This course addresses the five themes of geography and include: map reading/development, basic economic and global trends, natural resources, world climate zones, culture, government and economic systems, natural disasters, world conflict and resolution, and Alaska Studies. This course is taught in either 6th or 7th grade.

World History. This course begins with a review of map skills to help contextualize the role geography plays in the development of human societies. Students will study Mesopotamia, Ancient Egypt, Ancient China, and Indus River Valley Civilization with a focus on language, religion, education, politics, culture, and historical development. The later part of the course focuses on Western Civilization through studies of Ancient Greece, Rome, Islamic Civilization and the Middle-Ages. Throughout all units, students will recognize the influence of ancient civilizations on the modern world.

U.S. History. The middle school U.S. History course reviews American history chronologically through the Civil War and Reconstruction. The class encompasses early North American history (including pre-contact), through the Civil War and Reconstruction.

High School:

Courses are sequenced from 9-12th grades with required courses meeting district graduation credit requirements (3 credits in Social Studies):

- Alaska History (.5 credit)
- U.S. Government & Civics (.5 credit)
- U.S. History (1 credit)
- World History (1 credit)

Elective course options include Advanced Placement (AP) courses, which students may take as advanced learning options: AP U.S. Government and Politics, AP U.S. History, AP World History. Other elective course options include: Contemporary Issues, Geography, Psychology, Sociology, and U.S. Law with offerings determined by each school and based on scheduling and student demand. Course descriptions and syllabi are provided for all these course offerings and the curriculum defines the content for the required courses.

Social Studies K-12 Overview

U.S. HISTORY and CIVICS: CHRONOLOGICAL PERIODS

U.S. History: Chronological Periods

<ol style="list-style-type: none"> 1. Indigenous People (beginning through current) and Early American Explorers (Beg. To 1607) 2. Alaska Studies 3. Colonization, Settlement, Communities and Slave Trade (1607 – 1763) 4. The Revolution and the New Nation (1763 – 1815) 5. Expansion and Reform (1801 – 1861) 6. Crisis of the Union: Civil War Era (1850 - 1865) 7. Reconstruction (1865 – 1877) 8. The Development of Modern America (1865 – 1920) 9. Modern America and the World Wars (1914 – 1945) 10. Post War America (1945 - 1962) 11. Contemporary America (1963 - Present) 	<ol style="list-style-type: none"> A. Evolution of Government B. Democratic Principles, the Constitution and Amendments, Republican Government, Federalism, and Civil Rights C. Purpose Role and Responsibility of Government and Citizens D. Contemporary Government Issues
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U.S. History Overview by School Level

	Review	Focus	Introduction
Elementary		Self, family, community, U.S. Geography, 1, 2	8, 9, 11
Middle School	1, 2	3, 4, 5, 6	7, 8, 11
High School	1, 3, 4, 5, 6	2, 7, 8, 9, 10, 11, A, B, C, D	

WORLD HISTORY: CHRONOLOGICAL PERIODS

Europe/Western Civilization		World/Regional Geography Studies	
1. Ancient Civilizations <ul style="list-style-type: none"> • First Civilizations (India, Maya, Aztecs, Tigris/Euphrates) 	6. Enlightenment	12. China <ul style="list-style-type: none"> • Dynasties • Empires • Commercial Colonization • Revolution 	14. Africa <ul style="list-style-type: none"> • Tribal Period • Colonial Period • Independence
2. Ancient Greece and Rome	7. Revolutions <ul style="list-style-type: none"> • French • Industrial • Russian 	13. Japan <ul style="list-style-type: none"> • Feudal System • Role in WWI • Trade Relationships • Economic Power 	15. India <ul style="list-style-type: none"> • Colonization • Belief System • Independence
3. Rise of Europe <ul style="list-style-type: none"> • Middle Ages • Byzantine Empire and Russia 	8. European Nationalism, Imperialism, Colonialism <ul style="list-style-type: none"> • Asia • South America • Africa 		16. Middle East <ul style="list-style-type: none"> • Belief System • Cultural Relations • Oil
4. Renaissance	9. WWI and Aftermath		17. Central and South America
5. Absolutism/Reformation	10. Rise of Communism and Fascism		
	11. WWII Aftermath to Present		

World History Overview by School Level

	Review	Focus	Introduction
Elementary		Map Skills, Globes	Introduce World Geography
Middle School	World Geography, Map skills	1, 2, 3, 4, 12, 13, 17	14, 15, 16
High School	2, 3, 4	5-17	

Middle School – Social Studies Course Descriptions

World and Regional Geography is a class incorporating map reading and development, the five themes of geography, basic economic and global trends, natural resources, world climate zones, culture, government and economic systems, natural disasters, world conflict and resolution, and Alaska studies. The geography course also focuses on exploring topics and current events locally and globally. Outcomes and expectations for students include global and regional knowledge, a basic understanding of government and economy, and a look at how natural and political boundaries are formed and change over time, awareness of conflict and resolution, and a strong sense of culture, community and self. World and Regional Geography is a year-long course conducted in either the 6th or 7th grade.

U.S. History is a class that encompasses early North American history, indigenous peoples, colonization, revolution, U.S. Government and Constitution, the development of U.S. politics and policy, westward expansion, slavery, the U.S. Civil War and the period of reconstruction. This History based course will explore major historical concepts as related to the United States as well as the role of government and citizenship as it pertains to the growing learner. Students will gain historical knowledge that can be applied to real world problems, relate current events to everyday life, and develop a civic mindset concerning their own rights and responsibilities. Through experience with local and state government, students will have the opportunity to apply understanding of citizenship locally. U.S. History is a year-long course conducted in either the 7th or 8th grade.

World History begins with a review of map skills to help contextualize the role geography plays in the development of human societies. Students will study Mesopotamia, Ancient Egypt, Ancient China, and Indus River Valley Civilization with a focus on language, religion, education, politics, culture, and historical development. The later part of world history focuses on Western Civilization through studies of Ancient Greece, Rome, Islamic Civilization and the Middle-Ages. Throughout all units, students will recognize the influence the ancient civilization had on the modern world. World History is a year-long course conducted in 6th, 7th or 8th grade.

GRADE 6 or 7: World and Regional Geography

Year at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Unit Five (5) Themes Introduction 2. World Geography Survey 3. Alaska Studies 4. The Global Experience 	<ul style="list-style-type: none"> • D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. • D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. • D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. • D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. • D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Five (5) Themes Introduction; Tools of Geography

Key Concepts/Big Ideas: Five (5) Themes of Geography: Location, Place, Human-Environment Interaction, Movement, and Region; Tools of Geography

Standards	
ISTE	3b-d, 5a, 6a-d
Alaska SS Standards	Geo: A-F
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.3; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; WHST.6-7-8.4; WHST.6-7-8.9
Alaska Cultural Standards	A - E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks in First Quarter	Culture Time, Continuity, and Change People, Places, and Environments Civic Ideals and Practices	How does knowing the geography of the world enrich your global and local perspectives? How can the 5 themes of geography help us to understand the relationship between people, place, and the environment? How can the tools of a geographer be used to organize data and to shape understanding of the world?	Introduction to 5 themes of geography: location, place, movement, region, human-environment interaction Tools of a geographer: Map reading, types of maps, compass skills, longitude and latitude, time zones: earth’s rotation, forces that shape our Earth (e.g., relationship to seasons, earth’s rotation, structure of the world, landforms, plate tectonics, faults, natural hazards) Identify regional climate and weather patterns and how they affect an area Define ecosystems and how they relate to both geography and science	Current events Vocabulary Textbook introduction/lessons Five (5) Themes of Geography (film) Poster Creation project Landforms project Time zones Maps/Community map (the Kohklux’s map) Review migration stories of T’aaku Kwaan and Aak’w Kwaan Alaska State Library, Archives, and Museum (SLAM) Tlingit Oral Narratives

JSD Middle School Social Studies Curriculum

UNIT/Chronological: World Geography Survey

Key Concepts/Big Ideas: Physical Geography; Basic Understanding of Governments and Organizational Structure of a Country; Basic Geography-Related Economics; Human-Environment Interaction (Earth's Resources)

Standards	
ISTE	3b-d, 5a, 6a-d
Alaska SS Standards	Geo: A-F
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks in Any Quarter (2-4)	Culture Time, Continuity, and Change People, Places, and Environments Civic Ideals and Practices	How do place names, maps and globes reflect history, politics, and economics? How are governments structured, maintained, and changed? What is traditional clan government? In what ways do economic systems affect your life and the lives of others? What impact does scarcity have on the production, distribution,	Essential knowledge of political and physical boundaries of continents, regions, and countries around the world Establish what makes a country and how it is organized politically Basic knowledge of forms of government: monarchy, democracy, communism, theocracy, oligarchy, authoritarian, empire, etc. Understanding of economic principles: opportunity cost, supply/demand, imports/exports, inflation, revenue, profits, markets (exchange of goods and services), economic sanctions, types of	World mapping: Davidson Article, Kohklux, Chilkat Region Mapping Worldwide current events: trans-boundary issues, water rights, fisheries Country/Region posters Individual country research projects CNN Student News International Currency Exchange project Alaska State Library, Archives, and Museum (SLAM) Governments/Political Practices

JSD Middle School Social Studies Curriculum

	and consumption of goods and services? How are economic resources distributed?	economic systems (traditional, market, command, mixed), exchange of currency Identify resources, scarcity, and impact on economic trends	Basic Economic Principles: Junior Achievement - World Marketplace wetheeconomy.com Kuéex (potlatch) Country Comparison Study Current Events
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UNIT/Chronological: Alaska Studies

Key Concepts/Big Ideas: The Peoples of Alaska; Tlingit; Alaska Geography/History; Alaska Economy and Resources; Colonization; Juneau Region

Standards	
ISTE	3b-d, 5a, 6a-d
Alaska SS Standards	Geo: A-F
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks in Any Quarter	Culture Time, Continuity, and Change	What subsistence and resources have remained critical to Alaska Native development and culture? What natural and manmade forms document exploration and occupancy?	Alaskan geography: six regions of Alaska, political map, physical features, change over time, Tlingit Country Map, Tlingit Migration Stories Colonization and Environmental place study	Iditarod simulation Local field trips Walking tours with elders: old village, downtown, Douglas/Sandy Beach, Aak'w Kwaan. Learn indigenous place-based names and how English names

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	<p>People, Places, and Environments</p> <p>Individual Development and Identity</p> <p>Individuals, Groups, and Institutions</p> <p>Power, Authority, and Governance</p> <p>Science, Technology, and Society</p> <p>Civic Ideals and Practices</p>	<p>How has Tlingit history been recorded (clan shirts, petroglyphs, totems, oral history)?</p> <p>In Alaska’s different regions, what is needed to thrive?</p> <p>What motivates colonization and how does it impact people and culture?</p> <p>In what ways do resources impact settlement, movement, and economy of Alaska?</p>	<p>Basic-Colonial history/territorial history</p> <p>Decolonizing indigenous notions of “art” ways of knowing - literacy</p> <p>Alaska Native cultures by region</p> <p>Alaskan resources: mineral, fisheries, timber, fossil fuels, tourism, manufacturing, people; and intercultural relationships with Alaska resources</p> <p>Tlingit Oral Narratives and Alaska Natives illustrating Alaska’s geographic and social history</p>	<p>impacted indigenous stewardship over land and culture spaces.</p> <p>Elders</p> <p>Formline Art Projects, Totemic Design, Regalia, Petroglyphs, Clan Crests</p> <p>Sense of Place writing</p> <p>Trivia game crafting</p> <p>Map booklet</p> <p>Colonization</p> <p>Movement/Displacement</p> <p>Economic impact from past to present</p> <p><i>Alaska's History: The People, Land, and Events of the North Country</i> (Alaska Pocket Guide) by Harry Ritter</p> <p><i>Klondike Gold Rush National Historical Park: Ethnographic Overview and Assessment</i> by Tom Thornton</p> <p>Ray Barnhardt - UAF publications</p> <p><i>The Alaska Native Reader: History, Culture, Politics</i> by Marie Shaa Tlaa Williams</p>
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JSD Middle School Social Studies Curriculum

				<p><i>Brought Forth to Reconfirm: The Legacy of a Taku River Tlingit Clan</i> by Elizabeth Nyman and Jeff Leer</p> <p>Tlingit culture - 150 years ago. <i>Kwäday Dän Ts'ínchi: long ago person found. A Champagne and Aishihik First Nations Special Report</i> (2009). http://cafn.ca/wp-content/uploads/2015/04/Kwaday_Dan_Tsinchi_Newsletter_March_2009.pdf</p> <p>Goldbelt Heritage Foundation</p> <p>Sealaska Heritage Institute</p> <p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Alaska Native Knowledge Network – (ANKN) www.ankn.uaf.edu</p> <p>Arctic Council and AFN</p> <p>Kuéex (potlatch)</p> <p>Current Events</p>
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JSD Middle School Social Studies Curriculum

UNIT/Chronological: Cultural Geography

Key Concepts/Big Ideas: Cultural Geography; Religious Beliefs; Arts/Architecture; Language; Family; Cultural Diffusion; Globalization

Standards	
ISTE	3b-d, 5a, 6a-d
Alaska SS Standards	Geo: A-F
Alaska ELA Standards	RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9
Alaska Cultural Standards	A-E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks in Any Quarter	Culture Time, Continuity, and Change People, Places, and Environments Individual Development and Identity	Define culture and how is it shaped by geography? How do resources shape culture and relationships with others? How does a culture’s structure affect world view?	Compare/contrast various world regions and indigenous culture with U.S. and local culture (suggested: Latin America, Oceania, Eastern Asia, the Pacific Rim, and Tlingit) Movement of people has impacted culture and population (suggested: Tlingit Taku Kwaan and Auk Kwaan) Cultural Elements: religious beliefs, arts/architecture, families and society, language, cultural diffusion, etc. How natural resources were used by Alaska Native peoples; how Alaska Native peoples adapted tools and products and traded with other nations	Cultural potlucks School-wide Kuéex (potlatch) Interact Units (Amigos, Pacific Rim) Bamboo Painting Art Kit Interact simulations Guest speakers, Tlingit Elder Speakers Goldbelt Heritage Foundation Sealaska Heritage Institute Boarding Schools Curriculum (Goldbelt Heritage Foundation)

JSD Middle School Social Studies Curriculum

	<p>Individuals, Groups, and Institutions</p> <p>Power, Authority, and Governance</p> <p>Production, Distribution, and Consumption</p> <p>Science, Technology, and Society</p> <p>Global Connections</p> <p>Civic Ideals and Practices</p>		<p>Institutional discrimination: respect for each other</p>	<p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Alaska Native Knowledge Network – (ANKN) www.ankn.uaf.edu</p> <p>Japanese screen making</p> <p>Mask making</p> <p>Research papers</p> <p>CNN Student News</p> <p>“Human Planet” DVD</p> <p>Pacific Rim Suitcase</p> <p>Current Events</p>
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GRADE 7 or 8: U.S. History

Year at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Pre-Contact to the 13 Colonies 2. Foundations of U.S. Democracy 3. Founding Documents 4. U.S. Government 5. New Nation 6. Industrialization and Manifest Destiny 7. Civil War 8. Reconstruction 	<ul style="list-style-type: none"> • D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. • D2.Civ.4.6-8. Explain the powers and limits of the three branches of governments, public officials, and bureaucracies at different levels in the United States and in other countries. • D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political systems. • D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. • D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. • D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • D2.His.5.6-8. Explain how and why perspectives of people have changed over time. • D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. • D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Pre-Contact to the 13 Colonies

Key Concepts/Big Ideas: Early Civilizations in the Americas; The First Americans; First Contact; Colonialism

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Four (4) weeks in First Quarter	Cultural People, Places, and Environments Global Connections	What are the relationships between culture and environment? What makes each region unique? What factors cause human migration? How/Why did Europeans explore and establish settlements in the Americas? What are the impacts of colonization on indigenous people? What made each colony in North America unique?	Review of North and South American Geography Migration of Paleolithic people Early Civilization of the Americas - Cahokia, Toltec, Maya, Inca, Olmec, Aztec, Mississippian, etc. Native Alaskan and American Indian Cultural Regions European Settlements in New World Russian colonization English Colonies in North America Colonial life Impact of European settlement and exploration on Native Americans	Inquiry Projects - Early Civilizations of the Americas, American Indian Cultural Regions Alaska Place-Based Resources: timeline of historical events Review vocabulary: forms of government, economics, politics, geographic terms Compare and contrast differences among the colonies Colonial Life Experiential Learning: candle-making, sewing, reading primary source texts Alaska State Library, Archives, and Museum (SLAM)

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Foundations of U.S. Democracy

Key Concepts/Big Ideas: French and Indian War; Early Democracy; Road to the Revolution; American Revolution

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a
Alaska SS Standards	Geo: A-D; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Six (6) weeks in First Quarter	Culture Power, Authority, and Governance Civic Ideals and Practices	When is it necessary for citizens to rebel against their government? What principles of government are expressed in the Declaration of Independence? How did the Continental Army win the war for independence from Great Britain? What role did different groups of people play in the revolution (colonists, women, indigenous people, slaves, and free black people)?	The Causes of the Revolution - Proclamation of 1763, Pontiac, French and Indian War, The Townshend Acts, The Boston Massacre, Boston Tea Party, The Intolerable Acts, Lexington and Concord, "Common Sense" The Declaration of Independence - Principles of Government The American Revolution - differences between American and British Armies, Great Britain's near victory, "The Crisis," Major Battles, Winter at Valley Forge, Outcome and Impact of the American Revolution, The Treaty of Paris (1783), Jay Treaty (1794)	Mock town-hall debates - role play loyalist, patriot, and neutral responses to British laws and historic events Persuasive piece - should we break off with England? Boston Massacre trial Read Declaration of Independence, analyze principles of government present in the document Revolution: examine the strengths and weaknesses of each side, important battles, and other key

JSD Middle School Social Studies Curriculum

		How did the American Revolution impact Native Americans?		factors in the conflict - to determine how the British were defeated Alaska Place-Based Resources: timeline of historical events
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UNIT/Chronological: Founding Documents

Key Concepts/Big Ideas: Declaration of Independence; Articles of Confederation; Compromises of the Constitutional Convention; U.S. Constitution and Bill of Rights; Ratification: Federalists v. Anti-Federalists

Standards	
ISTE	1a-c, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Gov/Cit: A-E; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.3; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks in Second Quarter	Power, Authority, and Governance	What are the foundations of U.S. democracy? What freedoms does the Bill of Rights protect and why are they important?	The Articles of Confederation Shay's Rebellion Constitutional Convention: Native American influence, European philosophical influences, Greek/Roman Influence, Virginia Plan, New Jersey Plan, The Great Compromise, Slavery and the	"1776," the musical (film) Discovery Channel: "American History Road to Revolution" (film) <i>We the People</i> textbooks Mock Constitutional Convention with follow-up Press Conference

JSD Middle School Social Studies Curriculum

			<p>3/5ths Compromise, Choosing the Executive, The Electoral College, Federalists, Anti-Federalists, The Bill of Rights</p> <p>Why the U.S. Constitution is considered a living document</p> <p>How has the Constitution created "a more perfect Union?"</p> <p>Compare clan based government with American representative democracy to show ideas about sustainability, relationship building, languages and environment</p>	<p>Editorial - should we ratify the Constitution?</p> <p>Constitution of Student Rights</p> <p>Elders and Culture Bearers in the classroom to discuss clan governance in light of colonization; perseverance and strength and relationship building</p>
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UNIT/Chronological: U.S. Government

Key Concepts/Big Ideas: Three Branches of Government: Executive, Legislative, and Judiciary; Federalism; Role of a Citizen; Structure of State and Local Government; Juneau’s City Government

Standards	
ISTE	1a-c, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Gov/Cit: A-E; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.3; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks in Second Quarter	Power, Authority, and Governance	<p>What is the role and responsibility of citizens in a democracy?</p> <p>How should societies balance individual rights and the public good?</p>	<p>The Constitution: Branches of Government, Checks and Balances, The Amendment Process, The Federal System, Role of citizens</p> <p>Federalism</p> <p>Legislative process: How does a bill become a law?</p> <p>Structure of the Judicial system</p> <p>Amending the Constitution</p> <p>Historic Supreme Court cases</p>	<p><i>We the People</i> textbooks</p> <p>Mock Supreme Court case (focus on issues that are relatable for middle school students)</p> <p>House of Representative simulation</p> <p>Not in My Backyard simulation highlighting current local government issues</p> <p>Three Branches of Government Capital tour: take students to visit court house and capitol building,</p>

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			<p>State government structure</p> <p>Local government structure: Who's who of local, state, tribal, and federal government?</p> <p>Public Policy Process</p> <p>Ways citizens can influence government: write and present public testimony, letters to the editor, contact representatives, and participate in community organizations</p> <p>How indigenous peoples have maintained their identities as nations within the U.S.</p>	<p>experience committee hearings, house session, etc.</p> <p>Current Events</p> <p>Research proposed legislation through BASIS</p> <p>Learn to write and present public testimony, letters to the editor, contact representatives, and participate in community organizations</p> <p>Cross-curricular opportunities</p> <p>Indigenous forms of government</p>
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JSD Middle School Social Studies Curriculum

UNIT/Chronological: New Nation

Key Concepts/Big Ideas: Launching the New Republic: Jefferson v. Hamilton

Standards	
ISTE	1a-d, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Gov/Cit: A-E; Geo: A-F; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.5; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks in Third Quarter	Global Connections	<p>How have major conflicts and cooperative efforts shaped the United States?</p> <p>How did early presidents promote democracy?</p> <p>What did it mean to be an American in the early 1800s?</p>	<p>Emergence of political parties</p> <p>Events of the Early Republic:</p> <ul style="list-style-type: none"> -Whiskey Rebellion -Washington's Farewell Address -XYZ Affair -Alien & Sedition Acts -Indian Civilization Act <p>Tecumseh's Native American Northwest Confederacy</p> <p>War of 1812</p> <p>Bureau of Indian Affairs – 1824</p> <p>Boarding Schools</p> <p>Technology, Art, Music of early 19th century: Perspectives of "American Culture"</p>	<p>Compare campaign slogans, songs, and posters of the 1800 election</p> <p>Role-play foreign policy advisor dealing with major dilemmas of the early 1800s</p> <p>Alaska Place-Based Resources: timeline</p> <p>Boarding Schools Curriculum (Goldbelt Heritage Foundation)</p> <p>Current Events</p>

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UNIT/Chronological: Industrialization and Manifest Destiny

Key Concepts/Big Ideas: Louisiana Purchase; Manifest Destiny; Jackson Era; Indian Removal Act; Economic, Political, and Social Development: North v. South; Road to the Civil War

Standards	
ISTE	1a-d, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-B; His: A-E
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.5; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Four (4) weeks in Third Quarter	Science, Technology, and Society	<p>How did physical geography impact the economic, social, political, and cultural development of our country?</p> <p>What were the motives, hardships, and legacies of the groups that moved to the west in the 1800s?</p> <p>How were indigenous peoples affected by westward expansion?</p>	<p>Lewis and Clark Expedition</p> <p>Indian Civilization Act</p> <p>Relationship, recognition, and trust responsibility of U.S. government and tribal governments (massacres, treaty violations, reservations, forced migration)</p> <p>Battle of Sitka – 1804</p> <p>Bureau of Indian Affairs – 1824</p> <p>Indian Removal Act – 1830</p>	<p>Trail diary - Perspectives of Westward Expansion</p> <p>“We Shall Remain” video series</p> <p>Poetry</p> <p>Mapping</p> <p>Oregon Trail</p> <p>Build Wagon project</p> <p>Ken Burns: “Lewis & Clark” (film)</p> <p>Analyze primary source documents</p>

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			<p>The role of geography on Westward Movement</p> <p>Texas Revolution and Mexican-American War</p> <p>Mexican contributions to American life</p> <p>The role of religion in Manifest Destiny</p> <p>Boarding Schools – forced assimilation and its legacy – 1879</p> <p>How traditional knowledge advances modern day science, technology and society</p>	<p>Analyze cause and effect of Mexican-American war</p> <p>Act-it-outs territorial expansion (Oregon, Texas, Louisiana Purchase, Mexican-American war)</p> <p>Ken Burns: “The West” (film)</p> <p>Boarding Schools Curriculum (Goldbelt Heritage Foundation)</p>
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JSD Middle School Social Studies Curriculum

UNIT/Chronological: Civil War

Key Concepts/Big Ideas: Preserve the Union; Civil War (1861-1865); State’s Rights; Slavery; Underground Railroad

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-B; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.5; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Eight (8) weeks in Third/Fourth Quarter	Global Connections	Why do people go to war?	<p>Political, economic, cultural differences between Northern and Southern states</p> <p>Technology differences between the North and the South</p> <p>Pre-Civil War: Missouri Compromise, Compromise of 1850, Bleeding Kansas, Texas Independence and Statehood</p> <p>Motivations and goals of North and South</p> <p>Major Battles of the Civil War</p> <p>Turning points in the war</p> <p>Abraham Lincoln's Emancipation Proclamation and Gettysburg Address</p> <p>Important historical figures of Civil War</p> <p>Slavery and black soldiers</p>	<p>Role play scenarios</p> <p>Slave narratives</p> <p>Civil War Trust: http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/lesson-plans-middle.html</p> <p>Tlingit totem with Abraham Lincoln http://vault.sierraclub.org/john_muir_exhibit/stamps/abe_lincoln_totem_1964_fdc.aspx</p> <p>“Haa Shagóon” video for an understanding of how clans resolve grievances and work towards resolution</p>

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UNIT/Chronological: Reconstruction

Key Concepts/Big Ideas: Rebuild the South in the North’s Image; State’s Rights

Standards	
ISTE	1a-d, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.6; RH.6-7-8.7; RH.6-7-8.8; RH.6-7-8.9; RH.6-7-8.10; WHST.6-7-8.1; WHST.6-7-8.2; WHST.6-7-8.4; WHST.6-7-8.5; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.8; WHST.6-7-8.9; WHST.6-7-8.10
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks in Fourth Quarter	Power, Authority, and Governance	Was Reconstruction a success or a failure?	<p>How lives change: Southern aristocracy and newly freed slaves</p> <p>Voting rights and requirements</p> <p>Segregation</p> <p>Post-war aftermath</p> <p>Civil War impact on Alaska and the rest of the U.S.: Post-war conditions encouraged continued expansion into indigenous territories, including purchase of Alaska and American acquisition of resources</p>	<p>Kids Voting USA</p> <p>Current Events</p> <p>Harris, A. S. (1996). <i>Schwatka’s last search: the New York ledger expedition through unknown Alaska and British America</i>. Fairbanks, AK: University of Alaska Press</p>

GRADE 6, 7, or 8: World History

Year at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Map Skills and Historical Perspective 2. Early Humans 3. Early River Valley Civilizations 4. Ancient Egypt 5. Ancient Greece 6. Ancient Rome 7. Islamic Civilization 8. Middle Ages 	<ul style="list-style-type: none"> • D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. • D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. • D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. • D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. • D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. • D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. • D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. • D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Map Skills and Historical Perspective

Key Concepts/Big Ideas: Reading, Deciphering and Interpreting Data; Change over Time

Standards	
ISTE	1a-b, 2c-d, 4a-d, 5a
Alaska SS Standards	Geo: A-F; His: A-B
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.3; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; WHST.6-7-8.4; WHST.6-7-8.9
Alaska Cultural Standards	A, B, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks in First Quarter	Culture People, Places, and Environments Global Connections	What are the tools of a geographer?	Different types of maps – legends Read a map Review of geographic features and terms: continents, major bodies of water Imaginary lines: latitude and longitude Different types of landforms Compass: cardinal directions	Blank map booklet to be filled out throughout the year Create Your Own Continent Current Events Early geographers - Davidson, Schwatka, Kohklux Goldbelt Heritage Foundation/Sealaska Heritage Institute Elder or Culture Bearer or Clan Leader as geographer panel or presentation Tools of cultural geographer (story knives, oratory, songs, dances, petroglyphs, clan shirts, Inuksuk’s and dreams)

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Early Humans

Key Concepts/Big Ideas: Archeology and Geology; Agricultural Revolution; Stone Age and Copper Age

Standards	
ISTE	1a-b, 2c-d, 4a-d, 5a
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week in First Quarter	Science, Technology, and Society Global Connections	How does technology help us interpret our lives?	Types of hominids, archaeology and anthropology How indigenous culture has impacted archeology (inland and coastal Tlingit connected by science via DNA)	Archaeology dig simulation Field trip to Auke Bay Petroglyphs Field trip with Elder(s) and Dan Monteith to Auk Kwaan Village site “Summer of Discovery” DVD, Champagne and Aishihik First Nation Tlingit culture - 150 years ago. <i>Kwäday Dän Ts’inchi: long ago person found. A Champagne and Aishihik First Nations Special Report (2009).</i> http://cafn.ca/wp-content/uploads/2015/04/Kwaday_Dan_Tsinchi_Newsletter_March_2009.pdf Native American Graves Protection and Repatriation Act (NAGPRA)

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Early River Valley Civilizations – Mesopotamia, Indus, China (Yellow River)

Key Concepts/Big Ideas: Literacy; Government; Infrastructure; Religion; Social Systems; Agriculture; Trade

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a, 6a-b
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks in First Quarter	Power, Authority, and Governance	<p>How do people interact with their landscape?</p> <p>How does geography affect the Rise of Civilization?</p> <p>How are religion and culture connected?</p> <p>What is power and who should have it?</p>	<p>Development of agriculture</p> <p>Mesopotamian Civilization: Priest Kings, Cuneiform, Religion</p> <p>Babylon, Sumer</p> <p>Cultural diffusion</p> <p>Indus River Valley: planned communities, clashes with Aryans</p> <p>Ancient China: Yellow River, irrigation, terrace farming, dynasties, ancestor reverence</p>	<p>Cuneiform scripting</p> <p>Walls of Babylon mural</p> <p>Bamboo scrolls</p> <p>Vase decoration</p> <p>Location of villages along rivers in southeast Alaska (Chilkat River, Nass River, Stikine River, Taku River)</p> <p>Current Events</p>

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Ancient Egypt

Key Concepts/Big Ideas: Religion; Engineering; Kingdoms; Social Stratification

Standards	
ISTE	1a-c, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks in Second Quarter	Power, Authority, and Governance	<p>How do people explain the unknown (rituals)?</p> <p>How does literacy and landownership affect quality of life within a society?</p> <p>How much does geography affect people's lives?</p>	Pharaohs, pyramids, hieroglyphics, religion	<p>Mummification</p> <p>Pyramid projects</p> <p>Sarcophagus</p> <p>Canopic jar decorating</p> <p>Mummies in Alaska (preserved by Bogs and Glaciers) http://www.uic.edu/classes/osci/osci590/6_2Mummies%20Mummies%20and%20Disease%20in%20Egypt.htm</p> <p>Tlingit Clan System</p> <p>Current Events</p>

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Ancient Greece

Key Concepts/Big Ideas: Influential Individuals; Architecture; Cultural Contributions

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks in Second Quarter and Four (4) weeks in Third Quarter	Science, Technology, and Society	<p>What distinguishes one culture from another?</p> <p>How do people govern themselves?</p> <p>How does physical geography shape Greek culture?</p> <p>How is philosophy reflected in language and oratory?</p>	<p>Columns</p> <p>Pantheon of gods</p> <p>Government: city - states</p> <p>Athens and Sparta</p> <p>Persia v. Greece</p> <p>Greek philosophers, inventors, etc.</p> <p>Roles in Greek society</p> <p>Greek mythology and oratory</p>	<p>Create a Greek Temple</p> <p>Performance Arts: Readers Theatre (plays)</p> <p>Mythology posters, trading cards</p> <p>Greek simulation (Interact)</p> <p>Indigenous histories and oratory</p> <p>Current Events</p>

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Ancient Rome

Key Concepts/Big Ideas: Government; Politics; Expansionism; Religion; Military Contributions

Standards	
ISTE	1a-d, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; RH.6-7-8.8; WHST.6-7-8.4; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks in Third Quarter	People, Places, and Environments	<p>How does conflict affect the stability of a society?</p> <p>How does a society's philosophy of leadership reflect its values?</p>	<p>Branches of government</p> <p>Power and authority</p> <p>Emperors</p> <p>Gladiators</p> <p>Causes of the Fall of Rome</p> <p>Influences of Ancient Greeks</p> <p>Birth of Christianity</p>	<p>Emperor research project</p> <p>Gladiator games</p> <p>Timeline activity</p> <p>Roles and responsibilities of a clan leader – reflecting Tlingit value systems v. roles of the various Roman emperors: <i>Kaax'ach gook (Kiks.adi Clan Story)</i> by Dauenhauer, N., & Dauenhauer, R. (1987). <i>Haa shuká, our ancestors: Tlingit oral narratives</i>. Seattle and London: University of Washington Press, Sealaska Heritage Foundation; <i>Strong Man (Gaanax.ádi & Gaanaxteidi Clan Story)</i></p> <p>Current Events</p>

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Islamic Civilization

Key Concepts/Big Ideas: Role in World History and Current Status

Standards	
ISTE	1a-b, 2c-d, 3a-d, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-C; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; RH.6-7-8.4; RH.6-7-8.5; RH.6-7-8.7; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks in Fourth Quarter	Time, Continuity & Change People, Places, and Environments Culture	What distinguishes one culture from another? How do the values of a society shape our way of being in the world?	Pillars of Faith Pilgrimage Charity Art and Architecture, contributions in math and science, literature, philosophy, and medicine Cultural identity and relationships with others	Pillars of faith poster or diorama Comparison chart: Judaism, Christianity, Islam Current Events

JSD Middle School Social Studies Curriculum

UNIT/Chronological: Middle-Ages

Key Concepts/Big Ideas: Government; Economy; Religion; Social Classes; Warfare; Epidemic; Renaissance

Standards	
ISTE	1a-b, 2c-d, 3a-b, 4a-d, 5a, 6a-b, 6d
Alaska SS Standards	Geo: A-D; His: A-D
Alaska ELA Standards	RH.6-7-8.1; RH.6-7-8.2; WHST.6-7-8.6; WHST.6-7-8.7; WHST.6-7-8.9
Alaska Cultural Standards	A-C, E

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Seven (7) weeks in Fourth Quarter	Culture Power, Authority, and Governance	What motivates trade and exchange? What are the consequences of interaction?	Vikings, Franks, Huns, Jutes, Saxons, etc. Feudalism Manorialism Coat of Arms Crusades Silk Road Black Plague Early Christianity Cultural identity and relationships with others	Coat of Arms decoration Simulations: Feudalism and Manorialism, Silk Road, Plague Impact of epidemics on indigenous societies in Alaska

APPENDICES

- Alaska Place-Based Resources
- Alaska Social Studies Standards
- High School Course Descriptions and Syllabi
- International Standards in Technology Education (ISTE)
- National Service Learning Standards
- National Social Studies Standards: College, Career & Civic Life C3 Framework for Social Studies State Standards