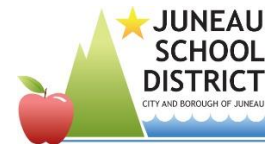


Social Studies Curriculum Grades 9-12



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



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JSD High 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 High 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 High 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 High 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/>

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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 High 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

1. Indigenous People (beginning through current) and Early American Explorers (Beg. To 1607)	A. Evolution of Government
2. Alaska Studies	B. Democratic Principles, the Constitution and Amendments, Republican Government, Federalism, and Civil Rights
3. Colonization, Settlement, Communities and Slave Trade (1607 – 1763)	C. Purpose Role and Responsibility of Government and Citizens
4. The Revolution and the New Nation (1763 – 1815)	D. Contemporary Government Issues
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)	

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	

JSD High School Social Studies Curriculum

High School Social Studies Courses

Course Descriptions in Appendices

Required for Graduation:

- Alaska History, 0.5 credit (9-12)
- U.S. Government & Civics, 0.5 credit (12)
- U.S. History, 1 credit (10-11)
- World History, 1 credit (10-11)

Electives:

- AP U.S. Government and Politics, 1 credit (12) (may be substituted for U.S. Government & Civics)
- AP U.S. History, 1 credit (11-12) (may be substituted for U.S. History)
- AP World History, 1 credit (10-12) (may be substituted for World History)
- Contemporary Issues, 0.5 credit (9-12)
- Geography, 0.5 credit (9-12)
- Psychology, 0.5 credit (11-12)
- Sociology, 0.5 credit (11-12)
- U.S. Law, 0.5 credit (11-12)

GRADES 9-12: Alaska History – Required for Graduation

Semester at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Perspectives on History 2. Alaska Geography 3. Native peoples of Alaska 4. Russia's Colony 5. Purchase of AK and Territorial AK 6. Gold and Resource Extraction 7. World War II and Civil Rights 8. Statehood 1959 9. AK Native Claims Settlement Act 10. Subsistence 11. Oil 12. Climate Change 13. Current Events 	<p>The course has students investigate the content of Alaska history for significant events, individuals, developments, and processes from the people of Alaska through to the current day and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also uses several themes (Alaskan, Native, and national identity; migration and settlement; politics and power; work, exchange, and technology; Alaska in the country; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.</p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • D2.Civ.8.9-12. Evaluate social and political systems in different context, times and places that promote civic virtues and enact democratic principles. • D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. • D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. • D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy. • D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

	<ul style="list-style-type: none"> • D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. • D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. • D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. • D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. • D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. • D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.2.9-12. Analyze change and continuity in historical eras. • D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
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	<ul style="list-style-type: none">• D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.• D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.• D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.• D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.• D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.• D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.• D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.• D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.• D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
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JSD High School Social Studies Curriculum

Introduction: Perspectives on History

Key Concepts/Big Ideas: Different People and Stories have Different Perspectives and Knowledge about Local and State History

(Alaska History suggested resources in Appendix)

Standards	
ISTE	2, 3b-c, 4c, 6a-b
Alaska SS Standards	Geo: A-F; His: A1-2, B1-5, D1
Alaska ELA Standards	RH.9-10.1-3; WHST.9-10.1-2
Alaska Cultural Standards	A2, A7, B1, C4, D1-6, E1-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One-two (1-2) days and throughout the course	Culture	<p>How does presentation of history influence our perspective and/or incorporate bias, both intended and unintended?</p> <p>What is cultural diversity and how does what we know about the world shape the way we view ourselves?</p>	<p>Depending on who tells the story there are different outcomes (Richard Dauenhauer, 2010). Ancient migration stories of Taku Kwaan and Auke Kwaan</p> <p>Who am I? Haa Aani, Clan Migration and History, Heritage Language, Oral Narratives, Food Sovereignty, Lineage and Clan Structure, Traditional Values</p> <p>Explore Tlingit history and oral narratives with western literature</p> <p>Explore identity in context to broader geographical issues regarding the environment</p>	<p>Compare the stories of floods to geological timeframes (e.g., flood stories circa 1300 occurred among the Southeast inland and coastal peoples)</p> <p>The Coming of the First White Man (Betts in Dauenhauer and Dauenhauer - a great example of worldview). Here is where the Thornton ethnography on the Skagway area fits in re: views on stewardship of the land</p> <p><i>Haa tuwunáagu yís, for healing our spirit, Tlingit oratory</i> by Nora and Richard Dauenhauer</p> <p>Invite professors of anthropology at UAS [DM, et al.], Elders, local history bearers, and local area history of Douglas Indian Village</p>

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				<p>“This is our Land” video: Tlingit elder and knowledge bearers to describe land laws and stewardship. Invite elders and history bearers of indigenous history to lend the different perspectives (may be used in the ANCSA unit).</p>
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UNIT/Chronological: Alaska Geography

Key Concepts/Big Ideas: Geographic Differences within Alaska has Distinct Regional Characteristics

Standards	
ISTE	2, 3b-c, 4c, 6a-b
Alaska SS Standards	Geo: A-F; His: B1b
Alaska ELA Standards	RH.9-10.2, .7; WHST.9-10.8
Alaska Cultural Standards	E.2

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	People, Places, and Environments	<p>What are the six regions of Alaska and their characteristics?</p> <p>Where is Tlingit Aani (includes Canada-Teslin has been part of oral history since the time of the floods)?</p> <p>What is the influence of physical geography on cultural development?</p>	<p>Migration and movement</p> <p>Oral narratives and geologic eras</p> <p>Resources and habitation</p> <p>Lithosphere</p>	<p>Alaska Atlas</p> <p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Science on a Sphere</p> <p>www.akhistorycourse.org</p> <p>Group presentations on regions</p> <p>Alaska Native Studies: in the 21st Century; Alaska Native Studies Council; Leonard, B. et al; 2014</p> <p>Indigenous place names & history</p> <p>Tlingit Aani Map for place-based names</p>

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				<p><i>Haa Leelk'w Has Aani Saax'u/Our Grandparents' Names on the Land</i> edited by Thomas Thornton</p> <p>Goldbelt Heritage and Sealaska Heritage Institute for Elders for place names and history</p> <p><i>The Legacy of A Taku River Tlingit Clan</i> by Elizabeth Nyman and Jeff Leer</p>
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UNIT/Chronological: Native Peoples of Alaska (Prehistory to 1742)

Key Concepts/Big Ideas: Distinct Cultural Characteristics of the Indigenous Groups throughout Alaska

Standards	
ISTE	2c, 3, 4c, 6a-b
Alaska SS Standards	Geo: B7, C3, D, E, F; His: A6, B1b
Alaska ELA Standards	RH.9-10.2, .8, .9; WHST.9-10.6
Alaska Cultural Standards	A2, A6, A7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks	<p>Culture</p> <p>Individuals, Groups, and Institutions</p> <p>Power, Authority, and Governance</p>	<p>Who are the Tlingit people pre-contact to 1742? Who are the indigenous peoples of Alaska and how can we determine distinct cultural characteristics of indigenous groups throughout Alaska? What is the record or human experience?</p> <p>What cultural connections and differences exist throughout Alaska's indigenous groups in the past and today?</p> <p>What is the Tlingit clan structure pre-contact?</p>	<p>Tlingit, Haida, Tsimshian, Eyak, Athabaskan, Aleut, Inupiat, Alutiiq, Yup'ik, Cup'ik (record of experience is recorded in oratory, clan shirts, petroglyphs, and "art")</p> <p>Populating Alaska</p> <p>Languages</p> <p>Historical (pre-European contact)</p> <p>Culture</p> <p>Exploring the validity of oral history alongside literature (flood stories, glacial migrations)</p>	<p><i>Haa shuká, Our Ancestors: Tlingit oral narratives</i> by Nora and Richard Dauenhauer (floods, glaciation and migration)</p> <p>Elders and Oral Narratives online (see Dan Monteith, Daniel Henry)</p> <p><i>Yuuyaraq: The Way of the Human Being</i> by Harold Napoleon</p> <p><i>Two Old Women</i> by Velma Wallis</p> <p><i>A Cycle of Myths</i> compiled by John E. Smelcer</p> <p><i>Another Culture/Another World</i> by Michael Oleksa</p> <p>"Alone in the Wilderness" PBS series</p> <p>"Tlingit Oral Narratives and Deep History", video, by Dr. Dan Monteith</p>

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				<p>(vimeo.com/17381317) on the validity of oral history v. myth Dimeo; The Kohklux Map</p> <p>Goldbelt Heritage Foundation and Sealaska Heritage Institute resource/unit collections: Tlingit historians on Haa Aani, Clan Migration and History, Heritage Language, Oral Narratives, Food Sovereignty, Lineage and Clan Structure, Traditional Values and <u>ku.éex'</u></p> <p>Clan Conferences: Video Collections</p> <p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Juneau-Douglas City Museum</p> <p>Montana Creek: Fish Trap</p> <p>Journeying up to the Taku</p> <p>Contact: Richard Carstensen</p> <p>Sea Week for local geography</p> <p>Yukon Historical & Museums Association (1995)</p>
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UNIT/Chronological: Russia's Colony (1742-1867)

Key Concepts/Big Ideas: Initial European Contact; Influence and Impact

Standards	
ISTE	1c, 2, 3b, 4c
Alaska SS Standards	Geo: A5, B2-4, B7-8, E, F; Gov/Cit: A4, F4, G1-2, F4, G1-2; His: A7-8, B1b, C.1
Alaska ELA Standards	RH.9-10.3, .5; WHST.9-10.4, .5
Alaska Cultural Standards	A5, E2, E3

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	<p>Culture</p> <p>Time, Continuity, and Change</p> <p>People, Places, and Environments</p>	<p>Why did Russian explorers set out for Alaska?</p> <p>How did Russian Colony change the map of Alaska (e.g., news towns/settlements)?</p> <p>What influences and changes were experienced by European settlers/explorers and Alaska Native cultures during this period?</p> <p>How has Russia influenced Tlingit clothing, and religious beliefs?</p>	<p>Voyages of exploration</p> <p>Contact/relationship and continued migration of indigenous people</p> <p>Resource extraction</p> <p>Religion</p> <p>Battle of Sitka</p> <p>Sale of Alaska</p> <p>Disease</p>	<p><i>Anooshi Lingit Aani Ka: Russians in Tlingit America</i> by Nora and Richard Dauenhauer, and Lydia Black</p> <p>Russian Reader: www.akhistorycourse.org/docs/russian_american_book7.pdf</p> <p><i>Haa Shuk'a, Our Ancestors: Tlingit Oral Narratives</i> by Nora and Richard Dauenhauer</p> <p><i>Memory Eternal: Tlingit Culture and Russian Orthodox Christianity through Two Centuries</i> by Sergei Kan http://www.amazon.com/exec/obidos/ASIN/0295978066</p>

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				<p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Russian Orthodox Church: Works of Father Michael Oleksa</p> <p>Sealaska Heritage Institute</p> <p>Tlingit clan conference sessions re: Russian influences and impact</p> <p><i>The Great Death</i> by John Smelcer (Interior village decimated by disease as told by two elders who survived)</p>
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UNIT/Chronological: Purchase of Alaska and Territorial Alaska (1867)

Key Concepts/Big Ideas: Alaska Becomes Part of the United States

Standards	
ISTE	2, 3, 4, 6a-b
Alaska SS Standards	Geo: B7, D, E, F; Gov/Cit: A-G; His: B5
Alaska ELA Standards	RH.9-10.7; WHST.9-10.6
Alaska Cultural Standards	A7, B, E2, E3, E8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	Time, Continuity, and Change People, Places, and Environments Individual Development and Identity Global Connections	What influences and changes did the purchase of Alaska have on the people of Alaska? How did development of mining in Juneau lead to economic development of Southeast Alaska?	Manifest Destiny 1867 Indigenous peoples' reaction to purchase (what were the Tlingit doing 148 years ago?) Military rule Shelling of different communities Alaska Commercial Company Missionaries Ethnic population migrations Bureau of Indian Affairs Development of education in Alaska	Governing Alaska: http://www.akhistorycourse.org/articles/article.php?artID=133 Alaska Purchase Letter: http://www.loc.gov/resource/rbpe.20503000/?sp=3 <i>Anooshi Lingit Aani Ka: Russians in Tlingit America</i> by Nora and Richard Dauenhauer, and Lydia Black Shelling of Angoon (1882): http://www.sitnews.us/Kiffer/Angoon/102907_angoon_bombed.html Shelling of Wrangell (1869): http://shakesisland.blogspot.com/2012/07/1869-bombardment-of-wrangell.html

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				<p>Shelling of Kake (1869): http://juneauempire.com/local/2011-06-23/aged-bomb-kake-gets-official-inspection and http://cooday8.tripod.com/kake-alaska-2011.htm</p> <p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>"This is Our Land" video</p>
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UNIT/Chronological: Gold and Resource Extraction (1880-1920)

Key Concepts/Big Ideas: Gold; Population Growth; Diversity; Other Resource Extraction; Beginning of Boarding Schools

Standards	
ISTE	1d, 2, 3c, 4d, 6a-b
Alaska SS Standards	Geo: A5, C, E, F3; Gov/Cit: F, G; His: A7, B1
Alaska ELA Standards	RH.9-10.6, .7; WHST.9-10.2.a-f
Alaska Cultural Standards	E2-3, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	Production, Distribution, and Consumption Science, Technology, and Society	What are the impacts, both positive and negative, of resource development on Alaska and Alaska Natives? How did the Boarding School Experience have a generational impact on Indigenous peoples?	First Organic Act - 1884 Boarding schools - 1879 Missionaries The Dawes Act - 1887 Major Crimes Act - 1885 Population growth Displacement of indigenous people from land and resources Development of Alaskan government Development of ANB and ANS - 1912 Great death of 1918	Boarding School: Historical Trauma among Alaska's Native People: https://www.uaa.alaska.edu/cafe/upload/Boarding-School-Historical-Trauma-among-Alaskas-Native-People.pdf http://akstudies.akhf.org/repository/65/preview "Juneau: City Built on Gold" documented by Juneau-Douglas City Museum (DVD) <i>Schwatka's Last Search: The New York Ledger Expedition</i> by Arland Harris Skookum Jim Biography (Tlingit): discovery of gold in the Yukon http://www.canadianmysteries.ca/site

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			<p>Filipino and Pacific Islander</p> <p>Immigration</p> <p>William Paul</p> <p>Civil rights to indigenous peoples granted 1924</p>	<p>s/klondike/contenders/skookumjim/3282en.html</p> <p><i>Yuuyaraq: The Way of the Human Being</i> by Harold Napoleon</p> <p>Juneau-Douglas City Museum</p> <p>Evergreen Cemetery (1887) and Douglas Island Indian Cemetery</p> <p>Last Chance Mining Museum</p> <p>Treadwell Trail</p> <p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Taku River Trail (McClellan) and Chilkoot Trail (Thornton's research on Carcross Tagish and Skagway) – Alaska Native Knowledge Network (ANKN)</p>
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UNIT/Chronological: World War II and Civil Rights (1941-1945)

Key Concepts/Big Ideas: Impact of WWII in Alaska and Continuing Impact of Boarding Schools

Standards	
ISTE	2, 3d
Alaska SS Standards	Geo: A3, B, D1-2, D5, E1-5, F; Gov/Cit: B5, B7, C, D, F, G; His: A, B, C2
Alaska ELA Standards	RH.9-10.4; WHST.9-10.8, .9
Alaska Cultural Standards	A7, C4, D5, E5, E6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Culture Time, Continuity, and Change Civic Ideals and Practices	What is the legacy, both positive and negative, and the current issues with the military in Alaska?	Japanese invasion Aleut evacuation Japanese internment (The local Empty Chair Project, Internment also covered in U.S. History) Present role of military in Alaska Population change Alaska infrastructure Civil Rights Boarding School elders and their childhood memories of the war	“Aleut Evacuation” PBS video documentary “For the Rights of All: Ending Jim Crow in Alaska” documentary “Red, White, Black & Blue” documentary (DVD) Boarding Schools: http://www.theannainstitute.org/American%20Indians%20and%20Alaska%20Natives/Boarding%20School%20History%20Trauma%20Alaska%20Native.pdf Military History and the impacts on Native peoples http://www.denix.osd.mil/na/upload/military-history-in-alaska.pdf

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			<p>Termination and Assimilation Policies (1940s to 1960s formally ends U.S. recognition of sovereignty of Federally Recognized Tribes)</p> <p>Code talkers</p>	<p>Alaska State Library, Archives, and Museum (SLAM)</p> <p>Elder interviews</p> <p>Memories of Tlingit people re: WWII (Nora Dauenhauer father's story; Diane Church has a good story as do other elders who are part of the Boarding School Curriculum – Goldbelt Heritage Foundation)</p> <p>Alaska Native Veterans</p>
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UNIT/Chronological: Statehood 1959

Key Concepts/Big Ideas: Alaska's Struggle for Statehood

Standards	
ISTE	2, 3, 4
Alaska SS Standards	Geo: B, D, F1, F4-5; Gov/Cit: A, B, C, E, G; His: A, B, D5-6
Alaska ELA Standards	RH.9-10.3, 9; WHST.9-10.9-10
Alaska Cultural Standards	A6-7, B2, C4, D4, E7-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Individuals, Groups, and Institutions Power, Authority, and Governance Global Connections Civic Ideals and Practices	What was the journey to statehood? What makes our State Constitution unique?	Territory Obstacles to statehood Writing of Alaska Constitution Policy makers' reaction to Statehood Indigenous reaction to Statehood Burning of the Douglas Indian Village (local impacts of Termination and Assimilation Act policies in 1963)	Alaska Constitution, a Citizen's Guide: http://akleg.gov/docs/pdf/citizens_guide.pdf Alaska State Library, Archives, and Museum (SLAM) Juneau-Douglas City Museum State Capitol Alaska History and Cultural Studies Course: www.akhistorycourse.org

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UNIT/Chronological: Alaska Native Claim Settlement Act

Key Concepts/Big Ideas: Land Claims and Ownership

Standards	
ISTE	2, 3, 4
Alaska SS Standards	Geo: A-F; Gov/Cit: A, C, E, F9; His: A-D
Alaska ELA Standards	RH.9-10.10; WHST.9-10.10
Alaska Cultural Standards	A5, A7, B3, C2, C4, D3-5, E3, E6, E7-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	<p>Culture</p> <p>Individuals, Groups, and Institutions</p> <p>Power, Authority, and Governance</p>	<p>Who owns Alaska?</p> <p>What are the positive and negative effects of ANCSA on Alaskan peoples and communities?</p> <p>http://ankn.uaf.edu/ANCR/Southeast/Chronology/LR%20Final%20Sword%20and%20Shield.pdf</p>	<p>Alaska Federation of Natives</p> <p>Alaska Pipeline</p> <p>Components of ANCSA (land, money, corporations)</p> <p>Percentage of federally owned lands, versus state owned, versus tribal, versus private</p> <p>Function and location of Corporations, Tribal Government, Jurisdiction, Autonomy, Sovereignty, and Blood Quantum</p> <p>Investigate ANCSA Corp v. Tribal Government</p>	<p>Sealaska Heritage Institute</p> <p>Goldbelt Heritage Foundation: "Why is ANCSA Significant to our Culture, Our Land and Our State?"</p> <p>"The Land is Ours" Sealaska documentary</p> <p><i>Fifty Miles from Tomorrow</i> by William Hensley</p> <p>"Between Worlds" Juneau Empire Special Report: http://www.akhistorycourse.org/articles/article.php?artID=331</p> <p><i>A Dangerous Idea: The Alaska Native Brotherhood</i> by Peter Metcalfe</p>

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UNIT/Chronological: Subsistence

Key Concepts/Big Ideas: Access to Natural Resources

Standards	
ISTE	2c, 3c, 4, 6a-b
Alaska SS Standards	Geo: A5, B6-7, D, E, F; Gov/Cit: F9; His: A6, B1, D2
Alaska ELA Standards	RH.9-10.1, .2; WHST.9-10.6, .7
Alaska Cultural Standards	A4, A6, C1-4, D2, E4, E8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Culture Production, Distribution, and Consumption Civic Ideals and Practices	What is subsistence? How has access to resources for Native and non-native people changed over time?	ANILCA Broader distinction/Definition, Rural/Urban, Cultural/Traditional Use, Current Events, Katie John v. Norton Salmon resource/fish harvesting	"Subsistence Chronology" prepared by Alaska Federation of Natives: http://www.alaskool.org/projects/ancsa/subsistence_chron/subchron.htm Alaska Dept. of Fish and Game <i>Subsistence in Alaska: A Year 2000 Report</i> , Alaska Dept. of Fish and Game Community interviews Current Events Explanation of Tlingit resource management through clan system from elder/knowledge bearer

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				<p><i>Alaska Native Subsistence: A Matter of Cultural Survival</i> by Thomas Thornton https://www.culturalsurvival.org/ourpublications/csq/article/alaska-native-subsistence-a-matter-cultural-survival</p> <p>Elaine Abraham video: "Trees are People"</p>
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UNIT/Chronological: Oil!

Key Concepts/Big Ideas: Resource Extraction and Population Growth/Diversity

Standards	
ISTE	2a, 3, 4
Alaska SS Standards	Geo: A-F; Gov/Cit: C, D, F; His: A8, B2
Alaska ELA Standards	RH.9-10.7; WHST.9-10.6, .7
Alaska Cultural Standards	E2, E7-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	People, Places, and Environments Science, Technology, and Society Global Connections	How did the timing of the discovery of oil impact Alaska's environment and people? How has the oil boom money developed towns and regions of Alaska?	Discovery at Prudhoe Bay The oil embargo Pipeline Alaska's budget Arctic development Tradeoffs Permanent Fund Current issues The Boom and Bust cycle	"American Experience: The Alaska Pipeline" PBS video Permanent Fund Office Current Events

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UNIT/Chronological: Climate Change

Key Concepts/Big Ideas: Impact of Climate Change on Alaska

Standards	
ISTE	2c, 3, 4, 6a-b
Alaska SS Standards	Geo: B7-8, C; His: B2
Alaska ELA Standards	RH.9-10.7; WHST.9-10.6, .7
Alaska Cultural Standards	D5, E2, E5

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Time, Continuity, and Change People, Places, and Environments Science, Technology, and Society	How has the eons of climate change impacted Alaska's environment, people, and development?	Changing migration patterns (historical and current) Sea ice/Glaciation Impact on communities Arctic Council	Alaska Governor's Office climate change sub-cabinet: www.climatechange.alaska.gov PBS Alaska Native Perspectives on Climate Change: http://www.pbslearningmedia.org/collection/ean Mendenhall Glacier Visitor Center UAS and UAF professors and research Current Events

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UNIT/Chronological: Current Events

Key Concepts/Big Ideas: State, Regional, and Local Contemporary Issues

Standards	
ISTE	2c, 3, 4, 6a-b
Alaska SS Standards	Geo: B7-8, C; His: B2
Alaska ELA Standards	RH.9-10.7; WHST.9-10.6, .7
Alaska Cultural Standards	D5, E2, E5

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Throughout	Time, Continuity, and Change Civic Ideals and Practices	How do current events political, governmental, environmental, etc., impact Alaska?	NAGPRA and ARPA The Ted Stevens years	Enge, M. (n.d.). "Whale House series: Whose laws?" The Anchorage Daily News, Part 5. Retrieved from http://www.ankn.uaf.edu/curriculum/ Tlingit/WhaleHouse/part5.html Juneau Empire KTOO.org "Alaska Native Cultures and Issues" edited by Libby Roderick

GRADES 9-12: U.S. Government and Civics – Required for Graduation

Semester at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Evolution of Government 2. Democratic Principles, the Constitution and Amendments, Republican Government, Federalism, and Civil Rights 3. Purpose, Role, and Responsibility of Government and Citizens 4. Contemporary Government Issues 	<p>United States Government and Civics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students explore the rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community.</p> <p>Service Learning skills: ten hours for semester; Written and verbal reflection skills; Application of current events and involvement in the election process and voter registration/education.</p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. • D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. • D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. • D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.

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	<ul style="list-style-type: none">• D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.• D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.• D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.• D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.• D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
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UNIT/Chronological: Evolution of Government

Key Concepts/Big Ideas: The United States Government is Constantly Evolving in Response to Society

Standards	
ISTE	1, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Gov/Cit: A-G; His: A, B, C4, D
Alaska ELA Standards	RH.11-12.1, 6, 7, 8; WHST.11-12.4, 6, 8, 9
Alaska Cultural Standards	A1, A7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Throughout semester	<p>Individuals, Groups, and Institutions</p> <p>Power, Authority, and Governance</p> <p>Civic Ideals and Practices</p>	<p>How does a government become established?</p> <p>How does culture shape the evolution of government?</p> <p>How does government shape the evolution of culture?</p> <p>How have existing political, legal, and social systems developed?</p> <p>What is the difference between our constitutionally-based ideals and the reality of everyday government?</p>	<p>Political ideas in defining culture</p> <p>Government's role in a nation's culture and vice versa</p> <p>Alaska native communities' leadership roles - Government's role in nation's culture</p> <p>Forms of Government</p> <p>Compare and contrast the intention of the Constitution and the reality of today's world</p> <p>Impacts of immigration</p>	<p><i>Magna Carta</i>, examination of Hobbes and <i>The Leviathan</i> and Locke and <i>The Second Treatise of Government</i></p> <p>Examination of Founding Documents for Lockean ideals.</p> <p><i>Coming to Shore: Northwest Coast Ethnology, Traditions and Visions</i> edited by Mauze, Harkin, Kan: <i>The Geography of Tlingit Character</i> by Thomas Thornton</p> <p><i>Klondike Gold Rush National and Historical Park Ethnographic Overview and Assessment</i>. Anchorage, AK: National Park Service. Retrieved from http://www.nps.gov/parkhistory/online_books/klgo/ethnographic_overview.pdf</p>

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				<p>Have students think about being in a land and then developing their own government - what would that look like?</p> <p>How does local Juneau history and issues influence our government at a local, state, and national level?</p> <p>Boarding Schools</p> <p>Invite elders to talk about how government shapes culture</p> <p>Current Events</p> <p>Naturalization test and ceremony</p>
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UNIT/Chronological: Democratic Principles; Constitution and Amendments; Republican Government; Federalism; Civil Rights
 Key Concepts/Big Ideas: Basic Concepts of Democratic Principles and Republican Form of Government; Government's Responsibility to Protect the People's Rights; Supreme Law of the Land

Standards	
ISTE	1c-d, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Gov/Cit: A-G; His: A-D
Alaska ELA Standards	RH.11-12.1, 2, 7; WHST.11-12.7, 8, 9
Alaska Cultural Standards	A1, A7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Throughout semester	Culture Individuals, Groups, and Institutions Power, Authority, and Governance Civic Ideals and Practices	What are the foundations and ideals of the American republic/democratic process? How do local, state, tribal and the federal governments interact? What is the division of power between federal, state, and local entities, including tribal governments? How do the branches of government interact with each other?	Democratic principles The Declaration of Independence The United States Constitution: Commerce Clause Bill of Rights, other amendments Separation of powers Three Branches of Government Checks and balances Republican Government Alaska State Constitution Landmark U.S. Supreme Court cases	Five Principles of Democracy <i>The Iroquois: The Six Nations Confederacy</i> (American Indian Nations) by Mary Englar, 2000 Movie: "A More Perfect Union" Movie: "Gideon's Trumpet" Visit the State Capitol Invite local elected officials to classroom Invite Clan Leaders, Elders or cultural specialists to discuss tribal government

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			Popular sovereignty Limited government Judicial review Federalism, or division of power at the national, state, local, and tribal levels Current events	
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UNIT/Chronological: Purpose, Role, and Responsibility of Government and Citizens

Key Concepts/Big Ideas: Government Affects Everyone; Role of Government and Citizens in Government

Standards	
ISTE	1, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Gov/Cit: A-G; His: B, C, D
Alaska ELA Standards	RH.11-12.3, 5; WHST.11-12.6, 7
Alaska Cultural Standards	A1, A7, E6, E8

Service Learning is an instructional methodology that makes intentional links between academic curriculum and student work and benefits the community by providing meaningful opportunities for students to apply what they learn to issues that matter to them.

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Throughout semester	Individual Development and Identity Individuals, Groups, and Institutions	What responsibilities do individuals have in American Society? What role does government have in managing our local, state, and federal resources through budgeting and other mechanisms?	Dissent Majority Rule/Minority Rights Federalism Campaigns and Elections Representation Partisan Politics Creation of Law Citizen's role in democracy National Parks Current Events	Citizenship test Service learning (10 hours, required) Ongoing extra credit opportunity to participate in real life government (school board, assembly, Honorary Mayor, etc.) Field trip to the Capitol Participate in local elections through student developed questions and voter guides Candidate biographies Attend local forums that concern local, state, and national issues Examine the roll of multiple government agencies in the evolution of Glacier Bay National Park

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UNIT/Chronological: Contemporary Government Issues

Key Concepts/Big Ideas: Local, Regional/Tribal, State and Federal Contemporary Issues

Standards	
ISTE	1, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Geo: B7, D, E, F; Gov/Cit: A-G; His: D6
Alaska ELA Standards	RH.11-12.8, 10; WHST.11-12.1a, 2a
Alaska Cultural Standards	A1, A7, E6, E8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Connecting Landscape to the Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Throughout semester	Civic Ideals and Practices	How do contemporary (government) events relate to the themes or issues in government?	<p>Role of media: newspapers, magazines, broadcast news, Internet news, social media</p> <p>Political groups</p> <p>Current Events</p>	<p>Evaluate credible news sources</p> <p>Research local non-profit and political organizations</p> <p>Mock Elections</p> <p>Legislative Session, Capitol visit</p> <p>Research tribal or local government structures</p> <p>Sealaska Heritage Foundation and artifact recovery</p>

GRADES 9-12: U.S. History – Required for Graduation

Year at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Review: Indigenous people, Prelude to Revolution, Founding Documents, the Jacksonian Democracy, and Reconstruction 2. Industrialization of America and the Gilded Age, Plains Indian Wars, and Imperialism 3. Development of Modern America 4. Modern America, Crisis, and the World Wars 5. Postwar America - Cold War, Post-War Economy, 1950s 6. Contemporary America - Vietnam, Great Society/Civil Rights, Urban Rioting, Watergate, Oil Crisis, Age of Reagan, and Terrorism 	<p>The course investigates the content of U.S. history from the post-Civil War Reconstruction era to the modern era for significant events; and individuals, developments, and processes in nine historical periods. Students will develop and use critical thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) as they study the past. The course has seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore to make connections among historical developments in different times and places.</p> <ul style="list-style-type: none"> • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. • D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

	<ul style="list-style-type: none"> • D2.His.2.9-12. Analyze change and continuity in historical eras. • D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing historical arguments. • D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
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UNIT/Chronological: Review: Indigenous People; Prelude to Revolution/Founding Documents; Jacksonian Democracy; Reconstruction

Key Concepts/Big Ideas: American Cultural Identities; Civics; Contact and Integration; Self-determination and Cultural Sovereignty

Standards	
ISTE	1c, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Geo: A-F; Gov/Cit: A-F; His: A-D
Alaska ELA Standards	RH.11-12.8, 10; WHST.11-12.2, 8, 9
Alaska Cultural Standards	A1, A7, C4, E6-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks - End of First Quarter	Culture Production, Distribution, and Consumption	How does presentation of history influence our perspective and/or incorporate bias, both intended and unintended? How did conflict contribute to policy, growth, and identity?	Indigenous culture: colonization, culture shock and devastation Louisiana Purchase The Revolutionary War, the founding documents and structure of government The Jackson Era: Rise of the Democratic Party, The Indian relocation laws and the Trail of Tears Wooster v. Georgia The Civil War: Rise of the Republican Party, the Civil War, and Reconstruction	Review of the Declaration of Independence The U.S. Constitution and the Bill of Rights Trail of Tears/Indian Relocation Act <i>Explanation of an Indian map of the rivers, lakes, trails, and mountains from the Chilkat to the Yukon drawn by the Chilkat chief, Kohklux, in 1896 by George Davidson, reprinted in Mazama, April, 1901 (pp. 75-82)</i> Oral History project Place-based perspective – “We Shall Remain” video series

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UNIT/Chronological: Industrialization of America and the Gilded Age; Plains Indian Wars; Imperialism

Key Concepts/Big Ideas: Capitalism and Creation of Middle Class; Working Conditions and Child Labor; White Man's Burden and Prevailing Attitude towards Imperialism; Cultural Destruction in the Plains

Standards	
ISTE	1c, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Geo: A5, B6, D, F4-5; Gov/Cit: E, G; His: A8, B4, C, D
Alaska ELA Standards	RH.11-12.5, 7, 9; WHST.11-12.1, 2, 6, 8
Alaska Cultural Standards	B1, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks	<p>Production, Distribution, and Consumption</p> <p>Individuals, Groups, and Institutions</p> <p>Time, Continuity, and Change</p> <p>Global Connections</p>	<p>How did regional resources contribute to the nation's industrial growth? What were the risks and benefits, both nationally and regionally?</p> <p>What were the political, social, and economic effects of industrialization and immigration?</p> <p>How did the Plains Indians respond to incursions, both military and civilian, on their traditional lands?</p> <p>How was American Imperialism driven by</p>	<p>Plains Indian Wars</p> <p>Chief Kowee</p> <p>Captains of industry</p> <p>Political corruption</p> <p>The Irish immigration wave</p> <p>The Southern and Eastern European immigration waves</p> <p>Spanish American War</p> <p>Panama Canal</p>	<p>Project based on Wovoka and the second Ghost Dance</p> <p>Supply and demand curves and the free-market as a wealth creator for the middle class</p> <p><i>Anóoshi Lingít Aaní Ká/Russians in Tlingit America: The Battles of Sitka, 1802 and 1804 (Classics of Tlingit Oral Literature)</i> edited by Nora Dauenhauer, Richard Dauenhauer, and Lydia Black (2008)</p> <p>The K'alyaan Pole – Goldbelt Heritage Foundation</p> <p><i>The Seven Visions of Bull Lodge: As Told by His Daughter</i>, Garter Snake by George P. Horse Capture (1992)</p>

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		economic imperatives versus territorial desires? What were the repercussions of American Imperialistic policies in Central America and the Pacific?		
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UNIT/Chronological: The Development of Modern America (1865-1916)

Key Concepts/Big Ideas: Evolution of American Economic Development

Standards	
ISTE	1c, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Geo: A3, 5, B, D, E, F; Gov/Cit: A, B5, 9, C1, 4, 8, E3-4, F, G5-6; His: A-D
Alaska ELA Standards	RH.11-12.2, 7; WHST.11-12.1, 2, 9, 10
Alaska Cultural Standards	A1, A7, D6, E5-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Four (4) weeks - End of 2nd Quarter - END OF SEMESTER ONE	Individuals, Groups, and Institutions Power, Authority, and Governance	How did the controversies of the Progressive Era impact the role of government?	<p>Movement from agrarian to industrial based society</p> <p>Capitalism and the rise of the middle class</p> <p>Controversies: forced sterilization, monopoly reproduction rights</p> <p>Labor movements</p> <p>Reform movements: women's suffrage, temperance, education, prison reform</p> <p>Boarding schools, assimilation, Dawes Act</p> <p>Creation of the Environmental Movement: John Muir and Teddy Roosevelt</p>	<p>Research the founding of the ANB organization</p> <p>The Sitka Boarding School court case of 1896</p> <p>Boarding School Curriculum (Goldbelt Heritage Foundation)</p> <p><i>Education for Extinction: American Indians and the Boarding School Experience, 1875-1928</i> by David Wallace Adams</p> <p>Current Events</p>

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UNIT/Chronological: Modern America; Crisis and the World Wars (1916-1945); WWI; End of Imperialism; Roaring 20s; Great Depression; WWII

Key Concepts/Big Ideas: Global Interactions; Conflict & Cooperation; Cause & Effect of War; Economic Effects on the Development of America

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A3, 5, B, D, E, F; Gov/Cit: A, B5, 9, C1, 4, 8, E3-4, F, G5-6; His: A-D
Alaska ELA Standards	RH.11-12.2, 7; WHST.11-12.1, 2, 6, 9, 10
Alaska Cultural Standards	A5, A7, B2, D5, E6-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks - End of 3rd Quarter	Global Connections	What was the tipping point for America's entry into WWI?	The effect of economic policies and the Great Depression, the growth of government, alphabet agencies, and the prolonging of the Great Depression	<i>The Forgotten Man</i> by Amity Shlaes
	Individuals, Groups, and Institutions	How did the Great Depression impact the view of government?	Displaced people, how war and depression uproots communities	ANB founders: William and Louie Paul Peter Simpson
	Power, Authority, and Governance	What was the status of race relations prior to the 1920s?	Isolationism League of Nations and the United Nations	Research - rise of regulatory state Examination of Depression era songs and movies: "Dusty Old Dust (So Long It's Been Good To Know Yuh)" and "Modern Times"
	Individual Development and Identity		Matanuska Valley settlement President Wilson and the segregation of the U.S. Military	World War II scrapbook Navajo and Tlingit Code Talkers (Southeast Alaska Native Veterans)

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			Third wave of the KKK/lynching Japanese internment and Aleut evacuation	Alaska and the Great Depression - the Matanuska Valley Colony The Japanese Invasion of the Aleutian Islands Billie Holiday song, "Strange Fruit" Al-Can Highway <i>The Blue Bear</i> by Lynn Schooler (references site of internment camp and history) www.alaskapublic.org/2014/06/05/re-membering-the-internment-of-83-Alaska-Natives-during-WWII/
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UNIT/Chronological: Postwar America (1945-1962) – Cold War; Post-War Economy; 1950s

Key Concepts/Big Ideas: Toward a More Perfect Union and Civil Rights Movement; American Hegemony v. Soviet Totalitarianism; Baby Boom and Impact on National Economy

Standards	
ISTE	1c, 2, 3, 5, 5c, 6a-b
Alaska SS Standards	Geo: A3, 5, B, D, E, F; Gov/Cit: A, B5, 9, C1, 4, 8, E, F, G; His: A-D
Alaska ELA Standards	RH.11-12.2, 7; WHST.11-12.1, 2, 6, 8, 9
Alaska Cultural Standards	A1, A6-7, B3, C4, E2, E5-7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Five (5) weeks	Global Connections	What role, on the global stage, did America fill by becoming a superpower?	Truman: desegregation of the military Eisenhower: Civil Rights and Little Rock	"For the Rights of All" video Place-based interviews
	Culture	To what degree was PAX America a reality?	Jackie Robinson and professional baseball	Southeast Alaska Native Veterans <i>Ceremony</i> by Leslie Marmon Silko
	People, Places, and Environments	How have the actions, movements, and priorities of citizens changed this nation in the 20th century?	The Marshall Plan and Soviet aggression Cold War The Korean Conflict The American transition from industrialization Civil Rights movement: Martin Luther King, Jr./Elizabeth Peratrovich and the Anti-Discrimination Act	Trace the history and fall of the Berlin Wall <i>The Cold War: A Very Short Introduction</i> by Robert J. McMahon <i>We Are Still Here: American Indians in the Twentieth Century</i> by Peter Iverson

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UNIT/Chronological: Contemporary America (1963-present) – Vietnam; Great Society/Civil Rights; Urban Rioting; Watergate; Oil Crisis; Age of Reagan; Terrorism

Key Concepts/Big Ideas: Decline of A Homogeneous Society

Standards	
ISTE	1c, 2c, 3, 4, 5
Alaska SS Standards	Geo: A3, 5, B, D, E, F; Gov/Cit: A, B5, 9, C1, 4, 8, E, F, G; His: A-D
Alaska ELA Standards	RH.11-12.2, 7; WHST.11-12.1, 2, 6, 8, 9
Alaska Cultural Standards	A1, A5, A7, B2, C4, D5, E5-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Four (4) weeks - End of 4th Quarter	Individual Development and Identity Power, Authority, and Governance	What is equality in America? How did the Vietnam War and Watergate disrupt faith in government?	Immigration Economics and consumerism Expansion of government Computerization Changing middle class Political scandals The Terrorist era: attacks on the United States	"Forest Gump" or "We Didn't Start the Fire" project "Reel Injun" movie Movie: "Hunting in Wartime" The FBI counterintelligence program and the Black Panthers Party PBS Special: "Vanguard of the Revolution" <i>Sandra's Hands</i> by Paul Berg Current Events

GRADES 9-12: World History – Required for Graduation

Year at a Glance	National Council for the Social Studies College, Career, and Civic Life (C3) Standards:
<ol style="list-style-type: none"> 1. Review: Ancient Civilizations, Ancient Greece and Rome, Rise of Europe, Renaissance and Reformation 2. Age of Absolutism 3. Enlightenment 4. Revolutions 5. Western Europe, Japanese Nationalism and Imperialism 6. WWI and Aftermath 7. Rise of Communism and Fascism 8. WWII, Aftermath to Present 9. Pacific Rim including Ancient Civilizations 10. Middle East including Ancient Civilizations 11. Africa including Ancient Civilizations 12. India including Ancient Civilizations 13. Central and South American including Ancient Civilizations 	<p>The course has students investigate the content of World History from the Age of Absolution to the modern era for significant events; and individuals, developments, and processes in nine historical periods. Students develop and use critical thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) as they study the past. The course has several themes (national identity; migration and settlement; politics and power; work, exchange, and technology; the region or country's place in the world; geography and the environment; and culture and society) that students explore to make connections among historical developments in different times and places. Current events will be an on-going focus to assist students in making connections between the past and the present.</p> <p>D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.</p> <p>D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <p>D2.Eco.5.9-12. Describe the consequences of competition in specific markets.</p> <p>D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</p> <p>D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p> <p>D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p>D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</p> <p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</p> <p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p>

	<p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p>D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</p> <p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>
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	<p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing historical arguments.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>
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UNIT/Chronological: Perspectives on History: Ancient Civilizations; Ancient Greece and Rome; Rise of Europe; Renaissance and Reformation

Key Concepts/Big Ideas: Universal Link Between Past and Present Culture

Standards	
ISTE	1c-d, 2, 3, 4, 5, 6a-b
Alaska SS Standards	Geo: A, B, C3, D, E, F; Gov/Cit: A, C8; His: A-D
Alaska ELA Standards	RH.9-10.1-10, RH.11-12.1, 3, 7, 9; WHST.9-10.1, 2, 6, 7, WHST.11-12.1, 2, 6, 7, 8, 9
Alaska Cultural Standards	A1, A4, A5, A7, B1-2, C2, D2, D4, D5, E3-4, E7-8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Nine (9) weeks - End of 1st Quarter	Time, Continuity, and Change People, Places, and Environments Civic Ideals and Practices	How does presentation of history influence our perspective and/or incorporate bias, both intended and unintended? How have the beliefs and ideas of Western Civilization impacted our current world?	Development of Greek city states, Athens, Sparta, Greek Contributions (philosophy, democracy, mathematics, Olympics, Mythology) The Rise and Fall of the Roman Empire The Franks Development of European monarchies Dark Ages Roman Catholic Church Protestantism Magna Carta	"The Republic" Marcus Aurelius the Meditations "Ben Hur" chariot race scene PBS video "Roman City" David MacCauley

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UNIT/Chronological: Age of Absolutism

Key Concepts/Big Ideas: Divine Right of Kings/Emperors

Standards	
ISTE	2d, 3c, 4c
Alaska SS Standards	Geo: A5, B2, 4, 7, 8, D, E, F; Gov/Cit: A4; His: A7-8, B, C, D
Alaska ELA Standards	RH.9-10.1, 2, RH.11-12.1, 2; WHST.9-10.6, WHST.11-12.1, 2, 6, 8
Alaska Cultural Standards	B2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week - Start of 2nd Quarter	Power, Authority, and Governance Civic Ideals and Practices	How do people in positions of power influence the way we think? How did the development of absolute monarchs influence the age of reason? How did pagan tribes and clans evolve into Christian monarchies?	Absolute monarchs including Henry the VIII, Elizabeth I, Ferdinand and Isabel, and Peter the Great European expansion Movement and spread of monasteries	Compare/contrast: European Monarchs to Clan leaders and Tribal leaders

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UNIT/Chronological: Enlightenment

Key Concepts/Big Ideas: Universal Rights of Humanity

Standards	
ISTE	2a, 2c, 3b, 4c
Alaska SS Standards	Geo: A5, B7, D4, E5; Gov/Cit: A4, C8; His: A, B, C2, D3-4
Alaska ELA Standards	RH.9-10.3, 4, RH.11-12.1, 2; WHST.9-10.1, 2, 5, WHST.11-12.6
Alaska Cultural Standards	A7, B1, C2, E8

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Global Connections Civic Ideals and Practices Culture Individuals, Groups, and Institutions	How do European definitions of sovereignty develop as a result of the Enlightenment? How did the Enlightenment lead to the social and political revolutions? How have the Western Rights of Humanity evolved into the Universal Rights of Humanity?	Renaissance Hobbes and Locke and the Social Contract Rousseau and Spinoza Voltaire Secularism Rights of Clans Sovereignty of Tribes	Comparison of Medieval to Renaissance art Critical examination of who benefits from emerging theories and who is excluded The Hobbes game for the purpose of government. Found at https://thrasymakos.wordpress.com/2013/07/12/the-hobbes-game-fun-fun-fun-game-for-social-studies-classes/ Universal Declaration of Human Rights (UN.org)

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UNIT/Chronological: Revolutions

Key Concepts/Big Ideas: Cause and Effect of Revolutions

Standards	
ISTE	1d, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A5, B, D, E, F; Gov/Cit: A, D; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A5, A7, E6-7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	Culture Time, Continuity, and Change People, Places, and Environments	What is a revolution? What types of revolutions have transformed societies? What factors motivate people to join together against the status quo?	Industrial Revolution Political Revolutions: French and Russian Revolutions Religious Revolutions: Martin Luther Examine what makes a revolution: legitimate grievances v. grabs for power Economic Revolutions: Development of economic theory to include: means of production, capitalism, communism, and socialism, economic theorists, supply and demand, and European mercantilism, world trade, rent-seeking and free-riding	Track career of Robespierre Track the movement of people from rural to urban Examine the Joint Stock Company and the origin of the corporation

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UNIT/Chronological: Western Europe; Japanese Nationalism; Imperialism

Key Concepts/Big Ideas: Nationalism; Imperialism; Colonization

Standards	
ISTE	1c, 2, 3, 4
Alaska SS Standards	Geo: A5, B7, 8, D, E, F; Gov/Cit: A, D; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A5, B1, E5

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Culture Power, Authority, and Governance Production, Distribution, and Consumption Global Connections	What is the difference between Patriotism, Nationalism and Imperialism? How does imperialism impact developing societies? What were the regional impacts of Japanese Nationalism? What were the driving forces behind colonization?	Berlin Conference European competition: The Belgian Congo Japan: Korea and Manchuria Opium Wars The Boxer Rebellion Colonization: resource extraction, the White Man's Burden and Hegemony	Examine: Mercantilism to Colonialism Examine: Colonization of America v. Colonization of Africa/Asia Compare: Russian and European contact in Alaska Kipling poem "The White Man's Burden"

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UNIT/Chronological: WWI and Aftermath

Key Concepts/Big Ideas: Cause and Effect of War

Standards	
ISTE	1c, 2, 3, 4
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, C4, 6, 8, D, G1; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A7, E5-7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Two (2) weeks	People, Places, and Environments Power, Authority, and Governance	What are causes of WWI? How did WWI shape the remainder of the 20th century into the 21 st century? How have warfare techniques changed from the 19 th to the 20 th century?	Nationalism Alliances Colonial competition Technology of war Russian Revolution Treaty of Versailles End of Ottoman Empire Creation of modern Middle East	Create a visual of the treaty obligations European countries committed themselves to prior to WWI “Gallipoli” film (last over the top trench scene to show how technology outpaced military tactics) “All Quiet on the Western Front” Influenza epidemic and effects on Alaska Native population v. WWI casualties

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UNIT/Chronological: Rise of Communism and Fascism (Socialist Germany and Italy)

Key Concepts/Big Ideas: Rise of Communism and Fascism

Standards	
ISTE	2c, 3, 4, 5
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, D, G1; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A7, E4-7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
One (1) week	Individuals, Groups, and Institutions Power, Authority, and Governance Global Connections	What contributed to the rise of communism and fascism? What are the factors that contributed to the rise of Hitler?	Worldwide depression Nazism Mussolini Spanish Civil War: Fascists Japanese aggression and invasion of China Marx and Engels Stalin	Comparison of conditions in Italy, Germany, Japan, and Russia that led to the adoption of the totalitarian governments World at War: BBC collection

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UNIT/Chronological: WWII; Aftermath to Present

Key Concepts/Big Ideas: Cause and Effect of War; Evolution of War Strategy

Standards	
ISTE	2c, 3, 4, 5
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, D, G1; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A7, E4-7

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks - Two weeks into 3rd Quarter	Global Connections Time, Continuity, and Change	<p>What are causes of WWII?</p> <p>What role did the United States have in global conflicts as a result of WWII?</p> <p>What are the economic and social impacts of WWII?</p> <p>What are the impacts on society with the trauma of war?</p> <p>How has WWII technology impacted warfare and modern society?</p>	<p>Italy's Invasion of Ethiopia</p> <p>Holocaust</p> <p>European theater</p> <p>Failure of fascism</p> <p>Displaced peoples of WWII</p> <p>Cold War: Soviet aggression and the Marshall Plan, Nuclear proliferation, NATO and the Warsaw Pact, and the Space Race, Superpowers</p> <p>United Nations</p>	<p>Oral history interviews</p> <p>Cold War 20th Century Conflict</p> <p>Aleut evacuation</p> <p>Alaska infrastructure development (AL-CAN highway)</p> <p>Track family history post WWII</p> <p>Movie: "Schindler's List"</p> <p>U.S. Holocaust Memorial Museum</p> <p>Current Events</p>

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UNIT/Chronological: Pacific Rim including Ancient Civilizations

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

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A, B, C3, D, E, F; Gov/Cit: A, D4, F10, G1; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.1, 2, 3, 6, 8, RH.11-12.1, 2, 7, 9; WHST.9-10.1, 2, 6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A2, A5, A7, B1, E2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks	Culture People, Places, and Environments Power, Authority, and Governance Global Connections	What are the roles of the Pacific Rim Countries in the world? What factors influence development in this region? How do religious idealism/cultural worldviews, and geography affect this region?	Colonization of Pacific Rim Religious conflicts Modern economies Impact of ring of fire on region China: dynasties and empires, commercial colonization, belief systems Japan: Feudal systems, current trade, Shintoism, Taoism Philippines and Pacific Islands Australia/New Zealand Current issues	Geography Religion and cultures of region China's Mega Dam Fisheries Examine how the region is represented in media <i>East Timor: Genocide in Paradise</i> by Mathew Jardine Examine arts of region

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UNIT/Chronological: Middle East including Ancient Civilizations

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

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A, B, C3, D, E, F; Gov/Cit: A, D4, F10, G1; His: A7, 8, 9, B, C2, D6
Alaska ELA Standards	RH.9-10.1, 2, 3, 6, 8, RH.11-12.1, 2, 7, 9; WHST.9-10.1, 2, 6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A2, A5, A7, B1, E2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks - End of 3rd Quarter	Culture People, Places, and Environments Power, Authority, and Governance Global Connections	What are the roles of Middle Eastern Countries in the world? What factors influence development in this region? How do religious idealism/cultural worldviews, and geography affect this region?	Mesopotamia Religions: Judaism, Islam, Christianity Emergence of belief systems, impact on cultural relations, emergence of oil and world power development, tribalism Examination of the fertile crescent and importance of Suez Canal British Empire influence OPEC United Nations Israel and Palestine; Saudi Arabia; Egypt; Iraq/Iran Rise of terrorism Arab Spring Current issues	Geography Religion and cultures of region Examine how the region is represented in media Video: "Tracking 9/11" Thomas Friedman video: "Roots of 9/11" Movie: "90 Minutes over Entebbe" Oral Histories Examine arts of region

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UNIT/Chronological: Africa including Ancient Civilizations

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

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, D, G1; His: A7, 8, 9, B, C2, D
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A2, A5, A7, B1, E2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks - Start of 4th Quarter	Culture People, Places, and Environments Power, Authority, and Governance Global Connections	What is the role of African countries in the world? What factors influence development in this region? How do religious idealism/cultural worldviews, and geography affect this region?	Africa: ancient civilizations, political/cultural borders, legacy of colonization and imperialism, independence, disease, apartheid Slave trade from ancient to modern times Religious conflicts Current issues	Geography Religion and cultures of region Examine how the region is represented in media National Geographic: "South Africa Today" article Research significant Africans: Nelson Mandela, Idi Amin, Robert Mugabe Movie: "A Separate Peace" <i>Pandemic</i> by Sonia Shah

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UNIT/Chronological: India, South and Central Asian Countries in the Region including Ancient Civilizations

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

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, D, G1; His: A7, 8, 9, B, C2, D
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A2, A5, A7, B1, E2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks	Culture People, Places, and Environments Power, Authority, and Governance Global Connections	What is the role of India and South and Central Asian countries in the world? What factors influence development in this region? How do religious idealism/cultural worldviews, and geography affect this region?	Religions: Buddhism, Hinduism, Islam Chandragupta Maurya India: Indus society, belief systems, caste system British colonization, movement towards independence, rise of economy Gandhi Pakistan/India conflict British invasion of Afghanistan Taliban 911 and aftermath Current issues	Geography Religion and cultures of region Examine how the region is represented in media Cricket match <i>Siddhartha</i> by Hermann Hesse “Gandhi” excerpts, both from the movie and actual events Oral interviews and histories Examine destruction of World Heritage sites Movie or novel “Kite Runner” excerpts

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UNIT/Chronological: Mexico, Central and South America and Ancient Civilizations

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

Standards	
ISTE	1c, 2, 3, 4, 6a-b
Alaska SS Standards	Geo: A, B7, 8, D, E, F; Gov/Cit: A, D, G1; His: A7, 8, 9, B, C2, D
Alaska ELA Standards	RH.9-10.6, 8, RH.11-12.2, 7, 9; WHST.9-10.6, 8, WHST.11-12.1, 2, 6, 7, 8
Alaska Cultural Standards	A2, A5, A7, B1, E2, E5-6

Pacing	Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Resources/ Cultural and Place-Based Connections
Three (3) weeks	Culture People, Places, and Environments Power, Authority, and Governance Global Connections	What is the role of Mexico, Central and South America in the world? What factors influence development in this region? How do religious idealism/cultural worldviews, and geography affect this region?	Ancient Empires Colonization: Treaty of Tordesillas Independence from Spain and Portugal Economies of the region: produce, oil, drug trade, manufacturing Legacy of U.S. interventions Panama Canal: U.S. invasion, China and modern Canal Trade Agreements: NAFTA Migration Current issues	Geography Religion and cultures of region Examine how the region is represented in media Oral interviews and histories Columbian Exchange

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