

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA STATEMENT

No. 10a

MEETING OF June 12, 2024

Reviewed By

Item Title: NEW BUSINESS: Social Studies
Curriculum up for approval

[X] Curriculum Committee

SUBMITTED BY School Board Curriculum Committee

APPROVED FOR SUBMITTAL

Michael Robbins, Superintendent, 907 247 21090

SUMMARY STATEMENT:

Over the course of the 23-24 school year, a committee of elementary teachers, secondary teachers, and administrators met to review the K-12 social studies curriculum and find consensus on desired changes. Community input was received and informed decision-making. The revised curricula documents are built in the Understanding by Design framework and include key student assessment activities in each grade and course. No additional materials purchasing is required at this time to implement these curricula; materials purchasing will occur as funds become available.

ISSUE/BACKGROUND:

The Social Studies Curriculum was due to be reviewed in the 2023-2024 school year. This is part of our curriculum review cycle and was completed over this school year.

ATTACHMENTS:

Social Studies Curriculum

RECOMMENDED ACTION:

"I move that the Board Of Education approve the revised Social Studies Curriculum."

Course: [Geography], [7]

Stage 1 Desired Results	
Transfer	Meaning
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> Students will understand the physical and human characteristics of the regions of the world (10). Students will understand global cultures, economic activities, and political units. Students will understand and use tools such as maps, globes, and charts. Students will understand significant historical aspects of world regions and cultures. Government/ Citizenship A Geography A, B, C, D, E, F Reading Standards for Literacy in SS: 4, 7, 8 Cultural Standards: A: CA1, CA4, B: CB1, CB2. 	<p><i>Students will be able to independently use their learning to...</i></p> <p>analyze and understand maps, globes, graphs, and data to be able to gather, analyze, and report spatial information from different regions of the world looking at migrations, interactions, cultures, economic activities, settlement patterns, history, and the different political units of a state or country.</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> There are different characteristics of a government. The world's land is divided into different categories related to continents, countries, cities, and towns. Resources can be divided into renewable and nonrenewable while understanding the importance of managing resources. People of each region have different languages, cultures, and ways of life. There are different economic systems and activities within the different regions and challenges related to them. The world's countries can be divided into developing and developed countries.
	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How do the Five Themes of Geography help us understand the World around us? How do maps, globes, and charts help us understand where we are in the world? How do physical environments shape global history, culture, economics, settlement, and migration? How do people manipulate and adapt to the environment they live in? What dynamic forces create the physical environment and climate we live in?

Acquisition	
<p><i>Students will know...</i></p> <p>How the five themes of Geography relate to the community, region, or state. (Pebble Mine, Oil Industry, Logging, and regional economic activities). Students will also look at examples of different weather and climate, physical features, and other elements that shape the characteristics of a region.</p> <p>Students will understand the different hemispheres, latitude and longitude, the cardinal directions, absolute and relative location, and how to use a key of a map.</p> <p>The exchange of ideas, technology, and culture through historical events such as the development of the trade route, colonialism, war and conflict, and the creation of nation-states.</p> <p>Understand historical land use and migration trends such as the development of agriculture, pastoralism, and resource extraction</p> <p>The theory of plate tectonics and the forces that create landforms and weather patterns. Students will learn about continental and oceanic plates and their interactions with each other.</p>	<p><i>Students will be skilled at...</i></p> <p>Reading and interpreting of various maps, charts, and graphs.</p> <p>Being able to compartmentalize regions of the world based on differences in Continents, regions, countries, states, and cities.</p> <p>identifying how our geography affects our culture, economy, and history.</p> <p>Being able to express through writing and oration various topics presented throughout this class.</p> <p>Being able to compare and contrast global civilizations and cultures based on demographic information and physical geography.</p> <p>Have a basic understanding of various world cultures and civilizations based on historical events.</p>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Synthesis of Information <ul style="list-style-type: none"> ○ Integration of information from diverse sources to construct an understanding of the world around us. ● Communication Skills <ul style="list-style-type: none"> ○ Clear and coherent expression of ideas in both written and oral forms. ● Research Skills <ul style="list-style-type: none"> ○ Students will use primary and secondary sources and be able to effectively cite multiple sources. ● Comparative Analysis <ul style="list-style-type: none"> ○ Comparative examination of different cultures, nations, and regions related to similarities and differences. ● Collaboration and Participation <ul style="list-style-type: none"> ○ Active engagement in class discussion and the ability to exchange learning respectfully. 	<p>PERFORMANCE TASK(S):</p> <p>Creating and reading charts, graphs, maps, and country demographic data. Oral, mixed media presentations on the various continents/regions/countries of the world including using tools such as PowerPoint, WeVideo, or technology-based delivery. Content-based assessments involve knowledge of the vocabulary of the unit, physical and political maps, core ideas, and visual models. Creating posters, pamphlets, brochures, or dioramas related to regions of the world. A deeper understanding of selected topics within the Themes of Geography.</p> <p>Examples: Natural Resources Migration Patterns Physical Environment World Cultures History of various regions Clashes between civilizations</p> <p>Understanding and comprehending topics discussed in text related to indigenous peoples of the area, culture, traditions, colonization, and urbanization. Being able to discuss and understand the core concepts (location/place/regions, movement, human-environment interaction, spatial interaction, scale, map skills, cultural geography) of Geography via projects, paper and online tests, class discussions, and compare and contrast essays. Assessments should take place after each unit.</p>
	<p>OTHER EVIDENCE: Bell Ringer/ Vocab reviews Media resources such as films, music, and images Writing assignments such as: Compare and Contrast</p>

Pen and Paper tests and other assessments after units to show retention of information and understanding.
 Short Essays
 Research Projects based on resources or a country
 Stating an Opinion based on facts related to mining in the State of Alaska (Pebble Mine)
 Graphic Organizers:
 Maps (physical, political, thematic.)
 Graphs and Charts

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Geography will be under the following pacing:

Quarter #1:

Beginning to develop skills to interpret the world we live in and build a foundation for understanding this course. Learn key concepts of Geography. Definition, themes, models (plate tectonics), and resources (Pebble Mine).

Themes of Geography: Select readings from Chapters. Give a presentation of actual examples of the themes of Geography. Have students create a collage visually showing the themes. Written test on content. The theme is

Location (Basic Map Skills). Absolute vs. Relative Location. Using latitude and longitude. Learning how to read a map.
 Place (Physical and Human Characteristics). Use physical features, vegetation, weather patterns, ethnic groups, and languages spoken in areas.
 Regions (Compartmentalizing the World) Students will begin to understand how land is divided within continents, countries, or states. Students will also look at the various populations of regions and decisions they face (Bristol Bay).
 Movement (Migration of people and ideas). Describe why and how people move from place to place as well as how information moves from place to place. Students will also examine why resources move from place to place (natural disasters).
 Human Environment Interaction (How we affect the world and it affects us). A class discussion on ways that humans have affected the world (climate change, logging, mining, types of pollution) to how the world has affected humans (natural disasters, climate).
 Physical Geography (Landform Creation).
 Climate Systems

Quarter #2:

Create or study maps related to the physical and political units of the below regions. Study the climates, natural resources, languages, and cultural characteristics and connections. One lesson based on a theme of history for a selected region.

The United States and Canada:

Mexico, the Caribbean, and Central America (Music such as reggae, calypso, meringue, bomba, mariachi).
South America (Inca, Encomienda System, and Nationalism Movements).

Students will have assigned readings from Chapters related to the above regions. Tests will be either online or on paper related to content and countries, capitals, and landforms.

Quarter #3:

Create or study maps related to the physical and political units of the below regions. Study the climates, natural resources, languages, history, and cultural characteristics and connections. One lesson based on a theme of history for a selected region.

Europe: Western and Eastern (Renaissance, food, languages, and festivals).

Middle East/ North Africa (Islam, Arab-Israeli Conflict).

Sub-Saharan Africa (Scramble for Africa, Sahel Region).

Quarter #4

Create or study maps related to the physical and political units of the below regions. Study the climates, natural resources, languages, and cultural characteristics and connections. One lesson based on a theme of history for a selected region.

East Asia (History of the PRC, the Partition of Korea)

Central Asia (War in Afghanistan)

South Asia (Hinduism, Gandhi)

Oceania (Exploration, Aboriginal Cultures).

Course: [US History], [Grade(8th)]

Stage 1 Desired Results	
Transfer	
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> Students will understand the chronological order of US History beginning with the Peopling of the Americas to the Jazz Age (Roaring 20s). Geography Standards: A, B, D, E, F. Government and Citizenship: A, B, D, F, G History: A, B, C, D. Reading/Literacy: RH1, RH2, RH4, RH7, RH8, Writing: 8-1, 8-1b, 8-2. 8-2b, 8-2d, 6, 7. Cultural: CA1, CA2, CA4, CB1, CB2, CC3. CD2, CE1, CE2, CE3, CE4, 	<p><i>Students will be able to independently use their learning to...</i></p> <p>Be curious about the History of the United States.</p> <p>Begin to develop an understanding of multiple perspectives of a historical event.</p>
Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The Pursuit of Freedom and Independence Manifest Destiny Government and Democracy Economic Development and Capitalism Creation of the Slavery System and Sectionalism Struggle for Civil Rights Diversity and Immigration Conflict, Domestically, and Globally 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How do the Geography and Environment of North America impact the events of U.S. History? How did Economic and technological factors shape the establishment of the United States and its history? What is the reason for the foundation of our Government and what were the principles it was based on? How does the United States Government work and what are it's various institutions? What are the important chronological events that have shaped the U.S. and our world?
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Understanding Historical Maps Related to US History. Identifying the different points of view related to land 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Communication Skills Synthesis of Information Researching digital or analog

	<p>use of (indigenous people, settlers, migrants, and industries).</p> <ul style="list-style-type: none"> ● John Locke and the ideas of the founding fathers related to Natural Rights. ● The three branches of government and their roles and historical influences. ● Exploration of major events in our time frame including conflicts, and political and technological developments.. 	<ul style="list-style-type: none"> ● Historical Contextualization ● Collaborating with Peers ● Debating and Persuasion ● Problem-Solving ● Cultural Awareness ● Understanding different perspectives.
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Stage 2 - Evidence

Assessment Evidence	
<p>Evaluative Criteria</p> <ul style="list-style-type: none"> ● Synthesis of Information <ul style="list-style-type: none"> ○ Integration of information from diverse sources to construct an understanding of the History of the United States. ● Communication Skills <ul style="list-style-type: none"> ○ Clear and coherent expression of ideas in both written and oral forms. ● Research Skills <ul style="list-style-type: none"> ○ Students use primary and secondary sources and can effectively cite multiple sources. 	<p>PERFORMANCE TASK(S): Creating and understanding charts, graphs, maps, and data</p> <p>Oral and mixed media presentation, for example PowerPoint, We Video, or other tech-based delivery, posters, pamphlets, dioramas, or other analog-based delivery (choose one per quarter).</p> <p>Content-based assessments involve understanding primary resources, vocabulary, core ideas, maps, and visual models. For example, reading first-person accounts of historical events and discussions. Long-form assignments/ assessments using research-based presentations. For example: essays, reports, and media presentations. Forming opinions on various issues based on historical evidence. For example, comparing and contrasting debatable issues in US History. Understanding and comprehending topics discussed in texts to understand U.S. history's core concepts. For example doing assigned readings, answering comprehension questions, and defining and understanding historical vocabulary. Collaboration on group projects of U.S. History. Participation in discussion and Dialog with peers.</p>

<ul style="list-style-type: none"> ● Historical Contextualization <ul style="list-style-type: none"> ○ Ability to place events and developments from the Peopling of the Americas to the end of the 1920s in the broader historical context, connecting them to preceding and subsequent periods. ● Collaboration and Participation <ul style="list-style-type: none"> ○ Active engagement in class discussions and the ability to exchange learning respectfully. 	<p>A deeper understanding of selected topics within this course's chronological timeline.</p> <p>Examples</p> <p>Reasons for Migration to America (Environmental*, Economic, Political)</p> <p>*The formation of Beringia</p> <p>Reasons for war and Conflict (American Revolution, US Civil War*, the World Wars)</p> <p>*The Abolitionist Movement and slavery</p> <p>Making sense of the role of the U.S. Government (Protection of Natural Rights, Formation of the U.S. Government*)</p> <p>*Checks and Balances</p> <p>Economic and Technological changes (Industrial Revolution, Capitalism*)</p> <p>*Historical Photos/Music of the Roaring 20's</p>
	<p>OTHER EVIDENCE:</p> <p>Daily Warm-up activities (bellringers)</p> <p>Taking notes to reinforce vocabulary and content</p> <p>Watching period piece documentaries or historical dramas</p> <p>How to use various forms of technology</p> <p>Reviews for assessments</p>
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Quarter #1: What led to Global Migration Pre and Post 1419. What resources allowed early migrants to thrive? What conflict arose to lead to the American Independence Movement?</p>	

Peopling of the Americas- The first inhabitants and ancestors of the indigenous populations. (Beringia Land Bridge): Vocabulary, Totem Heritage Center Tour of different types of totems and cedar technologies, Analysis of Oldest Skeletons found and what they suggest, Native American Groups Map Practice, and Lecture on Beringia and the Peopling of the Americas. Compare and Contrast of Different Native Americans from different regions.

Age of Exploration- European civilizations discover the “New World” (Trade with Asia). Vocabulary, Explorer profiles and their effect on trade route mapping of the age of exploration, the impact of analysis that the Age of Exploration had on indigenous people related to the Columbian Exchange. Primary Source Analysis of Spanish Missions in the New World. Jigsaw project on the Explorers of the New World.

Colonial America- Colonization, Imperialism, Economics and Trade (Triangular Trade), Conflicts (French and Indian War). Presentation on the French and Indian War: Noting causes and effects of the War focusing on sequencing.

Road to the American Revolution- Political and Economic issues (Taxation without representation) with Europe. Map of American colonies with products produced for each section. Map of North America and European Influence, Chart of Parliamentary Act: What each act tax and responses. Primary Source Activity: The Bloody Massacre. Discuss what the image shows. Map of the 13 colonies with natural resources and industries comparing and contrasting the different regions. Use Mission.US and explore the 1770s playing a game.

Quarter #2:

What were the influences on the foundations of our Government? What are the basic principles of our Government? Factors such as immigration, foreign relations, and economics led to an expanding nation. (Theories of John Locke and components of a republic).

The American Revolution- Causes, Battles, Outcomes (Treaty of Paris). Vocabulary terms related to the unit. Presentation on the major Battles of the American Revolution. Analysis of the Declaration of Independence noting the parts of the document and what natural right is violated the most. Contributions of foreign countries and individuals for the American cause.

The Foundations of the US Government- Constitution, Bill of Rights, Founders, Framers, and political philosophy. (Articles of Confederation to Constitutional Convention). Identify vocabulary. Discuss the importance of John Locke and his philosophy on natural rights and the purpose of government. Identify violations of the social contract using evidence. Create a WeVideo project on John Locke, the Purpose of Government, and Justifications for Independence. Graphic organizer of the branches of government, checks and balances. Sequence the steps for a bill to a law. Create a WeVideo on Top Five Rights related to the Bill of Rights. Lecture on the weaknesses of the Articles of Confederation and how it led to the Constitutional Convention and the government we have today.

Westward Expansion Part I- Territorial acquisitions (Louisiana Purchase, Texas Annexation, settling of the Oregon Territory, Mexican Cession, and Gadsden Purchase), The Oregon Trail and California Gold Rush, Native American Conflicts (Indian Removal Act). Identify basic vocabulary

and lecture on the land acquisitions from 1800 to 1860s. Map on the Lewis and Clark Expedition and the importance of the Corp of Discovery. Primary Source analysis "Manifest Destiny", "Trail of Tears." Examine the role of Native Americans in US Expansion.

Pre-Civil War America- Economics, The Abolitionist Movement, Technological, Sectionalism, and Societal Change. (Cotton Gin, Bleeding Kansas). Identify basic vocabulary and lecture on Causes of the Civil War focused on Sectionalism (Missouri Compromise, Kansas-Nebraska Act, Uncle Tom's Cabin and its effect, Violence in Congress, the Dred Scott Decision, Raid on Harper's Ferry, and the election of 1860). Map of Slave states vs Free States, Development of the Chattel System its Effects on American society.

Quarter #3:

How did America overcome issues related to internal conflict? How did America expand and grow on the domestic and international stage? How did technology and migration transform American society?

The American Civil War- Causes and Political Situation (Slave States vs. Free States), Battles, New Technology (Medicine and Surgery), outcomes. Basic vocabulary and lecture on the Major Battles of the Civil War. Primary source activity: Abraham Lincoln vs Jefferson Davis. Movie: History of US: Civil War. Compare and sequence major battles of the Civil War noting the importance historically.

Reconstruction- New laws, Amendments (13th, 14th, 15th), and reactions to them, segregation (Jim Crow Laws and Black Codes), and migration (Great Migration). Vocabulary of the unit, Primary Source Activity: Was the Freedmen's Bureau effective? Ford's Theatre Virtual Tour. Compare and Contrast Reconstruction Plans (10% Plan, Wade Davis Bill, Andrew Johnson's Reconstruction). Analyze barriers put up to disenfranchise African Americans.

Westward Expansion Part II- New technology and industry (Trans-Continental Railroad), Immigration, Conflicts. Identify the effects of the railroad on Native American culture. Map of Westernward Expansion with Native Reservations and Major Native American Battle sites. Lecture on Richard H Pratt on the Education of Natives.

Quarter #4:

Societal, economic, and international changes due to a rapidly modernizing world. Economic and Military conflicts transformed America into the leading economic, military, and cultural world power..

Second Industrial Revolution, Immigration, Urbanization, Technology, Capitalism (Labor Movement). Define basic vocabulary, and create biographies of leaders of the Big Businesses (Railroad, Steel, and Electricity, and Oil). Create a chart based on different labor groups and their contributions to the Labor Movement. Compare and contrast the first and second Industrial Revolutions.

WWI, Causes, Technology (Industrialized Warfare) and Battles, Outcomes, Revolutions, and Legacy. Map of Allied vs Central Powers and overseas possessions of the United States. Graphic Organizer of the causes of WWI. Lecture on the major events that led the United States to enter WWI. Discussing on new technologies used in war and affect it had on nations. Priary source activity: Letters from the Western Front.

Roaring 20's, Societal change (Women's Liberation Movement), Culture, Mass Media, Economics. Define the vocabulary of the era. Lecture on the major movements during the 1920s (Red Scare, Fear of Immigrants, Race Riots, Women's Suffrage, Prohibition, and the Rise of Gangsters). Map assignment: The Great Migration. Movie: "I fought for that Seat: The Desegregation of the Ketchikan School District." Primary Source Activity: The Espionage Act of 1917.

Course: Alaska Studies, 9th, 1 Semester

Stage 1 – Desired Results	
Established Goals	Transfer
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • Develop an understanding of the geography of Alaska, including Alaska regions, communities, and resources. • Develop an understanding of the Indigenous nations of Alaska, including their cultures, histories, and present realities. • Develop an understanding of the course of modern Alaska history, including the processes of colonization, immigration, assimilation, and the integration of Alaska as a state within the United States. • Develop an awareness of current issues involving the Alaska government, economy, and society. <p>STANDARDS</p> <ul style="list-style-type: none"> • HS-G-A • HS-G-B • HS-G-C • HS-G-D • HS-G-E • HS-G-F • HS-GC-A • HS-GC-B • HS-GC-C • HS-H-A 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify key aspects of Alaska geography. • Discuss the cultures and histories of Alaska’s Indigenous nations, and the current issues they face. • Analyze the impact of different groups, movements, and events on the history of Alaska. • Understand an array of political, economic, and social issues that affect Alaskans today. <hr/> <p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Alaska is made up of diverse regions and communities with varying climates, resources, populations, cultures, and challenges. 2. There are many Indigenous nations in Alaska, speaking over twenty distinct languages, that possess their own distinct cultures and histories. 3. Alaska was shaped by the actions of Indigenous nations, colonial empires, settler and immigrant groups, territorial and state governments, and the U.S. federal government. 4. Alaskans face a wide array of political, economic, and social challenges that continue to be debated and addressed. <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How have natural forces shaped Alaska’s geography and environment? 2. What makes each of the Indigenous nations of Alaska unique? 3. How have Indigenous nations, colonial empires, settler and immigrant groups, territorial and state government, and the U.S. federal government impacted Alaska throughout its history? 4. How do Alaskans engage in political, economic, and social issues today?

- HS-H-B
- HS-H-C
- HS-H-D
- HS-RH-1
- HS-RH-2
- HS-RH-3
- HS-RH-4
- HS-RH-9
- HS-RH-10

Acquisition

Students will know ...

- Lingít yoo x'atangi (the Tlingit language) is a distinct language that has been spoken in the region for thousands of years, and it provides insights into a unique worldview.
- Alaska can be divided into distinct western, northern, interior, southcentral, southeast, and southwest regions with unique climates, resources, Indigenous cultures, communities, and issues.
- Alaska and nearby regions have been inhabited by Dene (Athabaskan), Eyak, Tlingit, Haida, Tsimshian, Sugpiaq (Alutiiq), Unangan (Aleut), Yup'ik, and Inupiaq nations for thousands of years, and these nations have continued to shape Alaska history up to the present.
- Russian efforts to colonize Alaska were limited, and were resisted by many Indigenous groups, although there were also Indigenous groups who adapted to Russian rule.
- Since 1867, the decisions of the U.S. federal government have played a large role in shaping Alaska's history, but so have the actions of missionaries, settlers, immigrants, and Indigenous communities.

Students will be skilled at...

- Pronouncing and using a number of words and phrases in Lingít yoo x'atangi (the Tlingit language).
- Creating and using maps and graphs to gather, analyze, and portray geographic information.
- Reading, interpreting, and taking notes on primary and secondary sources, including historical documents and contemporary journalistic and opinion-based writing.
- Reflecting on and respectfully discussing diverse opinions on current issues.
- Conducting research, evaluating the quality of sources, and gathering, summarizing, and paraphrasing information for later written work.
- Using correct citations and paper formatting.

	<ul style="list-style-type: none"> There are a multitude of issues related to Alaska’s government, economy, society, culture, and environment.
Stage 2 – Evidence	
<p>Evaluative Criteria</p> <ul style="list-style-type: none"> Cultural Understanding: <ul style="list-style-type: none"> Ability to see, appreciate, and respectfully discuss differences between and within cultures. Historical Analysis: <ul style="list-style-type: none"> Ability to analyze and interpret key events, developments, and figures within their historical context. Demonstration of critical thinking skills in assessing the causes and consequences of major occurrences in Alaska history. Research Skills: <ul style="list-style-type: none"> Proficiency in conducting independent research on specific topics, including the use of primary and secondary sources. Effective citation of sources and adherence to academic research standards. Communication Skills: <ul style="list-style-type: none"> Clear and coherent expression of ideas in both written and oral forms. Presentation of well-organized arguments and analysis in written responses, presentations, and class discussions. Collaboration and Participation: 	<p>Assessment Evidence</p> <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraph-length responses that interpret, analyze, and evaluate a variety of regional geographic, cultural, political, and economic issues. Create a research project investigating a historical event or phenomenon in modern Alaska history (1775-present) and synthesize information in a creative manner to educate others. Write a final research paper with a length of at least 2 pages or 400 words examining the geographic aspects, history, and present-day implications of a chosen current issue facing Alaska. Provide a presentation summarizing the findings and arguments of the final research paper.

<ul style="list-style-type: none"> ○ Active engagement in class discussions, group projects, and collaborative activities that demonstrate a commitment to shared learning and a respectful exchange of ideas. 	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Creating maps and timelines ● Notetaking ● Class discussions ● Jigsaw readings
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<ul style="list-style-type: none"> ● Unit 1: Introduction and Identity (6-8 days) <ul style="list-style-type: none"> ○ Discussions on identity and values ○ Creating maps of places of personal importance ○ Identity project including discussion outside of class and personal written reflection ● Unit 2: Yup'ik Western Alaska (6-8 days) <ul style="list-style-type: none"> ○ Map of western Alaska ○ Life in Bethel and smaller western Alaska communities ○ Guest speakers with experience in western Alaska ○ Examination of Yup'ik culture through Nunalleq archaeological game and <i>Yuuyaraq</i> reading ○ Discussion of climate change impacts on communities and reading of “When Global Warming Kills Your God” ○ Written reflection on western Alaska issues ● Unit 3: Inupiaq Northern Alaska (5-7 days) <ul style="list-style-type: none"> ○ Map of northern Alaska ○ Life in Utqiagvik and smaller northern Alaska communities ○ Guest speakers with experience in northern Alaska ○ Examination of Inupiaq culture, whaling traditions, and cultural revitalization through tattooing, dance, and other practices ○ Discussion of climate change impacts on communities ○ Written reflection on northern Alaska issues ● Unit 4: Dene and Eyak Interior and Southcentral Alaska (5-7 days) <ul style="list-style-type: none"> ○ Map of interior and southcentral Alaska 	

- Plate tectonics, the Great Alaska Earthquake, and seismology
- Examination of demographic history and Indigenous experiences through *The Great Death* and "A History of Alaska Population Settlement" readings
- Discussion of the dormant Eyak language, language endangerment in Alaska and around the world, and language revitalization efforts in Alaska
- Written reflection on interior and southcentral Alaska issues
- **Unit 5: Tlingit, Haida, and Tsimshian Southeast Alaska (8-10 days)**
 - Map of southeast Alaska
 - Tlingit, Haida, and Tsimshian family and social structures
 - Examination of Haida culture and understandings of mental illness through *Sgaawaay K'uuna (Edge of the Knife)* movie
 - Discussion of the nature and history of slavery on the Northwest Coast
 - Local governments and their duties, services, and jurisdictions on and around Revilligedo Island
 - Written reflection on southeast Alaska issues
- **Unit 6: Sugpiaq and Unangan Southwest Alaska (5-7 days)**
 - Map of southwest Alaska
 - Examination of Unangan culture and history through *People of the Seal* video
 - Sugpiaq culture, history, and social structures learned through Alutiiq Museum resources
- **Unit 7: The Colonization of Alaska (8-10 days)**
 - Introduction to the Cyrillic writing system
 - Assessment of impacts of Russian colonization
 - Analysis of the Alaska Purchase
 - Examination of American colonization
- **Unit 8: Settlement and Assimilation in Alaska (5-7 days)**
 - Settlement and immigration stories
 - Discussion of assimilation for settlers, immigrants, and Native Alaskans
- **Unit 9: Alaska Today and the Final Research Paper (20-24 days)**
 - Summarization and discussion of important current issues: economic issues related to the oil industry, logging, fishing, and mining; upcoming or ongoing elections and political conflicts; social and cultural problems
 - Scaffolded research techniques, including summarizing and paraphrasing information, and writing citations
 - Update on research and writing progress
 - Presentation of research findings and conclusions

Instructional Materials

Written materials including:

YouTube channels including:

Other audiovisual materials including:

<ul style="list-style-type: none"> • Harold Napoleon, <i>Yuyaaraq</i> • Adam Weymouth, "When Global Warming Kills Your God," <i>The Atlantic</i> • John Smelcer, <i>The Great Death</i> • Michael Krauss, "Language Loss in Alaska, the United States, and the World," <i>Frame of Reference</i> • Alaska Department of Labor and Workforce Development, "A History of Alaska Population Settlement" • Steve Jackstadt, John D. Dawson, and Lee Huskey, <i>Adventures in the Alaska Economy</i> • Sarah Hurst, <i>A Native Lad: Benny Benson Tells Alaska's Story</i> • Charles Lillard, "Revenge of the Pebble Town People: A Raid on the Tlingit as Told by Richard of the Middle-gi'ti'ns to John R. Swanton" • Alex Tizon, "My Family's Slave," <i>The Atlantic</i> • Peter Stanton, "Lingit ka Waashdan Kwáan, The Tlingit and the Americans: Interactions and Transformations, 1856-1896" • Ryan Estrada, "Learn to Read Russian in 15 Minutes" • <i>Alaska Geographic Magazine</i> issues • The Anchorage Daily News • The Ketchikan Daily News 	<ul style="list-style-type: none"> • AI+ • AlaskaNPS • Alaska Robotics • AlaskaSeaGrant • AI Jazeera English • Anchorage Daily News • CBC News: The National • CNN • Historic Ketchikan • History Matters • Indie Alaska • Kings and Generals • KTOO 360TV • NextDayBetter • NOAA Ocean Media Center • PBS Origins • Peter Stanton • PolyMatter • RealLifeLore • Sealaska Heritage Institute • Simple History • SomersinAlaska • Ted Stevens Foundation • The New York Times • Tundra Telegraph • UAA: University of Alaska Anchorage • UA Museum of the North • University of Alaska Southeast • VICE News • Vox • Wendover Productions • Wikitongues 	<ul style="list-style-type: none"> • Nunalleq archaeological game • <i>S̱gawaayá'uuuna (Edge of the Knife)</i> (2018) • Ketchikan Story Project movies • KRBD radio
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Course: Government (Grade 11/12) (½ year)

Stage 1 Desired Results	
Transfer	
<p>ESTABLISHED GOALS</p> <p>Students examine the Constitution and learn about the framework, traditions, and values of the American system. They learn about the rights and privileges of citizens, and participate in activities to inspire active citizenship. Students analyze the causes, consequences, and possible solutions to current state, national, and international issues.</p> <ul style="list-style-type: none"> ● HS- G-A, B, D, F ● HS- GC- A, B, C, D, E, F, G ● HS- H- B, D ● HS- RH- 1, 4, 5, 6, 9, 10 ● HS- WH- 1, 2, 4-10. ● HS- CUL- E 7 ● HS- RH-1-4, 9, 10 ● HS- LIT- 1-2, 7-9 ● HS- CA 6, CB 1-4, CD 2, CE 1-4 	<p><i>Students will be able to independently use their learning in civic participation such as voting, jury duty and serving their government; debate and discuss current issues in a civil manner, analyze current issues from multiple perspectives, understand their role in local, state and national government.</i></p> <p style="text-align: center;">Meaning</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> ● It is the responsibility of citizens to protect and enhance the quality of life through political and governmental processes. ● The roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships. ● Economic principles can be applied to political and world situations. ● How to identify and compare the costs and benefits when making decisions ● How jobs are created and their role in the economy. ● The economic choices influence public and private institutional decisions. ● The people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the <p>ESSENTIAL QUESTIONS</p> <p>What rights and responsibilities do citizens have in a democratic society?</p> <p>How does the Constitution protect individual rights, and how have these rights evolved over time?</p> <p>What is the importance of participation in the electoral and political process?</p> <p>What are the different U.S. political ideologies, and how do they shape government policies?</p> <p>How do current events and opinions shape politics and government?</p> <p>How can individuals engage in civil discourse and respectful debate about political differences?</p>

	<p>State, the United States, and the world.</p> <ul style="list-style-type: none"> ● Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities. ● How to take a personal position on issues while understanding differing aspects of the positions and roles assumed by others. ● Personal citizenship action should be based on reasoned historical judgment with recognition of responsibility for self and others. 	
	<p>Students will know:</p> <ul style="list-style-type: none"> ● The different branches of government and their roles in decision-making and governance ● The important characteristics of citizenship. ● The importance of citizens fulfilling their public responsibilities. ● How to participate in the public process by discussing public issues, building consensus, and by becoming involved with political parties, political campaigns, and voting. ● How to explain and apply criteria useful in evaluating bills and laws. 	<p>Students will be skilled :</p> <ul style="list-style-type: none"> ● Analyzing information, evaluating sources, and thinking critically about political issues, policies, and their implications to make informed decisions and form well-reasoned opinions. ● Articulating their viewpoints, engaging in respectful debates, and persuasively presenting their ideas. This skill encourages the exchange of diverse perspectives and effective communication. ● Engaging in Civic Participation through meeting with candidates, elected officials, government employees, and participating in

	<ul style="list-style-type: none"> ● How to describe the process of a bill through Congress or the State Legislature. ● The purpose and function of international governmental and nongovernmental organizations in the world today. ● How domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries. ● The composition of Congress and formal and informal requirements for office. ● The leadership structure of the Congress and the role of key players- speaker, majority leader, Alaska's delegation, etc. ● How to apply useful criteria in selecting political leaders. ● The value of community service. ● How to implement ways to solve problems and resolve conflicts. ● How the government and the economy interrelate through regulations, incentives and taxation. ● How to examine economic systems and determine how resources are used to produce and distribute goods and services. ● The basic concepts of supply and demand, the market system, and profit. ● Analyze the indicators of an economy's performance, including 	<ul style="list-style-type: none"> ● mock elections, congress, cabinet meetings and court trials. ● Citing specific textual evidence to support analysis of primary and secondary sources. ● Evaluating authors' or speakers' differing points of view on the same event or issue by assessing the authors' claims, reasoning, and evidence. ● Analyze sources thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● Collaborating with classmates and using communication skills to understand multiple perspectives and reach compromise. ● Conducting simulations and taking on roles in Congress, the Cabinet and Courts, applying knowledge in a practical method. ● Writing their own legislation, analysis of issues, and court case briefs. ● Engaging in sophisticated discussions, debates, and deliberations about complex
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	<p>gross domestic product, inflation, and the unemployment rate.</p>	<p>political issues, considering multiple viewpoints, and evaluating arguments critically.</p> <ul style="list-style-type: none"> ● Critically analyzing and evaluating media sources, understanding bias, and recognizing misinformation or propaganda. ● Writing coherent and analytical essays on political topics, including synthesizing information from various sources, developing a thesis, and providing effective arguments
<p>Stage 2 - Evidence</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	

<ul style="list-style-type: none"> ● Assessing students' comprehension of key concepts, principles, and structures of government. This includes understanding the roles of branches of government, key historical events, foundational documents, and political theories. ● Evaluating students' ability to critically analyze political information, texts, policies, and historical events, including interpreting primary sources, evaluating arguments, and identifying perspectives and biases. ● Clear and coherent expression of ideas in both written and oral forms. Presentation of well-organized arguments in essays, presentations and class discussions. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Analyzing Primary Source Documents: Declaration of Independence, Constitution, Bill of Rights. ● Writing legislation, analysis of issues, and court case analysis by writing briefs. ● Discussing student congressional legislation in committees and in congressional floor debates. ● In-class presentation of Amendments, Legislation, and Courts Case analysis. ● In class debates and discussions on Federalists versus Antifederalists, State versus National power and the concept of Federalism, lead to knowledge of crafting effective arguments for their assigned role. ● Participate in public meetings, candidate meetings, mock congress, cabinet, and court trials. ● Quizzes to test comprehension of government concepts and vocabulary. ● Final test of basic governmental understanding, including essays on essential questions.
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i> Unit 1: Principles of Government, 5 days	

- Government connected to Community
- Chapter 1- Forms of Government, Basics Concepts of Democracy
- 3 Branches of Government, Local, State, National Government

Unit 2: American Government Origins, 5 days

- Constitutional Convention (Ch 2)
- Primary Source Analysis: Declaration of Independence
- Analyze Articles of Confederation
- Federalist Debate
- Documentary: Liberty! American Revolution

Unit 3: Constitution, 10 days

- Ch 3: 6 Principles, Structure, Preamble, Amendments
- Powerpoint
- Primary Source Analysis: Constitution
- Amendment Poster, Presentation
- Alaska Constitution

Unit 4: Federalism, State/Local Government, Elections, 15 days

- Voter Issues Interviews
- Local, State Government Presentation
- Learn Local and State Political Leaders
- ICivics Local
- Youth Vote Ambassador Program
- Elections- Mock classroom, Ranked-Choice Voting
- Guest Speaker: Mayor, Council/Assembly Members
- Federalism- Powers, Roles

Unit 5: Legislative Branch, 15 days

- Mock Congress- Bill writing, committees, caucus, rules, Civic Discussion
- Political Ideology, Parties (Ch 5)
- Duties, Roles and Powers of Congress (Ch 10, 11, 12)
- Movie: Mr. Smith Goes to Washington
- Interest Groups- Positional Paper, Research, Debate (Ch 9)

- Guest Speaker: Alaska Senator, House of Representative, or Staff
- Compare and contrast the relationship between the executive and legislative branches in presidential and parliamentary systems

Unit 6: Executive Branch, 15 days

- Ch 13- Job Description, Selection Process
- Analyze and discuss Primary, Caucus, Electoral College
- Examine maps that illustrate the Electoral College, analyze results and predict
- Presidential Powers presentation
- Presidential Cabinet Mock Cabinet w scenarios (Ch 14)
- ICivics: Executive Command
- Ch 15-Federal Bureaucracy
- Government Financing- Case Studies - Ch 16
- Movie: Lincoln

Unit 7: Judicial Branch, 15 days

- Federal Court Structure and Role presentation (Ch 18)
- Mock Supreme Court Trials- Case Analysis and Brief, Discussion
- Supreme Court Precedent Cases- School, Individual Liberty focus
- Movie: Gideon’s Trumpet

Quarter/Semester Projects (Required, or alternative assignment)

- Community Service/Civic Engagement (2 hours per Quarter)
- Public Meetings- Attend/Watch and connect with course (1 per Quarter)
- Local Candidate Meet & Greet (School Board, Borough Assembly, City Council, Saxman CC)
- White Cliff Government Offices Field Trip
- Police Ride-Along or Police Station tour
- Alaska Courthouse Visit
- Citizenship Test

Course: Economics, Grades 10/11/12 (½ year)

Stage 1 Desired Results	
Transfer	
<p>ESTABLISHED GOALS</p> <p>The goal is to provide students with a foundational understanding of micro and macro economics, how economies function, the factors influencing economic decisions, and how economics plays a role in their personal lives and the wider world.</p> <p>HS GC- F, G HS H- D</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Make their own personal or professional economic decisions, and understand the tradeoffs of each decision. They'll also be able to understand macroeconomic principles and apply those.</p>
	<p>Meaning</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Scarcity is Inherent: Resources are limited while human wants are infinite, leading to the need to make choices due to scarcity. ● Incentives Drive Decisions: People respond to incentives, whether they're financial, social, or related to personal well-being. ● Supply and Demand Determine Prices: The interaction between supply and demand in markets determines prices and quantities of goods and services exchanged. ● Opportunity Cost Exists: Choosing one option means forgoing the next best alternative, emphasizing the concept of opportunity cost. ● Markets Can Fail: Despite their efficiency, markets can fail due to externalities, imperfect information, or unequal distribution of resources. ● Government Intervention has Trade-offs: Government intervention can address market failures but may create other inefficiencies or unintended consequences.
	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do changes in price affect the quantity demanded or supplied? ● What factors influence consumer demand and producer supply? ● How do shifts in supply and demand impact market equilibrium? ● What are the characteristics of different market structures, and how do they affect pricing and competition? ● How do monopolies or oligopolies influence consumer choices and market efficiency? ● What measures are used to evaluate the health of an economy (GDP, inflation, unemployment), and how are they interconnected? ● What role do fiscal and monetary policies play in stabilizing the economy during economic downturns?

	<ul style="list-style-type: none"> ● Global Interdependence is Real: Economies worldwide are interconnected, and decisions made in one part of the world can have widespread effects. ● Economic Growth Requires Factors like innovation, investment, education, and institutional stability drive economic growth and development. ● Policies Affect Individuals Differently: Economic policies impact individuals and groups differently based on their circumstances and resources. ● Decision-Making Involves Trade-offs: Rational decision-making involves weighing costs and benefits and considering trade-offs in all economic choices. 	<ul style="list-style-type: none"> ● How do individuals make decisions regarding consumption, saving, and investment? ● What factors affect a firm's production decisions and cost structures? ● What are the benefits and drawbacks of free trade vs. protectionism? ● What are the roles of government in regulating markets, providing public goods, and redistributing income? ● How do government policies impact income distribution and economic growth? ● How does globalization impact economies, businesses, and individuals? ● How can individuals make informed financial decisions regarding budgeting, investing, and managing money? ● What are the risks and benefits associated with different financial instruments? (stocks, bonds, mutual funds, ETFs, index funds, CDs, cash)
Acquisition		
<ul style="list-style-type: none"> ● <i>Students will know...</i> ● Basic Economic Concepts: Understanding concepts like supply and demand, opportunity cost, scarcity, and the factors of production. 		<ul style="list-style-type: none"> ● <i>Students will be skilled at...</i> ● Applying economic information and current events ● Analyzing and interpreting data ● Personal economic decision-making ● Giving reports and economic analysis

	<ul style="list-style-type: none"> ● Market Structures: Exploring different types of markets (perfect competition, monopoly, oligopoly) and how prices are determined in each structure. ● Macroeconomics: Learning about national economies, GDP, inflation, unemployment, fiscal policy, monetary policy, and the business cycle. ● Microeconomics: Studying individual economic units such as households, firms, and industries, including topics like consumer behavior, production costs, and market equilibrium. ● International Trade: Exploring the benefits and challenges of trade, understanding exchange rates, tariffs, and how countries interact economically. ● Personal Finance: Covering topics like budgeting, saving, investing, credit, loans, and the importance of financial planning. ● Real-World Applications: Applying economic theories to real-world scenarios, analyzing current events, and discussing economic issues in society. 	<ul style="list-style-type: none"> ● Graphing ● Understanding markets ● Math computation ● Reading economic literature ● Financial literacy ● Macroeconomic fiscal and monetary policy analysis ● Research, writing and presenting reports and analysis
Stage 2 - Evidence		
Evaluative Criteria <ul style="list-style-type: none"> ● Application of Economic Principles: Evaluating how well students can apply economic theories and principles to analyze real-world situations or scenarios. 	Assessment Evidence PERFORMANCE TASK(S): <ul style="list-style-type: none"> ● Analyzing inflation data in Ketchikan ● Using Case Studies when looking at macroeconomic fiscal and monetary policy ● Stock market investment analysis and justification of strategy 	

<ul style="list-style-type: none"> ● Critical Thinking Skills: Assessing the ability to analyze economic issues from multiple perspectives, considering implications and making reasoned judgments. ● Problem-Solving Abilities: Evaluating the capability to identify economic problems, propose solutions, and evaluate the potential outcomes. ● Data Analysis: Assessing the interpretation of economic data, graphs, charts, and statistical information to draw conclusions and support arguments. ● Communication Skills: Evaluating the effectiveness of communicating economic ideas, theories, and arguments through writing, presentations, or discussions. ● Research Skills: Assessing the ability to gather relevant economic information from various sources and use it to support or develop economic arguments. 	<ul style="list-style-type: none"> ● Policy analysis for minimum wage, tariffs or quotas on trade ● Business simulation for analyzing pricing, production, marketing and resource allocation ● Market Analysis- application of Supply and Demand ● Debates and Discussions- participating by sharing economic viewpoints backed by research, data and analysis ● Macroeconomic Policy Evaluations ● Economic Forecasting & Policy Prescriptions ● Worksheets and whiteboards for graphing supply and demand ● Written Tests, including graphing, scenarios and case analysis
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Unit 1 Introduction to Economics (5 days)

Opportunity Cost, Decision Making, Capital Markets, Globalization

Activities: Decision Log, Economic Thinking reading, Power of Markets thinking, Ch 1

Unit 2 Structures and Investments (10 days)

Forms of Business, Local examples, Investments- Stocks v Mutual Funds, Bonds, etc.

Activities: Structures PPT, Ch 3 Business Structures, Ch 11 Investments, Stock Market Game, Guest Lecturer: Local investment business owner

Unit 3 Supply and Demand (15 days)

Microeconomics Supply and Demand, Graphing, Production, Shifters, Quantity and Price S/D

Activities: whiteboard graphing, in-class examples, airplane production, S&D Oil activity, Ch 4 Demand, Ch 5 Supply, Demand/Supply/Shifters videos= Jacob Clifford/Crash Course, What is a Price video

Unit 4 Pricing (10 days)

Price Signals, Equilibrium pricing, shortage, surplus, excess s/d, price ceiling/floor, laissez-faire, taxes, artificial pricing, rationing, elasticity, social and market goals and approaches, minimum wage, conditions for competitive markets, Monopolies, Oligopolies, Market Failures, Government role, public v private goods

Activities: Ch 6 Market, Ch 7 Pricing, Economic Analysis of industry research paper and presentation project, in-class graphing and activities, industry analysis.

Unit 5 Labor Market (5 days)

Employers/Employees, Trade Union, Industrial Union, Negotiations, NLRB/FLSA, Right-To-Work laws, Labor categories, Market Theory of Wage Determination, Theory of Negotiated Wages, Signaling Theory, Collective Bargaining, Mediation/Arbitration, Labor Disputes

Activities: Ch 8 Labor, Minimum Wage Debate, Walmart Labor Union video, About Taxes article and analysis

Guest Speaker: IBEW or Union official, private business owner

Unit 6 Macroeconomic Systems and Indicators (15 days)

Inflation, Unemployment, GDP, Classical Theory, Keynesian Economic theory, Deficit/Debt, Multiplier Effect, Consumer/Producer Indices and Confidence, Currencies and Exchange Rates

Activities: Local Inflation Calculations, Unemployment activities, GNP v GDP calculations; Country Comparison of Macroeconomic Indicators & Economic health analysis.

Guest Speaker: Kayhi Alum - BLS PPI Mathematician

Unit 7 Fiscal and Monetary Policy (10 days)

Federal Banking system and The Fed, International Trade, Exchange Rates, Money Supply, Inflation, Interest Rate, Expansionary and Contractionary policies, short v long term, Liquidity, Reserve Requirement, Discount Rate, Open Market Operation, 2008 & 2020 Fiscal and Monetary responses, Automatic Stabilizers, Discretionary policies, Commodity/Fiat Money, Functions of Money, Cryptocurrency, Federal Reserve System, FDIC

Activities: Fiscal Policy Evaluation analysis; Monetary Policy WS, Movie: The Flaw, Crash Course Monetary/Fiscal Policy; Money, Banking and Fed WS, Ch 14 Banking & Fed.

Semester Projects

Book Analysis, Report and Discussion

Inflation Calculations- Ketchikan
Stock Market Game investments (StockMarketGame.org)
Market Analysis- Supply and Demand
Current Events in Economics, Business
Semester Final

Textbooks

Economics: Principles and Practices (McGraw Hill- Glencoe, 2008)

Course: Psychology, Grades 10-12, 1 Semester

Stage 1 Desired Results	
Established Goals	Transfer
<p>This course will introduce students to the fundamental principles of psychology and to the major subjects of psychological inquiry. The purpose of this Psychology course is to provide students a broad understanding of various aspects of psychology. It will present the learner with a sampling of the major areas of psychology: brain structure and process, development, emotion, sensation and perception, memory, personality, decision making, social psychology, disorders and health/stress psychology. It focuses on well-substantiated research and current trends within each of these categories. Students will critically analyze all incoming information to expose them to the history of the subject, the theories and experiments of those psychologists of the past and present and to understand the different perspectives and approaches which are being used by psychologists today. The main objective of this class is to</p>	<p><i>Students will be able to independently use their learning to... Critically think about their own mental processes and mental health, and influences on the way they see and act in the world. Students will also be able to explore career options, and consider fields of psychological study they may be interested in pursuing in college.</i></p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Psychology is a multifaceted discipline that delves into the complexities of human behavior, thoughts, emotions, and interactions. 2. Behavior is influenced by multiple factors: They'll learn that genetics, environment, culture, and personal experiences all play roles in shaping human behavior and mental processes. 3. The brain is the center of behavior and cognition. 4. Psychology has diverse perspectives and various schools of thought, each offering unique insights into human behavior. 5. Development occurs across the lifespan, influenced by both genetics and environmental factors. 6. Learning and memory are fundamental: Students will understand the mechanisms 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the major perspectives in psychology and how do they shape research, therapy and approaches? • How does the brain work, especially during teenage and developmental years? • How do nature and nurture influence human behavior? • What are the different types of learning? • How do memory and cognition function? • How do social influences impact behavior?
	<p>Meaning</p>

<p>instill in students a base understanding, a desire for knowledge, and to explore the various professions in psychology.</p> <p>HS H- B, C, D</p>	<p>behind learning, memory storage, and recall, exploring different types of learning and memory processes.</p> <p>7. Mental health is crucial: They'll learn about mental health disorders, their symptoms, causes, and treatment options, fostering empathy and understanding towards individuals dealing with psychological issues.</p> <p>8. Social influences impact behavior: They'll grasp the significance of social interactions, norms, conformity, and social dynamics in shaping individual behavior and decision-making.</p> <p>9. Psychological concepts can be applied to real-world situations, relationships, personal growth, and societal issues, making the subject relevant to their lives.</p> <p>10. Decisions on sleep, emotional regulation, relationships, study habits, and memory tools can influence their everyday life and mental health.</p>	<ul style="list-style-type: none"> ● How do emotions influence behavior and decision-making? ● What are the major psychological disorders, and what are different approaches to treatment?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The multiple psychological approaches and personalities and research associated with each perspective. ● The advantages and risks associated with teenage brain development. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Critical thinking by analyzing information and using evidence-based reasoning to understand human behavior and mental processes critically. ● Communication: They will effectively articulate psychological concepts, 	

	<ul style="list-style-type: none"> • Factors that make perception different from sensation. • The importance of sleep, and problems and issues can occur with a lack of sleep. • How conditioning plays a role in attempting to change an individual's behavior. • Understanding how memory and cognition work can positively influence everyday life. • Many situations that the human mind misunderstands, misinterprets, or misremembers. 	<p>theories, and findings both verbally and in writing, demonstrating clarity and coherence in their expression.</p> <ul style="list-style-type: none"> • Problem-Solving: They will apply psychological principles to solve real-life problems, whether related to personal development, relationships, or societal issues. • Empathy and Understanding: They will cultivate empathy and understanding towards individuals with diverse backgrounds, experiences, and psychological challenges. • Self-Reflection: They will engage in introspection, applying psychological concepts to understand their own thoughts, behaviors, and emotions, promoting self-awareness and personal growth. • Collaboration: They will effectively collaborate with peers, discussing and debating psychological concepts, theories, and case studies, fostering a shared learning environment. • Application of Knowledge: They will apply psychological concepts in various contexts, such as in understanding media influences, societal dynamics, or personal decision-making, making the subject matter relevant and practical.
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Evaluative Criteria **Stage 2 - Evidence** **Assessment Evidence**

- Case Studies: Students analyze case studies involving individuals with psychological disorders or behavioral issues. They're required to diagnose, explain, and propose suitable treatments or interventions based on their understanding of psychological principles.
- Presentations or Debates: Students prepare presentations on specific psychological theories, debates on controversial psychological topics, or discussions about the application of psychological concepts in real-world scenarios.
- Research Projects: Assignments that involve researching a particular psychological topic or issue, compiling information from various sources, and presenting findings in a structured report or presentation format.
- Self-Reflection Activities: Assignments that prompt students to reflect on their own behavior, thoughts, and emotions, applying psychological theories to understand and analyze their own experiences.

PERFORMANCE TASK(S):

- Research and Presentations on a Psychological Perspective, Psychological Disorder and Therapies,
- Conducting own experiment design on perception.
- Posters and Presentations on Brain biology and function.
- Debates on Cognitive tests for college admissions, the use of Artificial Intelligence in society.
- Analyzing a student's own results and self-reflection in a self-sleep study, and personality tests.
- Pursuing own interests in psychology in book report selection, research topics.
- Communication skills in Perspectives presentation, Disorder and Therapy Podcast, a sleep public service announcement (PSA)
- Group projects in Developmental Stages, Psychological Disorders and Therapy, and social psychology classroom activities.
- Explaining concrete steps in improving sleep, study habits, memorization, and cognition.
- Creation of a 2-3 page research paper of chosen topic not covered in class in depth.
- Role-playing social psychology roles to learn about group dynamics and social norms.

- Group Projects: Collaborative tasks where students work in groups to research and present on various psychological topics, encouraging teamwork, research skills, and presentation abilities.

- Using Case studies to help identify psychological perspectives, psychological disorders, personality disorders.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

I. Orientation to Class plus History and Perspectives

- A. **Introduction:** scope, history and perspectives
- B. **Historical schools:** Functionalism, Structuralism
 1. Modern Approaches: Psychoanalytic, Behaviorist, Cognitive, Humanistic, Positive, Evolutionary, Biological, Socio-cultural
 2. Psychological Methods: Critical Thinking, Descriptive, Observation, Survey and experimental methods, ethical research.
- C. **Activities:** Chapter 1, Career search, Perspectives & History PPT, Perspectives to Practice ID, Outrageous Celeb Perspectives, Guest Speaker

II. Biological Psychology

- A. **Biology of the Brain**
 1. Neuron: neuronal communication, action potential, neurotransmitters, drug interaction
 2. Brain organization and structures, development, Hemispheric specialization
 3. Nervous System: Structure and function
 4. Genetics and Heritability
 5. Activities: Chapter 2, Time article- Teenage Brain reading, Your Brain- PBS NOVA, Secrets of the Mind, Discovery Brain, Brain Poster, Excuse Brain

III. Sensation and Perception

A. Sensation:

1. Psychophysics, sensory thresholds (absolute, difference, signal detection theory, subliminal messages)
2. Sensory organs, receptors, transduction, visual, auditory, gustatory or chemical, kinesthetic, skin, and vestibular.

B. Perception:

1. Attention, organization.
2. Observer characteristics, illusions, Gestalts, monocular and Binocular cues

C. Activities: Senses Research, Classroom Activities, PPT, Optical Illusions, Crash Course Perception

IV. Consciousness

- A.** States of consciousness, waking, sleep stages, dreaming, naps, hypnosis, meditation, altered states, sleep disorders
- B. Activities:** Ch 4, Sleep Diary, Sleep Public Service Announcement, Discovery Consciousness, Consciousness PPT, Hypnosis video clip

V. Motivation & Emotion

A. Motivation

1. Motivational Concepts: instincts, drives, Maslow's Hierarchy
2. Hunger and eating disorders
3. Achievement motivation: intrinsic and extrinsic

B. Emotion

1. Theories of Emotion—James-Lange, Cannon-Bard, Schacter Singer, opposition
2. Physiology of Emotion
3. Expression of Emotion – Darwin and Paul Ekman

C. Activities: Emotions Crash Course, Emotion Movie clips, Identification, Discovery Emotions

VI. Learning and Memory

A. Learning

1. Classical Conditioning--Pavlov, Watson
2. Operant Conditioning—Thorndike, Skinner
3. Observational or Social Learning—Bandura
4. Cognitive Learning—latent, cognitive maps

B. Memory:

1. Information processing - Working, Short, Long-term
2. Storage
3. Retrieval
4. Amnesias and other memory problems

C. Activities: Ch 5 & 6, Memory Classroom Activities, PPT & WS, Inside Out movie, Personal Behavioral Change Challenge, Learning Discovery, Ch 5 WS, Video Clips- The Office, Big Bang Theory, Discovery,

VII. Cognition

A. Thinking

1. Problem solving
2. Defining Intelligence, history of Intelligence testing, Aptitude
3. General and specific abilities
4. IQ, Social and Emotional Intelligence
5. Biological influences

B. Language

1. Language influencing behavior
3. Learning language, elements of language—phonemes, morphemes
4. Language variation- dyslexia, multilingualism, ASL
5. Skinner—reinforcement, Chomsky—LAD, Whorf—linguistic relativity hypothesis

C. Activities: Ch 7, Cognition Discovery, Cognition PPT & WS, Test analysis, SAT/ACT Research and Debate or AI Debate.

VIII. Development Over The Life Span

1. Nature vs. Nurture
2. Infancy, Childhood, Adolescence, Adulthood and Aging; Psychosocial, Parenting, Gender Development and Theories, Stages of Death and Dying.
3. Theorists: Piaget-cognitive; Erickson-social; Freud-psychosocial; Kohlberg-moral; Vygotsky's Theory of Children's Cognitive Development,
4. Activities: Chapter 8 WS, Development Project/Presentation/Notes

IX. Personality and Self

A. Personality

1. Psychodynamic: Jung, Freud, Adler
2. Humanistic Perspective: Maslow and Rogers
3. Trait Perspective: Allport, Factor-Analysis, Five Factor (Myers-Briggs) MMPI
4. Social-Cognitive and Positive Perspective: Bandura, Seligman

B. Self

1. Self-Concept, Self-Awareness, Self-Esteem
2. Interpersonal Relationships from the Personality perspective
3. Personality Types, Big 5

C. Activities: Personality Type Quiz and Analysis, Professor Ziegler- UAS, Personality Disorder Case analysis, Personality Defenses

X. Social Psychology

1. Attribution theory, Cultural Influences
2. Conformity, Compliance, Obedience (Milgram), Persuasion, Cognitive Dissonance, Prejudice
3. Group Work- facilitation, polarization, groupthink
4. Attraction, Interpersonal relationships from Social Perspective, Relationships and Love
5. Cooperation vs Competition
6. Activities: Ch 11, Classroom Activities- including Group roles and interactions, Class Divided (Blue Eyes, Brown Eyes) Documentary, Social Norms Project, Social Psychology PPT

XI. Disorders & Therapies

A. Disorders- Abnormal psychology

1. Anxiety: GAD, Panic, Phobias, OCD, PTSD
2. Mood: Depressive, Bipolar
3. Dissociative and Somatoform
4. Schizophrenia
5. Personality: Antisocial, Borderline Personality
6. Childhood Emergence: Autism Spectrum, ADHD

B. Therapies

1. Psychotherapies: Psychodynamic, behavioristic, cognitive-behavioristic (CBT), Dialectical Behavioral Therapy (DBT), humanistic
2. Biological- Medication, ECT, Psychosurgery, Brain Stimulation, Neurofeedback
3. Treatment, CBT and Effectiveness of therapy
4. Professions: Community Outreach for Guest Speakers

C. Activities: Disorders and Therapies Podcast Project, Ch 13-15, *Beautiful Mind* DVD, Disorders Case Studies- group, Guest Speaker

XII. Emotions and Health

A. Stress

1. Biology correlates with stress
2. Stress on Health
3. Coping with Stress

B. Behavior and Health

1. Drug Use
2. Exercise

C. Positive Psychology

1. Happiness, positive traits, culture and healthy

D. Activities: Teen Stress reading, Emotions classroom worksheets and activities (Spot the Smile, Love Attitudes, Joy or Glee, Sports Psychology, Name the Stressor, Coping with Stress), Emotions, Stress and Health Crash Course.

Projects- Quarter/Semester

Book Report and Presentation
Research Project and Presentation

RESOURCES FOR TEACHING PSYCHOLOGY

1. Text: *Psychology, Ciccarelli & White*
2. Psychology in Your Life, by Grison, Heatherton and Gazzaniga
3. Discovery Psychology, The Mind, Ted Talks
4. Guest Speakers: School Counselors, District Psychologist, WISH, Community Connections, UAS, PeaceHealth, Akeela, Private licensed practitioners.

Course: Law, Grade 10/11/12 (½ Year)

Stage 1 Desired Results	
Transfer	Meaning
<p><i>Students will be able to independently use their learning to better serve on a jury through understanding the law. Students will know their individual rights, freedoms and responsibilities. Students will be able to practically apply their constitutional rights to their everyday lives, and realize the multifaceted ways that legal structures apply to them.</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>What is the purpose of Law?</p> <p>How is law created and enforced?</p> <p>What are the differences between civil and criminal law?</p> <p>How does the Constitution apply to laws?</p> <p>What is the process for defining the meaning of laws and the Constitution?</p> <p>What role do precedents play in the legal system?</p> <p>What influences the way that laws can be interpreted?</p> <p>What is the process for making Supreme Court decisions?</p> <p>How does the Judiciary interpret and apply the law?</p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Law is used to organize a rule-based society and resolve conflict peaceably.</p> <p>Interpretations of the law may vary across place and time.</p> <p>There are many different roles of government, including all three branches, in relation to law.</p> <p>Federalism and the Supremacy Clause applies to the law, with a broad understanding of State versus Federal jurisdiction.</p> <p>Distinguish between constitution-based ideals and the reality of American political and social life.</p> <p>Examine the role of individuals, public</p>	<p>ESTABLISHED GOALS</p> <p>“Street Law” builds upon Governmental concepts to provide an understanding of law that is practical and relevant to students’ lives. They will examine law principles, court decisions, and regulatory and constitutional laws that deal with issues such as individual, educational and civil rights.</p> <ul style="list-style-type: none"> ● HS- G-A, B, D, F ● HS- GC- A, B, C, D, E, F, G ● HS- H- B, D ● HS- RH- 1, 4, 5, 6, 9, 10 ● HS- WH- 1, 2, 4-10. ● HS- LIT- 1-2, 7-9 ● HS- CA 6, CB 1-4, CD 2, CE 1-4

	<p>opinion, media, political parties, associations, and groups in the formation of law and legal opinions.</p>	
Acquisition		
<p><i>Students will know...</i></p> <p>Define fundamental ideas: equality, freedom, justice, privacy, property, and responsibility.</p> <p>Describe the principle of judicial review and the principle of checks and balances as it pertains to the other branches of government.</p> <p>Review the rights guaranteed defendants in the Bill of Rights.</p> <p>How to contrast purposes and procedures of criminal vs civil Court.</p> <p>Describe the structure and functions of courts and legal officials.</p> <p>Analyze court decisions and Opinions.</p> <p>Identify the role of government in relation to constitutional law and the basic values underlying the American constitutional</p>		<p><i>Students will be skilled at...</i></p> <p>Critical thinking and the ability to analyze legal issues, evaluate arguments, and make reasoned judgments based on evidence and legal principles.</p> <p>Effective verbal and written communication skills, crucial for presenting arguments, negotiating, and advocating effectively.</p> <p>Explaining how written laws can be interpreted and practiced.</p> <p>Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.</p> <p>Exercise critical thinking in relation to contemporary events and the law.</p> <p>Examine strict and liberal constructionist approaches to interpreting the law and the Constitution.</p> <p>Advocacy Skills: Ability to articulate and advocate for a position or a cause, whether in a courtroom setting or other legal contexts.</p>

	<p>system.</p> <p>Describe how law is used to solve problems and resolve conflicts.</p> <p>Examine the roles citizens may assume in the realm of the judicial branch: witness, juror, dispute, family court, etc.</p>	<p>Negotiation and Mediation: Skills to negotiate agreements and resolve disputes amicably outside of court.</p>
Stage 2 - Evidence		
<p>Evaluative Criteria</p> <ul style="list-style-type: none"> ● Assessing students' comprehension of key concepts, principles, and structures of law. ● Evaluating students' ability to critically analyze political information, texts, policies, and events, including interpreting primary sources, evaluating arguments, and identifying perspectives and biases. ● Clear and coherent expression of ideas in both written and oral forms. Presentation of well-organized arguments in essays, presentations and class discussions. 	<p>Assessment Evidence</p> <p>PERFORMANCE TASK(S):</p> <p>Write a Case Brief and engage in Oral Arguments for Mock Supreme Court.</p> <p>Communicate and engage by asking questions, discussing options and making logical decisions as a Justice on the Mock Supreme Court.</p> <p>Participate in discussion of a search and seizure presentation given by the school resource officer.</p> <p>Quizzes and tests on vocabulary, concepts, and comprehension of scenarios.</p> <p>Participate in a mock voir dire at the Alaska Courthouse with a judge, public defender, and district attorney.</p> <p>Use research and communication skills in completing a research paper and presentation. Paper should be minimum 4 pages or 1000 words, and include a well-constructed thesis, historical reasoning and evidence, and correct citations and paper formatting.</p>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Unit 1: Judicial Branch, 15 Days

- McGruder’s Government Textbook, Ch 18
- Judicial Branch PPT
- Street Law, Ch 1-3
- State of Alaska Law- Current Bill & Tracking
- Mock Supreme Court: Decision research, Case Brief, Oral Arguments, Justice Decisions & Opinions, Journal
- Movie: Gideon’s Trumpet or similar

Unit 2- Disputes, Court Types & Lawyers, 5 days

- Street Law, Chapters 4-6
- Ch 5 Legal Concepts WS
- Accident Mayhem story
- Guest Speaker: Judge, SRO, Police
- Movie: The Plea documentary

Unit 3- Criminal Law, 10 days

- Street Law, Chapters 7-11
- Discuss Crime against Person, Property scenarios
- Discuss Criminal Defense scenarios
- Alaska Statute Project
- Guest Speaker: Public Defender, District Attorney

Unit 4- Police and Investigations, 5 days

- Street Law, Chapter 12
- Eyewitness Activity
- Guest Speaker: Police Officer investigator
- Police Ride-Along or Police Station Tour
- Movie: Frontline- Policing the Police

Unit 5- Sentencing and Corrections, 5 days

- Street Law, Chapters 13-15
- Movie: Frontline: Parole

- Guest Speaker: Judge

Unit 6- Civil Law, 5 days

- Street Law, Chapter 18
- Current Events Search & Discussion
- Scenarios - Discussion
- Movie: Civil Action

Unit 7 Mock Trial, 10 days

- Classroom criminal mock Trial from Street Law publication

Unit 8 Practical Legal Matters, 10 days

- Street Law Chapters 23 Contracts, 25 Credit & Finance, 26 Sales, 27 Consumers, 28 & 29 Cars & Housing Consumers
- Guest Speakers: Bankers- Credit/Mortgage, Real Estate- Rentals/Leases,

Quarter/Semester Projects, 6 days

- Police Ride-Along or Police Station tour
- Alaska Courthouse Visit
- Citizenship Test
- Research Paper & Presentation (4 days)

Course: [U.S. History], [Grades 10-12], [2 semesters]

Stage 1 Desired Results	
Transfer	
Students will be able to independently use their learning to...	
Meaning	Meaning
<p>ESTABLISHED GOALS</p> <p>Historical Causation: Identify, analyze, and evaluate the relationships among multiple historical causes and short-term and long-term effects.</p> <p>Patterns of Continuity and Change over Time: Recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p>Periodization: Identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. What do historians consider most significant: political, economic, social, cultural, or environmental factors?</p> <p>Comparison: Identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>Contextualization: Connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.</p>	<p>UNDERSTANDINGS Students will understand that...</p> <p>The development of different economic and social systems created conflict.</p> <p>Migration to the United States changed popular ideas of American identity and citizenship as well as regional and racial identities.</p> <p>Conflicts arose between the supporters and opponents of American expansion and imperialism.</p> <p>The rapid growth in industrialization and urbanization led to changes in the American economy and society.</p> <p>The social gospel movement motivated people to take responsibility for others.</p> <p>Advancements in technology impacted American culture and defense.</p>
	<p>ESSENTIAL QUESTIONS</p> <p>Does America live up to its foundational ideals?</p> <p>To what extent does the American economy shape the American experience?</p> <p>How has Manifest Destiny become an important concept in U.S. History?</p> <p>How do people affect change in their society?</p> <p>How do challenges lead or force people to change?</p> <p>How have changes in migration and population patterns affected American life?</p> <p>What is the role of the government in the economy?</p> <p>When and why should the United States be involved in global conflicts?</p>

<p>Historical Argumentation: Define and frame a question about the past. Describe, analyze, and evaluate the arguments of others in light of available evidence.</p> <p>Appropriate Use of Relevant Historical Evidence: Describe and evaluate evidence about the past from diverse sources: written documents, works of art, archaeological artifacts, oral traditions, and other primary sources.</p> <p>Interpretation: Describe, analyze, evaluate, and construct diverse interpretations of the past.</p> <p>Synthesis: Develop meaning and persuasive new understandings of the past by applying all of the other thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate relevant and sometimes contradictory evidence from primary sources and secondary works.</p> <p>HIS A 1, 2, 5, 6, 8 HIS B 1 d, e, 2, 3, 4, 5 HIS C 1, 2, 3 HIS D 3, 4 LIB A 4 LIB B 5 CUL E 7</p>	<p>There were differing philosophies and approaches to addressing civil rights issues.</p>	<p>How have changes in types of weapons and military strategies influenced conflict and war? How has technology impacted the American way of life? What ideological differences cause conflict within our borders and with other nations?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>The Civil War Amendments impacted African Americans, though latent discrimination produced mixed results.</p> <p>There are long term effects of the Civil War and slavery on the United States.</p> <p>Expansion to regions in the West impacted indigenous people.</p> <p>Push and pull factors resulted in many immigrants coming to the United States.</p> <p>The United States political system and a limited national government led to failure to respond effectively to the nation's rapid social and economic changes, particularly the advent of large corporations and industrial capitalism.</p> <p>Labor groups organized to address the concerns of workers.</p>		<p><i>Students will be skilled at...</i></p> <p>Historical Causation Patterns of Continuity and Change over Time Periodization Comparison Contextualization Historical Argumentation Appropriate Use of Relevant Historical Evidence Interpretation Synthesis</p>

<p>Determine the central ideas or information of a primary or secondary source; provide accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Lit 2, 3, 6, 7, 9</p>	<p>The U.S. entry into World War I and World War II affected the country and impacted the outcomes of the wars.</p> <p>The Great Depression deeply affected Americans, and there were differing views of the role of government in addressing it.</p> <p>Ethnic and social groups were impacted by the wars. Japanese were placed in internment camps, Aleuts were relocated from their homeland, and African American troops were segregated from the general population of soldiers.</p> <p>The New Deal changed the American view of the role of government in the economy.</p> <p>Post World War II America reflected changes in society with the GI Bill, the baby boom, the growth of suburbs, TV, and rock and roll.</p> <p>Following World War II, the United States assumed a global leadership role, with far-reaching domestic and international consequences.</p> <p>The United States sought to contain communism, bolster non-communist nations, and identify allies among new nations.</p> <p>The different political and economic aims of the United States and the Soviet Union contributed to the Cold War</p>
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	<p>The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence, or détente. Cold War policies led to continued public debates over the power of the federal government, the appropriate power of the executive branch in conducting foreign and military policy, and the proper balance between liberty and order.</p> <p>The spread of communism across the globe and the presence of communists in the U.S. impacted American society.</p> <p>The end of the Cold War redefined U.S. leadership in the world and ushered in new challenges.</p> <p>Technological and scientific innovations in areas such as electronics, biology, medicine, and communications impacted society, popular culture, and public discourse. A revolution in communications and transportation technology helped create a new mass culture and spread modern values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.</p>	
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S):

<ul style="list-style-type: none"> • Debate two sides of an issue that has impacted the United States during a specific period. (The New Deal was good or bad for America. The United States should have joined the League of Nations or the United Nations or not. Captains of Industry or Robber Barons?) • In Quarter 2, Create a model to depict an event of history (i.e. a Japanese internment camp), or design a game to highlight a period of history. • In Quarter 3, Create an oral mixed-media presentation on an assigned movie or television series that displays how the art was influenced by political, social, and culture movements of a period and explain their impact and influence through mass media consumption. • In Quarter 4, create a five-page research paper that uses primary and secondary sources, and in its analysis synthesizes political, social, and culture movements of a decade of the 20th century. • At the end of Semester 1 and Semester 2, a final essay exam that includes selected essential questions related to material covered. 	
<p>OTHER EVIDENCE:</p> <p>Write an essay about the American dream. What is it? Some didn't feel the dream was attainable. Describe the issues causing turmoil and disappointment.</p> <p>Creating maps and timelines</p> <p>Note Taking</p> <p>Primary-source analyses</p>	
Stage 3 – Learning Plan	
<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p>Reconstruction: 13th, 14th, and 15th Amendments; Reconstruction Plans 3 weeks</p> <ul style="list-style-type: none"> • Watch <i>Reconstruction: The Second Civil War</i>. Discuss the challenges of post Civil War America. <p>Westward Expansion: Manifest Destiny, Impact on Indigenous Peoples, Foreign Countries, and the Environment 1 week</p> <ul style="list-style-type: none"> • Use primary source documents, the textbook, and your knowledge of the period to answer this prompt: “What social and economic factors shaped Anglo-American contacts with Native Americans between 1865 and 1898?” <p>Industrialization and Rise of Labor Unions 2 weeks</p>	

- Read an excerpt of Andrew Carnegie, *The Gospel of Wealth* 1889 Compare and contrast Carnegie's Gospel of Wealth to the attitude of today's business leaders, such as Bill Gates and Warren Buffet.
- Watch excerpts from *The Men Who Built America* (Morgan, Ford, Rockefeller, Carnegie, Vanderbilt)<http://www.history.com/shows/men-who-built-america> Traits of the Titans <https://www.youtube.com/watch?v=gR7oHhfXUw> and List and describe the characteristics of the titans that aided their success. Answer this question, "Were these men robber barons or captains of industry?" Support your answer.
- Participate in a class debate over the question, *Does the Concentration of Wealth Help or Harm America?* Draw on both primary and secondary articles, as well as information from the textbook to articulate your position.
- View the poster: *Lynching in America* ca. 1926 <http://ap.gilderlehrman.org/resources/lynching-america-ca-1926?period=7> Create an anti-lynching poster.

Immigration and Urban Growth 2 weeks

- Read excerpts from Upton Sinclair, *The Jungle* https://www.coreknowledge.org/wp-content/uploads/2018/05/CKHG_G6_U9_Reform-in-Industrial-America_FE1_TheJungleSinclair.pdf List the sounds and smells Sinclair describes?
- Read *The Gilded Age*, T. Jackson Lears <http://ap.gilderlehrman.org/essays/gilded-age?period=6> and summarize the characteristics of the Gilded Age.
- Contextualization: Using documents, the textbooks, and your knowledge of the time period, write a 5-paragraph essay: To what extent was the period between 1865 and 1898, in fact, "gilded." Organize your evidence, develop a working thesis, and write your response.
- Choose a photograph of Jacob Riis. Complete an analysis of the picture.chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-a-photograph-intermediate.pdf>
- Evaluating Evidence: Brainstorm a list of cultural influences brought by immigrants to the United States. Discuss: *How did immigrant assimilation and the rise of a consumer economy shape American identity?*

Progressive Era: Causes that Impacted Society; Changes in Government 1 week

- Complete a chart. List 5 concerns addressed in the Populist Party platform. For each, what factors led to the concern? Which of the concerns eventually were addressed or adopted? Discuss: To what extent does this platform represent the needs of marginalized groups such as African Americans and Hispanics?
- Make a list of five reformers of the Progressive Era and summarize their contributions. Identify three characteristics they had in common.

America Emerges as a World Power: Reasons for Expansion; Areas Impacted by U.S. Involvement 2 weeks

- Read "In Flanders Field" and "The Answer" 1918 <http://ap.gilderlehrman.org/resources/world-war-i-poems-flanders-fields-answer-1918?period=7> Complete the worksheet <https://www.charingschool.org.uk/wp-content/uploads/2020/11/Reading-comprehension-11.11.20.pdf>

The Roaring 20s: Harlem Renaissance; Unsettled Society; Traditional Values Questioned 1 week

The Great Depression: Causes; Different Responses to Address It; Culture 2 weeks

- Examine photographs of the Great Depression and complete a photo analysis..
- List characteristics of the 1920s and 1930s in America and list factors that led to the Great Depression.

The New Deal Expansion of Government 1 week

- Analyze the cartoon: Clifford K. Berryman, *Old Reliable* <https://www.granger.com/results.asp?image=0027798https://www.archives.gov/files/education/lessons/document-analysis/english/analyze-a-cartoon-intermediate.pdf>

World War II: Rise of Dictators; America Debates and Enters; Home Front; Holocaust: Impact on America 3 weeks

- Read a transcript of Harry S. Truman's speech announcing the bombing of Hiroshima <https://www.pbs.org/wgbh/americalexperience/features/truman-hiroshima/#:~:>
- Debate the bombing of Hiroshima.
- Watch the video, *Aleut Relocation*, and read excerpts from *Aleutian Sparrow*. Write a letter to a relocated Aleut or create a poem to express your thoughts.

Semester 1 Final Exam

Post World War II: Cold War; The Baby Boom, Consumerism, Critics and Rebels, Korea 1 week

- Create a chart and list the short-term and long-term effects of the foreign policy toward China and the Soviet Union? Are we back in a cold war?
- *Identify characteristics of economic systems: communism, collectivism, socialism. Examine cards with illustrations and quotations describing each and match the cards to the correct terms.
- *Organizing Themes in Historical Arguments: Write a response to the following prompt: "To what extent did the Second World War and the Cold War shape American debates about civil liberties?" Understand the prompt and identify the key words, generate a working thesis, identify and organize your evidence, outline your response, and write the essay.
- Patterns of Continuity and Change over Time, Comparison, and Synthesis: Read the articles and for each write a one-paragraph summary of each group's contributions to the war effort. (Alaska Territorial Guard <https://americanindian.si.edu/static/why-we-serve/topics/alaska-territorial-guard/> and the African American regiment that rescued the building of the Alaska Highway <https://www.youtube.com/watch?v=eIQ-QF2SvKM>; Japanese Americans enlisting <https://www.nationalww2museum.org/war/topics/asian-pacific-american-world-war-ii> Write a five-paragraph essay to address this prompt: Did the roles minorities played to support the war effort influence perceptions of them? How would their efforts contribute to increasing civil rights for minority groups?
- Read the article and list characteristics of the 1950s Alan Brinkley, *The Fifties* <http://ap.gilderlehrman.org/history-by-era/fifties/essays/fifties?period=8>

The Vietnam War: Communism, America's Role, Dissent and Antiwar Movement 2 weeks

- *Ping Pong Ball Activity to Reenact Process of Determining Order Draft: Record student birthdays on the board in chronological order by day. Have ping pong balls with numbers 1-30 (or one per student) in a bag. As a ball is drawn, record the number next to the next

birthdate on the list. (This helps understanding of the randomness of the draft and its effect on life plans of a generation.) Follow up with a class discussion on the history of the Selective Service Act and the role of the draft.

- Locate the lyrics of four songs you think were influential during this period of the Vietnam War.. Choose a protest song and a song supportive of the war effort and contrast the lyrics.

1. List the title of the work and the name of the artist.
2. Identify the historical context of the song, the composer's purpose, and the intended audience.
3. List key phrases or words that reflect the time in which it was written.
4. Share your information with a small group

- Read lyrics from popular songs from different decades and correlate them to the events occurring.

Civil Rights and Reform of the 1960s: A New Generation, Landmark Civil Rights Legislation, Great Society 3 weeks

- Create a timeline of key events that signified progress in civil rights for all Americans.

- Take the Louisiana literacy test and discuss efforts to limit and expand voting.

- *Historical Causation and Historical Argumentation: Answer this prompt and accept, modify, or refute the following statement: "The

Brown v. Board of Education decision was a turning point in the twentieth- century civil rights movement."

- Debate: Did the Great Society help or hurt? What were the short-term and long-term effects?

- Play the song *We Shall Overcome* 1965. As a class, make a list of challenges minorities have had to overcome.

- How did music impact the civil rights movement? What songs were most instrumental in delivering a message about civil rights? Read the article by Brian Ward, "People Get Ready": *Music and the Civil Rights Movement of the 1950s and 1960s*

<http://ap.gilderlehrman.org/history-by-era/civil-rights-movement/essays/%E2%80%9Cpeople-get-ready%E2%80%9D-music-and-civil-rights-movement-1950s?period=8> Locate one song mentioned and write a one-paragraph answer to why you think it was effective.

- Watch a recording of Martin Luther King, Jr., *I Have a Dream* 1963 speech. Write a letter to Dr. King, responding to what he said and giving him an update of civil rights progress or lack of progress today.

The 1970s: Liberation Movements, Economic and Political Shocks with Oil and Watergate 2 weeks

- *Contextualization and Synthesis: Use the documents for this section, your textbook, and knowledge of this period to answer the following question in the form of an essay: "Characterize the major economic, social, and political debates during the last quarter of the twentieth century (1975-2001). To what extent do these debates reflect controversies and concerns from the third quarter of the twentieth century (1950-1975)? Use a graphic organizer to list how key contexts shaped key debates. Compare the two periods, using a subject-by-subject method of comparison, including similarities and differences.

The 1980s: New Era in Foreign Policy; End of the Cold War; Reagan Era 2 weeks

- Watch President Reagan's Speech: *Tear Down This Wall* 1987. <http://ap.gilderlehrman.org/history-by-era/age-reagan/resources/reagan-speech-%E2%80%9Ctear-down-wall%E2%80%9D-1987?period=9>. Write five phrases from the speech and explain their significance.

- *Incorporating Secondary Sources into Historical Argument: Write a five-paragraph response to the following prompt: "To what extent were the years 1945 to 1989 a period of relative conformity? To what extent was it an era for rebellion? How did both conformity and

rebellion shape each other during these years?" Identify the key words, generate a working thesis, identify and organize your evidence, and outline your response.

The 1990s: NAFTA, Health and Welfare Reform, Clinton 2 weeks

2000s: Impact of Technology, 9/11; America and the World Economy; Obama 4 weeks

- Create an illustrated book describing 10 major events in the United States between during one period or decade.

Semester 2 Cumulative Final - 1 Week

- Use an interactive study tool such as Kahoot or Gimkit to lead students through a study game.
- Provide a study guide that recaps the main themes and vocab of the semester's units that students should be familiar with.
- Cumulative Final should be a mix of multiple choice questions, essay questions, and primary source analysis. Alternatively, the required Research Paper can also serve as the final exam. Possible topics of the paper include:
 - Comparing and contrasting two or more era's of the United States and finding similarities and differences. Such as looking at the treatment of African Americans in the 20's and in the 60's.
 - With an era of their choosing, analyze and describe the political, social, economical and cultural characteristics of a certain era.

Resource Materials

United States History, Prentice Hall/Pearson by Lapsansky-Werner, Levy, Robert & Taylor (2010)

Upfront Magazine

Digital Inquiry Group (formerly Stanford Historical Education Group) materials

Choices Program materials

Teacher Discovery Resources- DBQ, PBL

Crash Course U.S. History

Historical Organizer
Unit 1: Prehistory -- 600 BCE

Names of people in group:
Essential Question:

Primary Historical Event/Example:

Secondary topic used for Compare/Contrast:

Thesis Statement answering your essential question (Rough Draft)

Thesis Statement:

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Historical Example/Event Information
Unit 1: Prehistory -- 600 BCE

Historical Example/Event:

Find and record three separate articles on an historical event or example for your question. The event/example must be from within the time period of the unit. Create 6 "what" questions and answer them. When listing "who" about your event, start with a general statement describing the overall population of people affected by your event. You can break down your event into more specific examples (individual names of people and groups) of who is involved. Try to fill all the boxes in the column.

When listing the "when" about your event start with a general statement describing when your event began and if it is still going on. You can then break down your event into more specific dates of when events occurred. Try to fill all the boxes in the column.

When listing the "where" about your event start with a general statement describing the overall region affected by your event. You can then break down your event into more specific examples (or locations) of where the event(s) occurred. Try to fill all the boxes in the column. **Make sure you use in-text citations in each box.**

What?	Who?	When?	Where?
What are the pyramids for? To guide alien landings. (Cron, 1999)	Who	When	Where
What			
What			
What			
What			
What			

Historical Example/Event Knowledge
Unit 1: Prehistory -- 600 BCE

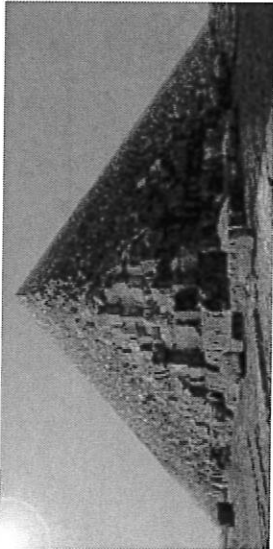
Historical Example/Event:

Create a *minimum* of 4 "why" questions (that will help explain why the event happened the way that it did) and 4 "how" questions (that will help explain how the event transpired). Answer each question. Put both the question and the answer in the same box. None of these questions should be your essential question, but should show some steps towards answering it.

How? -- In what way or manner; by what means. Answer should NOT be a number.	Why? -- The cause or reason
1. How were the pyramids built? Alien tractor beams. (Cron, 1999)	1. Why do the pyramids appear to be so old? The Nazis aged them with the Ark of the Covenant. (Cron, 1999)
2.	2.
3.	3.
4.	4.

Historical Example/Event Images (need to be PRIMARY SOURCE ARTIFACTS)

Make sure to use in-text citations in the caption, and to cite your source on the sources page. Your source must be reputable!

	Caption:	Caption: According to Keith Mayes, "The angles are too steep only aliens could have done this. The stones are too heavy, only aliens could have done this" (Mayes, 2014).
Caption:	Caption:	

Caption:	Caption:	Caption:
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Compare and Contrast Table
Unit 1: Prehistory -- 600 BCE
Issue of essential question:

Find examples from two historical events in your issue that are different and write statements in the table. In the middle column of the table find examples of your events that are similar.

Historical Event 1: Pyramids	Commonalities between both events	Historical Event 2: Ziggurats
1. Primarily built to guide landing of alien ships. (Cron, 1999)	Both pyramid shaped. (Cron, 1999) (Biss, 2010)	Primarily built to store antimatter to refuel alien ships. (Biss, 2010)
2.		
3.		
4.		
5.		
Differences	Similarities	Differences

Historical Event Relevant Complex Cause and Effect Relationship

Unit 1: Prehistory -- 600 BCE

Issue of essential question:

Historical Event:

The Historical Cause and Effect must be 5 levels deep and stay in the time period. Each item should affect the next, creating a chain.

	Cause + Effect Chain
1. Step Pyramid (Cron, 1999)	
2. Because, of the step pyramid we have the Bent Pyramid (Cron, 1999)	
3 Because, of the Bent Pyramid we have the flat sided pyramid . (Cron, 1999)	
4.	
5.	

Wisdom

Unit 1: Prehistory -- 600 BCE

This section brings together all of the information you researched and should be done last. In box number one state the final outcome of the main event/example you researched and add supporting details for each of the events. This should be more than just one sentence; you need to be thinking with depth. **Use complex examples to support your thoughts.** In box number two, write your answer to the essential question in the style of a 5-paragraph essay. Use lots of information from earlier tables to support your thesis.

1. Outcome/Result <i>What happened because of the historical example you are describing?</i>	2. Your Solution <i>Your answer to the essential question, in the style of a 5-paragraph essay.</i>
<p>1.</p> <ul style="list-style-type: none">• 1-2 Paragraphs Long• Think about impacts -- both immediate and also long-term, Big Picture• Start with a thesis statement	
<p>2.</p> <ul style="list-style-type: none">• 3-4 Paragraphs long• Should answer your essential question from beginning of organizer• Must have thesis statement (can be different from rough draft thesis at beginning of organizer)• Use specific facts you learned to support your thesis• This shouldn't require any new research -- use the facts you wrote in earlier tables!	

Conclusion:

Write one paragraph, with five complete sentences, answering this question: What is something you encountered in your research that surprised you? Why?

Sources Page

Track your sources as you research -- the more the better. All sources MUST be alphabetized in APA format.

A minimum of 4 sources must be used in your research. Two of these must be from a librarian-approved database. One must be a book source. All information must be cited using in-text citation in the boxes above.

The Great Pyramid of Giza Is Built: c. 2560–c. 2540 bce. (2014). In J. Stock (Ed.), *Global Events: Milestone Events Throughout History* (Vol. 1). Farmington Hills, MI: Gale. Retrieved from

http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?disableHighlighting=false&displayGroupName=Reference&currPage=&scanId=&query=&prodId=WHIC&search_within_results=&p=WHIC%3AUHIC&mode=view&catId=&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=GALE%7CXKVMOT393393855&windowstate=normal&activityType=&failOverType=&commentary=&source=Bookmark&u=ketch_hs&jsid=148d20f257a4017ebf189e7383b503b

Course: HS World History, Grades 9-12, 2 Semesters

Stage 1 – Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to...</i></p> <p>Analyze and understand political, social, religious, and technological movements and structures of societies outside the United States, and be able to apply that knowledge in building more contextual understanding of the broader world in which they live.</p>	
Meaning	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> Cultures and societies are products of collective learning that build and change through time in collective learning networks. Cultures are influenced by and impacted by other cultures through interactions and cultural diffusion. Major events and movements of the past can have both large positive and negative effects. Societies go through periods of intellectual, political, religious, and technological changes that affect later events. Intellectual movements can be the cause of conflict and competition between societies. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Was farming an improvement over foraging? Why? How does religion affect the development of a society? How does trade affect culture? Is the world better off for having experienced the Columbian Exchange? Which revolutions were the most revolutionary – the Scientific, political, or Industrial revolutions? How did conflict change the twentieth century?
Acquisition	
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> Develop a comprehensive understanding of the political, economic, social, and cultural dynamics that shaped the development of the world's societies and cultures, enabling students to analyze and evaluate the key events, movements, and figures – including through primary sources – that defined how we came to our contemporary societies. HisA 1,4,5,6,7,8,9 HisB 1a, 1b, 1c, 1d, 1e, 2, 3, 4, 5 HisC 1, 2, 3, 4 HisD 2, 3, 4, 6 Lit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (Grades 9-10) Cul C, E 	<p><i>Students will know...</i></p>
<p><i>Students will be skilled at...</i></p>	

	<ul style="list-style-type: none"> • The Neolithic Revolution and its impacts • Hierarchical structures of ancient societies • Cultural centers in regions of the world including tenets of religious traditions • Artistic traditions including the ancient Greco-Roman, medieval calligraphy, and the Italian Renaissance • Economic principles of trade and the pre-modern and early modern trade networks of the Indian Ocean, Silk Road, and Spanish silver trade • Examples of technology and ideas that spread through developed trade networks in the pre-modern and early-modern periods • The Columbian Exchange, including its impacts on societies in multiple regions • The Atlantic slave trade, including the economic reasons for its development, tragedies of those enslaved, and long-term demographic results • The intellectual movements of Renaissance humanism and the Enlightenment and their impacts on societies • At least two Enlightenment political revolutions (French, Haitian, Bolivarian, American) and their 	<ul style="list-style-type: none"> • Thinking within various cultural perspectives and making predictions for how those perspectives influence actions and beliefs • Expressing in writing an argument and substantiating that argument with concrete and specific evidence with analysis • Analyzing primary source documents and making predictions for how audience and author point of view affects the source • Conducting historical research, evaluating the quality of research sources, and methods of gathering information for later written work • Using correct citations and paper formatting • Comparing, contrasting, and analyzing various cultures and societies • Using an understanding of change over time to analyze societies' development • Using library resources to search for and collect secondary and primary sources for research
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	<p>impacts on their societies and the broader world</p> <ul style="list-style-type: none"> ● Nationalism and how it influences two societies in different regions of the world ● Imperialism and how it influences two societies in different regions of the world. ● Gender roles as a part of European societies in the nineteenth and early twentieth century ● The reasons behind and intellectual basis of the Communist revolution, and its impacts on the 20th century ● The reasons behind and intellectual basis of fascism and totalitarianism, and their impacts on the 20th century ● The influences of imperialism, nationalism, and political ideas on the major conflicts of the twentieth century ● Two of the revolutions of 1989 and their social and political impacts 	
Stage 2 – Evidence		
<p>Evaluative Criteria</p> <ul style="list-style-type: none"> ● Historical Analysis: <ul style="list-style-type: none"> ○ Ability to analyze and interpret key events, developments, and figures within their historical context ○ Demonstration of critical thinking skills in assessing the causes and 	<p>Assessment Evidence</p> <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Complete a written research framework (a “historical organizer”) of an assigned or chosen topic within each unit. Working individually or in small teams, practice researching information, and creating research questions and answers that include higher-order questions. ● Complete written unit and semester assessments that include answering essential questions associated with the unit in an essay format. 	

<p>consequences of major occurrences during the decade</p> <ul style="list-style-type: none"> ● Synthesis of information: <ul style="list-style-type: none"> ○ Integration of information from diverse sources to construct a comprehensive understanding of the political, economic, social, and cultural aspects ● Research Skills: <ul style="list-style-type: none"> ○ Proficiency in conducting independent research on specific topics related to the unit, including the use of primary and secondary sources ○ Effective citation of sources and adherence to academic research standards ● Communication Skills: <ul style="list-style-type: none"> ○ Clear and coherent expression of ideas in both written and oral forms ○ Presentation of arguments and analysis in essays, presentations, and class discussions ● Historical Contextualization: <ul style="list-style-type: none"> ○ Ability to place events and developments from a period in the broader historical context, connecting them to preceding and subsequent periods ● Comparative Analysis: <ul style="list-style-type: none"> ○ Comparative examination of different regions, nations, or groups to identify patterns, similarities, and differences ● Collaboration and Participation: <ul style="list-style-type: none"> ○ Active engagement in class discussions, group projects, and 	<ul style="list-style-type: none"> ● Create posters or other media that use the tools of propaganda to persuade the audience to adopt a political or cultural viewpoint from the unit studied. ● Create a research paper on an assigned or chosen topic from the course, with a length of 6 pages or 1500 words minimum, that includes a well-constructed thesis, historical reasoning and evidence, and correct citations and paper formatting. Use a minimum of four secondary sources, three of which must be book-length sources. <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Creating maps and timelines ● Note Taking ● Primary-source analyses such as “Thinking Like a Historian” from the Digital Inquiry Group (formerly Stanford History Education Group) ● Jigsaw discussions
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collaborative activities that demonstrate a commitment to shared learning and a respectful exchange of ideas

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Semester 1: Earliest Times to 1450 A.D.

- Unit 0: Introduction and Deep History (7 Days)
 - “Thinking Like a Historian”
 - Geography review
 - Periodization, such as The Big History Project
- Unit 1: Antiquity, to 600 BCE (25 Days)
 - Pastoral and nomadic societies
 - River civilizations
 - Primary source analysis, such as of the Code of Hammurabi or a folktale from a studied society
 - Historical organizer
 - Unit Exam, including potential essay question: Was farming an improvement over foraging? Why?
- Unit 2: The Classical Era, 600 BCE to 600 CE (24 Days)
 - “Cultural hearths,” including features of Hinduism, Buddhism, Judaism, and Christianity
 - Examination of art such as Greco-Roman statuary
 - Historical organizer
 - Unit Exam, including potential essay question: How does religion affect the development of a society?
- Unit 3: The Post-Classical Era, 600-1450 (25 Days)
 - The Silk Road and Indian Ocean trade
 - Development of Islam and its impacts and spread, including through trade networks
 - Primary source analysis, such as the writings of Ibn Battuta
 - Post-classical calligraphy, such as that of Christian Europe, the Islamic caliphate, or China
 - Historical organizer
 - Unit Exam, including potential essay question: How does trade affect culture?
- Semester 1 Exam (4 Days), including unit essay questions applied to multiple time periods

Semester 2: 1450 A.D. to Present

- Unit 4: The Early Modern Era, 1450-1750 (24 Days)

- Gunpowder empires
- Exploring seafarers including Columbus, de Gama, and Zheng He
- The Columbian Exchange, its features and impacts
- The Spanish Empire and silver trade, including its cultural influences
- Primary source analysis, such as a source describing Spanish interactions with the Excan Tlatoloyan (Aztec Empire)
- Humanism and Renaissance art
- The Atlantic slave trade
- Historical organizer
- Unit Exam, including potential essay question: Is the world better off for having experienced the Columbian Exchange?
- Unit 5: The Long Nineteenth Century, 1750-1914 (29 Days)
 - Principles of the Enlightenment
 - Political revolutions such as the French, Haitian, Bolivarian, and American revolutions (at least two)
 - Impacts and development of the Industrial Revolution
 - Principles of capitalism and socialism
 - European imperialism: causes and impacts on societies of two non-European regions
 - Nationalism: its features, development, and impacts on both European and non-European societies
 - Primary source analysis featuring documents regarding imperialism as well as nationalism
 - Historical organizer
 - Unit Exam, including potential essay question: Which revolution was most revolutionary—the Scientific, political, or Industrial revolutions? Why?
- Unit 6: Contemporary History, 1900-Present (23 Days)
 - Gender and societal roles of the nineteenth and early-twentieth centuries
 - The influence of nationalism on the causes of WWI
 - Communism and revolutions in Russia and China
 - Fascism and totalitarianism, including the causes of WWII
 - Student-created poster or other media using tools of propaganda
 - Decolonization: examining at least two societies in separate regions
 - Primary source analysis of documents related to decolonization
 - The revolutions of 1989: examining the experiences of at least two countries
 - Unit Exam, including potential essay question: How did conflict change the twentieth century?
- Research Paper (10 Days)
 - Scaffolding research techniques, such as index-card use in information-gathering and planning
 - Summation activity of research practice, thesis construction, and use of historical evidence to support documentation
 - Peer review, and submitted rough draft for teacher feedback

- Semester 2 Exam (4 Days), including unit essay questions applied to multiple time periods

Instructional Materials

<p><i>Textual Analysis and Research</i> <u>Digital Inquiry Group primary sources</u> <u>Historical Thinking Organizer</u> <u>Paper Formatting Example</u> <i>This Fleeting World: A Short History of Humanity</i>, David Christian <i>Ecological Imperialism: The Biological Expansion of Europe, 900-1900</i>, Alfred Crosby</p>	<p><i>Online Videos and Resources</i> Big History Project Cogito The Cold War Crash Course World History Epic History Epimetheus Kings and Generals Kirby Araullo Let's Talk Religion Odd Compass OER Project Religion for Breakfast Sam Aronow Tasting History with Max Miller Voices of the Past World War Two</p>	<p><i>Films and other Media</i> <i>Secrets of the Dead</i> <i>Elizabeth</i> <i>Master and Commander</i> <i>Miss Potter</i> <i>Hotel Rwanda</i></p>
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Full Title of Your Paper

Your Name (First M. Last)

Name of School or Institution

Author Note

First paragraph: Complete departmental and institutional affiliation

Second paragraph: Changes in affiliation (if any)

Third paragraph: Acknowledgments, funding sources, special circumstances

Fourth paragraph: Contact information (mailing address and e-mail)

Abstract

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Keywords: Lorem, ipsum, dolor

Your Full Title of Your Paper

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Method

Participants

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Assessments and Measures

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Results

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Outcome 1

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Outcome 2

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Discussion

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References

Lastname, C. (2008). Title of the source without caps except Proper Nouns or: First word after colon. *The Journal or Publication Italicized and Capped*, Vol#(Issue#), Page numbers.

Lastname, O. (2010). Online journal using DOI or digital object identifier. *Main Online Journal Name*, Vol#(Issue#), 159-192. doi: 10.1000/182

Lastname, W. (2009). If there is no DOI use the URL of the main website referenced. *Article Without DOI Reference*, Vol#(Issue#), 166-212. Retrieved from <http://www.example.com>

Course: Indigenous History of North America, Grades 9-12, 1 Semester

Stage 1 – Desired Results	
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> Develop a broad understanding of the historical and present-day experiences of many of the diverse Indigenous nations of North America, including Native people from places now part of the United States, Mexico, and Canada. 	<p><i>Transfer</i></p>
<p>STANDARDS</p> <ul style="list-style-type: none"> HS-G-A HS-G-B HS-G-C HS-G-D HS-G-E HS-G-F HS-GC-A HS-GC-B HS-GC-C HS-H-A HS-H-B HS-H-C HS-H-D 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify key themes in pre-modern and modern Indigenous history. Discuss the cultures and histories of various Indigenous nations of North America, and the current issues they face. Analyze the impact of different groups, individuals, movements, and events on the history of Indigenous civilizations, the United States, Mexico, and Canada.
<p>Meaning</p>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> In the pre-modern era, Indigenous nations built complex civilizations both within and outside of Mesoamerica. Indigenous nations in North America have recorded history through writing, art, and oral tradition. Different Indigenous nations have built empires and sophisticated political systems, participated in global trade networks, and as they have sustained their cultures to the present day. In many ways, Native people have shaped the development of the United States, Mexico, Canada, and the world. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How did Indigenous nations build complex civilizations, and what were the structures and features of those civilizations? What are the implications of how Indigenous nations have recorded history? What sorts of political systems have Indigenous nations created in North America in pre-modern and modern history? How have Native people shaped the development of the United States, Mexico, Canada, and the world?
<p>Acquisition</p>	

Students will know...

- North America was historically populated by approximately 500 Indigenous nations with distinct cultures, languages, and histories.
- Mesoamerica was the birthplace of many aspects of civilization in North America, including the domestication of important plants and animals, the invention of writing, and the creation of monumental art and architecture.
- The Haudenosaunee (Iroquois) created an enduring system of government that united five and later six different nations.
- The methods and motivations of the European colonization of the Americas stemmed from unique aspects of European political, religious, social, and economic history.
- Europeans and Indigenous peoples possessed highly differing traditions and attitudes toward the appropriate methods and objectives of warfare.
- The United States, Mexico, and Canada developed politically and socially in different ways, resulting in different relationships with Indigenous peoples.
- Indigenous nations responded to various challenges and tragedies in modern history, achieving success, adapting to change, and persevering under extreme circumstances.

Students will be skilled at...

- Creating and using maps and graphs to gather, analyze, and portray geographic information.
- Reading, interpreting, and taking notes on primary, secondary, and tertiary sources.
- Reflecting on and respectfully discussing diverse opinions on historical topics and current issues.
- Conducting research, evaluating the quality of sources, and gathering, summarizing, and paraphrasing information for creative projects and written work.

	<ul style="list-style-type: none"> • There are a multitude of political, economic, social, cultural, and environmental issues involving Indigenous people going on in North America today. 	
Stage 2 – Evidence		
Assessment Evidence		
Evaluative Criteria <ul style="list-style-type: none"> • Cultural Understanding: <ul style="list-style-type: none"> ○ Ability to see, appreciate, and respectfully discuss differences between and within cultures. • Historical Analysis: <ul style="list-style-type: none"> ○ Ability to analyze and interpret key events, developments, and figures within their historical context ○ Demonstration of critical thinking skills in assessing the causes and consequences of major occurrences during the decade • Research Skills: <ul style="list-style-type: none"> ○ Proficiency in conducting independent research on specific topics related to the unit, including the use of primary and secondary sources • Historical Contextualization: <ul style="list-style-type: none"> ○ Ability to place events and developments from a period in the broader historical context, connecting them to preceding and subsequent periods • Comparative Analysis: <ul style="list-style-type: none"> ○ Comparative examination of different regions, nations, or 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Conduct a heritage project that includes researching information on family members as well as analyzing and reflecting on the student’s family history. • Create a map portraying the migration or displacement of an Indigenous nation across North America, using reliable sources. • Write a research paper on a current issue involving Indigenous people in the United States, Mexico, or Canada. 	

<p>groups to identify patterns, similarities, and differences</p> <ul style="list-style-type: none"> ● Collaboration and Participation: <ul style="list-style-type: none"> ○ Active engagement in class discussions, group projects, and collaborative activities that demonstrate a commitment to shared learning and a respectful exchange of ideas 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Written responses to guided reading questions ● Creating maps and timelines ● Notetaking ● Class discussions ● Jigsaw readings
<h3>Stage 3 – Learning Plan</h3>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<ul style="list-style-type: none"> ● Unit 0: Introduction (10-12 days) <ul style="list-style-type: none"> ○ Prior knowledge survey ○ IPHUSYP Introduction: This Land ○ Discussions on appropriate terminology, language use, and identifiers for Indigenous people ○ Map of North American physical geography and homelands of select Indigenous nations ○ Heritage Project research and presentation ● Unit 1: Pre-Columbian Indigenous Civilizations (10-12 days) <ul style="list-style-type: none"> ○ IPHUSYP Chapter 1: Follow the Corn ○ Discussion on pre-Columbian contacts between North America and other continents ○ Learning Maya glyphs ○ Examination of Mexica (Aztec) culture and civilization ○ History of Cahokia ○ The story of Hiawatha, the Peacemaker, and the creation of the Haudenosaunee Confederacy ● Unit 2: The European Culture of Conquest (5 days) <ul style="list-style-type: none"> ○ IPHUSYP Chapter 2: Culture of Conquest ○ Discussion of types of warfare and Indigenous mourning wars 	

- **Unit 3: English Colonization (5 days)**
 - IPHUSYP Chapter 3: Cult of the Covenant
 - Discussion of Thanksgiving history
 - Analysis of Pequot War as ethnic cleansing or genocide
- **Unit 4: The American Revolutionary War Era (5-7 days)**
 - IPHUSYP Chapter 4: Bloody Footprints
 - Discussion of terminal narratives and *The Last of the Mohicans*
 - Reading and analysis of the Declaration of Independence
- **Unit 5: Early US-Indigenous Conflict (8 days)**
 - IPHUSYP Chapter 5: The Birth of a Nation
 - Discussion of American exceptionalism
 - Analysis of Tecumseh's leadership and legacy
- **Unit 6: Indian Removal (8-10 days)**
 - IPHUSYP Chapter 6: Jefferson, Jackson, and the Pursuit of Indigenous Homelands
 - Introduction to Cherokee language
 - Discussion of Cherokee adaptations and the Trail of Tears
 - Migration Project research and mapping
- **Unit 7: Spanish Colonization and US Westward Expansion (5 days)**
 - IPHUSYP Chapter 7: Sea to Shining Sea
 - *Comanche Empire* reading
- **Unit 8: The Civil War Era and Further Land Loss (5 days)**
 - IPHUSYP Chapter 8: Indigenous Lands Become "Indian Country"
 - Discussion of Indigenous slavery
 - Lakota history and "America's Native Prisoners of War"
- **Unit 9: Assimilation Through the Termination Era (5 days)**
 - IPHUSYP Chapter 9: The Persistence of Sovereignty
 - Discussion of assimilationist policies
 - Guest speakers on boarding school history
- **Unit 10: Indigenous Activism in the 20th and 21st Centuries (5 days)**
 - IPHUSYP Chapter 10: Indigenous Action, Indigenous Rights
- **Unit 11: Conclusion (5-7 days)**
 - IPHUSYP Conclusion: "Water is Life": Indigenous Resistance in the Twenty-First Century
 - Current Issue Project research paper

Instructional Materials

Written materials including:

- Roxanne Dunbar-Ortiz, Jean Mendoza, and Debbie Reese, *An Indigenous Peoples' History of the United States for Young People* (IPHUSYP)
- Timothy Pauketat, *Cahokia: Ancient America's Great City on the Mississippi*
- Daniel Richer, *The Ordeal of the Longhouse*
- Pekka Hämmäläinen, *Comanche Empire*
- Chris Hedges, *Days of Destruction, Days of Revolt*
- Joe Sacco, *Paying the Land*

YouTube channels including:

- Ancient Americas
- Atun-Shei Films
- Cherokee Nation
- EmperorTigerstar
- Epimetheus
- Extra History
- History House Productions
- History Matters
- History with Hilbert
- Indigenous Americans
- Invicta
- Iroquois History and Legends Podcast
- Jack Rackam
- Kings and Generals
- Malcolm P.L.
- NowThis Impact
- Ollie Bye
- OsiyoTV
- Overly Sarcastic Productions
- Peter Stanton
- ReligionForBreakfast
- SciShow
- Smithsonian Magazine
- SmithsonianNMAI
- TED-Ed
- TEDx Talks
- the1491s
- The Bobbie Wygant Archive
- The Healing Foundation
- The Story of Stuff Project
- Tree Media
- Tsuga
- Uncivil History
- Untold History

Other audiovisual materials including:

- *The Last of the Mohicans* (1992)
- *Pocahontas* (1995)
- *Cold Mountain* (2003)
- *The New World* (2005)
- *Bury My Heart At Wounded Knee* (2007)
- *Sgaawaay K'uuna (Edge of the Knife)* (2018)

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