

High School US History

Instructional Focus: Semester 1: Covers the time period of Reconstruction through the Great Depression. Students will be analyzing political, economic and cultural policies, changes and shifts in American society.	
Reconstruction	
<ul style="list-style-type: none"> What are the political and social dimensions of Reconstruction? What events ended Reconstruction? 	
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B5, H.A1, H.A7, H.B1e	C3 D2.Civ.13.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Describe the significance of the 13th, 14th, and 15th Amendments. 	<ul style="list-style-type: none"> Analyze the changes in voting laws, voter registration and turn out. Comparison of Jim Crow Laws and Black Code.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B3, H.A5, H.B1e	C3 D2.His.16.9-12.
Objective	Examples
Students will: <ul style="list-style-type: none"> Evaluate obstacles and resistance to racial equality. 	<ul style="list-style-type: none"> Analyze the changes in voting laws, voter registration and turn out. Comparison of Jim Crow Laws and Black Code Analyze racial preconceptions in Reconstruction America
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B3, H.A3, H.A8, H.B1c	C3 D4.6.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Debate the strengths of Lincoln’s vision of reconstruction and Grants versus Congressional reconstruction. 	<ul style="list-style-type: none"> Analyze the changes in voting laws, voter registration and turn out. Comparison of Jim Crow Laws and Black Code. Create and compare using sketch or chart of each version of Reconstruction.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, GC.B5, H.A7, H.D3	C3 D2.Civ.14.9-12, C3 D2.His.1.9-12, C3 D4.8.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Identify how the Compromise of 1877 led to the end of Reconstruction. Students will evaluate President Grant’s election and the end of Reconstruction 	<ul style="list-style-type: none"> Analyze the changes in voting laws, voter registration and turn out. Comparison of Jim Crow Laws and Black Code. Debate Hayes, Grant Presidential Election
Alaska Standards	C3 Framework for Social Studies State Standards
G.B1, GC.F3, GC.G6, H.B1b, e	C3 D2.Eco.12.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Summarize the changes in the economy and demographics of post Reconstruction America. 	<ul style="list-style-type: none"> Examine the combination of industrial and agricultural economies after Reconstruction. Chart and assess the impact of the Great Migration.
Native American Policy: Post Reconstruction	
<ul style="list-style-type: none"> What was the United States policy towards Native Americans? 	
Alaska Standards	C3 Framework for Social Studies State Standards
GC.A3, GC.C8, H.A4, H.C2	C3 D2.Civ.6.9-12, C3 D2.His.5.9-12

Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Identify America's new policies toward Native Americans after Reconstruction and the Civil War Examine the mission, impact, and history of the BIA. 	<ul style="list-style-type: none"> Identify responsibilities of the Bureau of Indian Affairs and its impact on Native American Culture and way of life Identify the impact of the reservation system upon Native Americans, the U.S. Governments and federally recognized Tribal Governments. Investigate why Native Americans were not included in the 13th, 14th, and 15th Amendments with respect to the Declaration of Independence, the Constitution, and the Bill of Rights.
Alaska Standards	C3 Framework for Social Studies State Standards
CS.E5, G.B6, G.B7, G.D4, G.D5	C3 D2.Geo.3.9-12, C3 D2.His.5.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Debate the creation and impact of the American Indian reservation system. Justify the creation of three types of Federal Reserve Lands. 	<ul style="list-style-type: none"> Classify the three types of Federal Reserve Lands (Military, Public, Indian). Discuss and debate the U.S treaty systems, with American Tribal Governments. Interpret ANCSA and ANILCA legislation in relation to Alaska Native land rights.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.G6, H.B2, H.B4	C3 D4.3.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Assess the 14th Amendment's impact on Native American life. Examine the Dawes General Allotment Act. Identify effects of privatization of communal reservation lands on Native American Culture. 	<ul style="list-style-type: none"> Write an op-ed on how the 14th Amendment affected Native Americans. Collect and categorize the impacts of the Dawes Act and Westward expansion on Native Americans. Compare and contrast the effects of the U.S. Governments efforts to assimilate Native Americans into U.S. culture. Compare and contrast ANCSA and ANILCA legislation with respect to the Dawes Act.
Making of Modern America	
<ul style="list-style-type: none"> What are the important consequences of American industrial growth? How did technological innovations impact society? How did Executive powers expand in the early 20th century? 	
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, G.D1, GC.B9, GC.G3	C3 D2.His.15.9-12, C3 D4.2.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Analyze the impact on people and the environment as well as immigration as a result of industrial growth. 	<ul style="list-style-type: none"> Identify immigration patterns by national origin. Mini-reports on communication, transportation and other technological advances.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B2, GC.F7, GC.G6, H.B1e, H.C1	C3 D2.Eco.9.9-12, C3 D2.His.15.9-12, C3 D4.2.9-12
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Identify working conditions in industrialized America. Compile changes to working conditions by organized labor. 	<ul style="list-style-type: none"> Construct a timeline of working condition changes during the industrial revolution. Assemble a list of early developmental benchmarks of labor organizations. Compare and contrast working conditions between union and non-union laborers.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D1, GC.F5, GC.G5, H.C4	C3 D2.Eco.9.9-12

Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Illustrate how mass production impacted American culture and society. 	<ul style="list-style-type: none"> ● Identify how the assembly line changed manufacturing in America. ● Do mini-reports on inventions that impacted modern ways of life ● Debate the social implications on the telephone, automobile, and flight in American society.
Alaska Standards	
G.E4, GC.B4, H.A7	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Describe the impact of the robber barons on American infrastructure, (railroads, electricity, steel, oil, and banking). 	<ul style="list-style-type: none"> ● Mini reports on robber barons. ● Assess social and environmental impacts of railroads, electricity, steel, oil, and banking. ● Evaluate the roll executives play in business legislation.
Alaska Standards	
GC.B8, H.B2	
C3 Framework for Social Studies State Standards	
C3 D2.His.3.9-12, C3 D3.3.9-12, C3 D4.5.9-12	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Describe the new protections implemented for consumers and inventors. 	<ul style="list-style-type: none"> ● Describe Unions’ influence with regards to worker’s rights and safety ● Research the patent and copyright systems. ● Interpret pertinent Supreme Court Cases on inventors and consumers.
Alaska Standards	
G.B4, G.B5, G.F4, G.F5, GC.F4	
C3 Framework for Social Studies State Standards	
C3 D3.3.9-12	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Discuss the conservation movement and the development of national parks and forests. ● Describe conservation movement as influenced by the Presidency (Teddy Roosevelt, McKinley). 	<ul style="list-style-type: none"> ● Explain the origins and development of the National Park System. ● Assemble a mini-biography on people who influenced policy changes with respect to the environment, i.e. Teddy Roosevelt, John Muir.
Alaska Standards	
GC.F1, GC.F10, H.A2, H.D2	
C3 Framework for Social Studies State Standards	
C3 D2.Civ.11.9-12, C3 D2.His.3.9-12, C3 D3.3.9-12	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Generalize the increased executive involvement in the economy. 	<ul style="list-style-type: none"> ● Explain the Executive role in establishing protections for laborers. ● Analyze the roll executives play in monopolies, trusts, and business.
Alaska Standards	
GC.B5, GC.D1, GC.E5, H.C3	
C3 Framework for Social Studies State Standards	
C3 D2.Civ.11.9-12	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Compare the foreign policy approach of the turn-of-the-century presidents. 	<ul style="list-style-type: none"> ● Differentiate the “isms” of the age (imperialism, nationalism, isolationism, socialism,). ● Research the impact of the Spanish American war in international trade and globalization.
World War I	
<ul style="list-style-type: none"> ● What were the origins and impact of U.S. involvement in World War 1? ● How did the U.S. emerge as a world power? 	
Alaska Standards	
G.D1, G.D3, GC.D3, H.A7	
C3 Framework for Social Studies State Standards	
C3 D2.Civ.11.9-12, C3 D2.Geo.1.9-12, C3 D2.His.1.9-12	
Objectives	Examples
<p>Students will:</p> <ul style="list-style-type: none"> ● Discuss the movement from U.S. isolationism to global engagement. ● Evaluate the impact of yellow journalism on the American people. 	<ul style="list-style-type: none"> ● Debate isolationism vs. global engagement. ● Research the domestic impact on civil liberties and capitalism. ● Assess personal influences of major newspapers in American opinions (William Randolph Hearst).

Alaska Standards	C3 Framework for Social Studies State Standards
GC.F2, GC.G5, H.B2	C3 D2.Eco.2.9-12, C3 D2.Eco.9.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Measure the domestic impact of World War I. 	<ul style="list-style-type: none"> Inventory and reflect on the impact of: total war, conscription, espionage, sedition, and conscientious objection, on America.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D2, G.D3, GC.D1, H.D3	C3 D2.His.1.9-12, C3 D3.3.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Analyze the U.S. role in the Treaty of Versailles (armistice and reparation). 	<ul style="list-style-type: none"> Debate U.S. isolationism vs. global engagement. Assess the effectiveness of German reparations. Evaluate the impact of the Treaty of Versailles' demands on German society. List the terms of Armistice.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D3, GC.D2, H.B5	C3 D2.His.7.9-12, C3 D4.7.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Debate the feasibility of implementing Wilson's Fourteen Points. 	<ul style="list-style-type: none"> Debate isolationism vs. global engagement. Compare and contrast Allied involvement in the League of Nations versus that of the U.S.
1920's	
<ul style="list-style-type: none"> Why did the end of the war lead to increased domestic turmoil? What are the major changes in social policy? How did the American economy affect popular culture? 	
Alaska Standards	C3 Framework for Social Studies State Standards
GC.F2, GC.G6, H.B1d	C3 D2.Eco.9.9-12, C3 D2.His.2.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Categorize the economic and cultural changes that led to social and labor unrest. Examine the impact of Laissez Faire economics. 	<ul style="list-style-type: none"> Debate the impact of Prohibition. Describe underlying causes of the Great Migration. Categorize the economic changes that led to civil unrest, strikes, cost of living increases, monetary inflation, and redistribution of wealth.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B6, GC.G5, GC.G6, H.A8, H.B1e	C3 D2.Eco.9.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Hypothesize how the cultural and racial migration affected urban centers. 	<ul style="list-style-type: none"> Identify the movements of people during the Great Migration. Debate social political implications of a segregated society. Discuss the ideas of Social Darwinism and eugenics.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B7, GC.C2, GC.F1, H.C3	C3 D2.Civ.14.9-12, C3 D2.His.2.9-12, C3 D2.His.7.9-12, C3 D4.2.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Illustrate the changing political and social roles of women in society. 	<ul style="list-style-type: none"> Discuss the influence of historical figures in society on the changing role of women in the 1920's. Discuss the 19th Amendment, suffrage, 18th Amendment. Analyze women's growing freedom of expression in political and social discourse and venues (jazz age).
Alaska Standards	C3 Framework for Social Studies State Standards
G.D2, GC.B5, H.A6	C3 D2.His.2.9-12, C3 D4.6.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Classify the reasons for the adoption and repeal of the 18th Amendment. 	<ul style="list-style-type: none"> Create a Pro/Con list of prohibition. Debate the merits of the temperance movement. Assess the impact of police power on the fabric of America.

Alaska Standards	C3 Framework for Social Studies State Standards
H.A2, H.B1c	C3 D2.His.7.9-12, C3 D4.2.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Debate the emergence of controversial scientific theories. 	<ul style="list-style-type: none"> Create a Pro/Con list of discussion of religion in the school. Examine Evolutionism versus creationism. (Darwin, Scopes Trial) Evaluate the impact of eugenics and social engineering. (forced sterilization, physically and mentally ill, prison populations) Question pseudo-science and other controversial scientific theory.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D2, GC.B5, H.A6	C3 D2.His.3.9-12, C3 D4.5.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Outline the rise and increasing roll of mass media and entertainment. 	<ul style="list-style-type: none"> Identify new forms of mass media and entertainment (national newspapers, radio, movies, music, literature, and sports).
Alaska Standards	C3 Framework for Social Studies State Standards
G.D4, GC.G3, H.D4, H.D6	C3 D2.His.12.9-12, C3 D4.5.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Specify technological advancements that altered everyday life. 	<ul style="list-style-type: none"> Explore advancements in health care, (vitamin C, penicillin, antibiotics, immunizations). Mass Production of the automobile, color movies, home refrigeration, washing machines.
Great Depression	
<ul style="list-style-type: none"> What were the causes and consequences of the Great Depression? How did the New Deal Impact America? 	
Alaska Standards	C3 Framework for Social Studies State Standards
GC.F5, GC.F8, H.A7, H.B1a	C3 D2.Eco.10.9-12, C3 D2.His.15.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Investigate the factors that led to the stock market crash of 1929. 	<ul style="list-style-type: none"> Evaluate the international economy post WWI. Explore the changes of the economic environment in the U.S. (buying on the margin, Laissez Faire, bank runs, introduction of the credit economy). Assess the causes and rise of the consumer economy.
Alaska Standards	C3 Framework for Social Studies State Standards
G.B6, G.B8, GC.C7, H.B1b	C3 D2.His.15.9-12, C3 D4.6.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Investigate the societal impact of the Great Depression. 	<ul style="list-style-type: none"> Read Depression era literature. Compare and contrast the effects of poverty on American society.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A1, GC.F1, GC.F6, H.B4, H.D4	C3 D2.Eco.12.9-12, C3 D2.His.15.9-12, C3 D3.1.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Summarize the various economic and social programs. 	<ul style="list-style-type: none"> Create a graphic organizer of the New Deal programs. Investigate how the redistribution of wealth impacted society.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.F1, GC.G5, H.B2, H.C3	C3 D2.Eco.12.9-12, C3 D2.His.16.9-12, C3 D3.3.9-12, C3 D4.7.9-12
Objectives	Examples
Students will: <ul style="list-style-type: none"> Evaluate the lasting effectiveness of New Deal Programs. 	<ul style="list-style-type: none"> Create a graphic organizer of the New Deal programs. Discuss the financial viability of some New Deal programs. Research the role of the FDIC and SEC with respect to the Great Depression.

High School US History

Instructional Focus: Semester 2: This course covers the time period of World War II to current. Students will be analyzing political, economic and cultural policies, changes and shifts in American society.

World War II

Inquiry Arc:

- What were the origins of U.S. involvement in World War II?
- What was the domestic impact of World War II?
- What was the U.S. strategy in the Atlantic and Pacific Theaters?
- How did the U.S. emerge as a world leader following World War II?

Alaska Standards	C3 Framework for Social Studies State Standards
GC.A3, GC.D2, GC.D3, H.B1e	C3 D2.His.9.9-12, C3 D2.His.10.9-12, C3 D2.His.14.9-12, C3 D2.Geo.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> • Review the motivations behind territorial expansion. • Identify the rise of authoritarian states and their leaders in Europe and Asia. 	<ul style="list-style-type: none"> • Describe the mechanisms behind the rise of Imperial Japan’s expansion in the western hemisphere. • Identify world leaders who became involved in WWII. (Stalin, Churchill, Roosevelt, Hirohito) • Discuss the role economic factors played in the development in pre-war governments.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D4, GC.B5, H.A7, H.B1d, H.C2	C3 D2.His.9.9-12, C3 D2.His.10.9-12, C3 D2.His.14.9-12, C3 D2.Geo.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> • Measure the efficacy of the Japanese attack on Pearl Harbor in the changing moods of America’s change from isolationism to becoming a global power. 	<ul style="list-style-type: none"> • Analyze the effects of the use of nuclear weapons. (arms race, nuclear fallout, impact on civilian populations)
Alaska Standards	C3 Framework for Social Studies State Standards
G.F1, GC.G1, GC.G6, H.B1b, H.C3	C3 D2.His.9.9-12, C3 D2.His.10.9-12, C3 D2.Geo.2.9-12, C3 D2.Geo.3.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> • Analyze the shift in the American production systems from civilian use to military. 	<ul style="list-style-type: none"> • Identify key areas of civilian manufacturing and discuss their transition, usefulness and post-war impact.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B5, H.A5, H.A6, H.B1c	C3 D2.Geo.2.9-12, C3 D2.Geo.3.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> • Understand the role of the U.S. Government in the changing attitudes toward minorities in pre and post war America. 	<ul style="list-style-type: none"> • Debate the consequences of the Aleut and Japanese internment camps. (Aleut Restitution Act of 1998) • Examine legislation related to racial and ethnic approaches concerning minorities. (Korematsu v. the United States, Civil Rights Act of 1964)
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B5, H.A4, H.A6, H.B1e	C3 D2.Geo.2.9-12, C3 D2.Geo.3.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> • Identify factors that led to minority disenfranchisement following WWII. 	<ul style="list-style-type: none"> • Establish connections between groups that struggled for equality within the military during WWII and then were segregated at the end of the war (Company E. 4422 Combat Team “Go For Broke, Tuskegee Airman, Alaska Territorial Guard, Navajo code Talkers”).
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B3, GC.B6, H.B1e, H.D2	C3 D2.Eco.3.9-12, C3 D2.Geo.2.9-12, C3 D2.His.10.9-12
Objective	Examples

Students will: <ul style="list-style-type: none"> Generalize the evolving role of women in society during the WWII era. 	<ul style="list-style-type: none"> Categorize WWII era public information posters aimed towards women. Explain the importance women had on the home front during WWII; i.e., war bonds, conservation, and civil defense. Research the function of women working in the aircraft industry during WWII.
Alaska Standards	C3 Framework for Social Studies State Standards
G.B1, GC.D2, H.A7, H.C3, H.D3	C3 D2.Geo.1.9-12, C3 D2.Geo.2.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Appraise the political and military goals of the alliances with the Soviet Union and other allies. 	<ul style="list-style-type: none"> Compare and contrast the Soviet/American Alliance with the British/American Alliance. Determine the mutual benefits of the Lend/Lease program. Evaluate the impact Herbert Hoover's American Relief Administration had on America's relationship with Soviet Russia. Compare and contrast U.S. foreign policy at the end of WWII towards the Bolshevik Revolution with U.S. policy with respect to Stalinist Russia.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.D1, GC.D3, H.B2	C3 D2.Geo.1.9-12, C3 D2.Geo.2.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Assess the U.S. position at the end of the war in Europe. 	<ul style="list-style-type: none"> Create biographies of the three major heads of state at the Crimean Conference in Yalta, February 1945. Assess changes in American life after VE-Day. Analyze primary source new articles regarding May 8th, 1945 VE-Day.
Alaska Standards	C3 Framework for Social Studies State Standards
G.B1, GC.B3, GC.D3, H.C1	C3 D2.Geo.1.9-12, C3 D2.Geo.2.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Summarize the initial approach to the war in the Pacific. 	<ul style="list-style-type: none"> Create a timeline of events and motivations leading to the attack on Pearl Harbor. Analyze primary source letters from soldiers in the Pacific. Research WWII era aircraft carriers and their role in the Pacific War.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A6, G.B7, H.B4, H.C2	C3 D2.Geo.1.9-12, C3 D2.Geo.2.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Illustrate the island-hopping strategies beginning with the Battle of Midway. 	<ul style="list-style-type: none"> Analyze Admiral Nimitz island-hopping strategies for winning the war in the Pacific. Compile and illustrate with charts the increased loss of American life as Allied forces moved closer to mainland Japan. Research Medal of Honor Recipients from the Pacific theater of WWII.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, GC.A4, GC.B7, H.A2, H.B1d	C3 D2.His.2.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Examine the various implications (ethical, social, political, physical) of the U.S. decision to drop the atomic bomb. 	<ul style="list-style-type: none"> Discuss the Soviet response to the use of the atomic bomb and how and why the bomb initiated the arms race that would follow. Create presentations that show the physical health effects-short term and long term-of the bomb on the people of Japan. Assess the impact of the bomb on the standing of the United States on the world stage. Compare and contrast the U.S. world position before WWII with its position after WWII. Debate the ethics of dropping the atomic bomb. Compare the implications and results of the Marshall Plan with the rebuilding and post war occupation of Japan.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, GC.D3, H.A3, H.B1b	C3 D2.His.2.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12

Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Assess the scientific, economic and military implications of developing the atomic bomb. 	<ul style="list-style-type: none"> Students prepare presentations in which they explain and illustrate the process of the scientific development and the political steps taken to produce the bomb. Compose charts that diagram who were the beneficiaries of research and development of the bomb. (third-world countries, non-fossil energies, space travel) Write an argument for and against the development of WMD in which scientific, economic, and military factors are considered and discussed.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D5, GC.B2, GC.F3, H.B1c, H.B4, H.D3	C3 D2.His.2.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Illustrate the plan to contain the spread of communism and the U.S. response to Soviet aggressions. 	<ul style="list-style-type: none"> Devise their own plan for how to best stop or slow down the spread of undesirable or dangerous ideology. Map and diagram the places on the globe where the U.S. and the Soviet Union clashed over political, military, and economic position. Assemble a timeline, starting with the Bolshevik Revolution and ending with Glasnost, Perestroika, and the fall of the Berlin Wall that focuses on the events and efforts made by the U.S. to contain communism globally. Research the social, political, and foreign policy implications of McCarthyism.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B2, GC.D1, H.A1, H.B1e	C3 D2.His.2.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Identify United States role in the creation of the United Nations. 	<ul style="list-style-type: none"> Create a chart that compares and contrasts the United Nations with the League of Nations. Discuss the intent behind the United Nations and what that meant for U.S. policy projection internationally. Justify the creation of and participation in the United Nations by the U.S. Make sure to include benefits as well as restrictions to member states.
Contemporary America	
<ul style="list-style-type: none"> How did the different political and economic systems of the U.S. and Soviet Union result in Cold War conflicts? How did post World War II economy and population changes alter society? What were the major social issues and domestic policies? 	
Alaska Standards	C3 Framework for Social Studies State Standards
G.B7, GC.A3, GC.D1, H.A1	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Explain the causes of the Korean War and the fear of communism domestically. 	<ul style="list-style-type: none"> Compare the proxy wars in Korea, Vietnam, Afghanistan and the Middle East. Review and analyze the effect of McCarthyism and loyalty oaths on political discourse, social narrative, and military recruitment and operation in U.S. spheres of influence. Research and mini/presentations of the Rosenberg trial/execution, the Communist overthrow of China, and Soviet invasions of Eastern European nations in post WWII era.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D5, GC.D1, H.A9, H.B1c	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples

<p>Students will:</p> <ul style="list-style-type: none"> Outline the Cold War policy in the Middle East; strategically and politically. 	<ul style="list-style-type: none"> Examine the Balfour Declaration and Zionism and debate the effects pro and con of creating a Jewish State in the heart of Palestine. Examine Sykes-Picot Agreement and the development/discovery of oil resources in the Middle-East and debate how these two developments relate to one another. Compare/contrast the effects of the Balfour Declaration, Sykes-Picot, and the discovery/development of oil in the Middle-East on the NATO Alliance partners with the discovery/development of oil in Iran on the Soviet Union.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A1, GC.B6, GC.B9, GC.D3, H.A4, H.B1c	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Trace the involvement in Cuba through the Cuban Revolution, Bay of Pigs invasion, and the Cuban Missile Crisis. 	<ul style="list-style-type: none"> Create a timeline of Cuban and American relations beginning with the Spanish and American War to the end of the Cuban Missile Crisis. Organize and deliver mini-presentations of Fulgencia Batista, Fidel Castro, John F. Kennedy, Nikita Khrushchev, and other notable characters of the Cuban Revolution, Bay of Pigs, Missile Crisis, and Spanish American War. Compare and contrast the role of the media/press in the Spanish American War (Yellow Journalism) with the role of the media/press in the Bay of Pigs and the Cuban Missile Crisis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.D1, GC.D2, H.A6, H.B4	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12, C3 D2.Eco.14.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Cite the causes of initial involvement in Vietnam. 	<ul style="list-style-type: none"> Examine and map the role of the Treaty of Versailles in maintaining colonial possessions of Western Powers (i.e. Indochina, France, and the U.S.). Contrast the needs of France, the U.S., and NATO Alliance States to pursue Containment of Communism with the Vietnamese people's need/desire for independence and proximity to Communist China.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.D2, H.A6, H.A7, H.B1d	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Investigate the growing U.S. involvement through the Tet Offensive. 	<ul style="list-style-type: none"> Assess the rule of domestic American politics in successive American presidencies in policies towards Vietnam. Compare/contrast the experience of the German people at the end on WWI with the experience of the American public in the aftermath of the Tet Offensive. Debate the ethics pro/con of nation building.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D4, GC.B5, GC.B9, GC.D1, H.A2, H.A6	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> Connect the growing domestic opposition to the war with the eventual withdrawal from Vietnam. 	<ul style="list-style-type: none"> Correlate the Southern Civil Rights movement to student opposition to the Vietnam War. Analyze draft avoidance vs. draft resistance.

	<ul style="list-style-type: none"> • Demonstrate the lasting legacy of university protests from the Vietnam War era. • Examine corporate profiteering from the Vietnam War.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B2, GC.B7, H.B2, H.C1, H.D3	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.5.9-12, C3 D2.His.2.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Calculate the impact of Détente, Star Wars, and the tearing down of the Berlin Wall on the fall of Communism. 	<ul style="list-style-type: none"> • Create a timeline of softening relations between the West and East starting with the 1986 Reykjavik Summit and ending with Mikhail Gorbachev's resignation as the last leader of the Soviet Union. • Investigate the Strategic Defense Initiative (Star Wars) and its overall impact on the American public during the Cold War. • Explain the significance of art found on the Berlin Wall in the 1980's and today. • Describe the fall of the Berlin Wall with that of Mutually Assured Destruction (M.A.D.) and people's attitudes toward world peace.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, G.D4, G.E1, H.B1e	C3 D2.Eco.8.9-12, C3 D2.Geo.8.9-12, C3 D2.His.1.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish the Baby boom's impact on the interstate highway system. 	<ul style="list-style-type: none"> • Discuss the incentives young families received for moving to the suburbs during the post-war Baby Boom and leading to Urban sprawl. • Identify pervasive themes in post-war automobile advertising regarding American prosperity. • Research the changing social roles for women in post-war America and the changing job sector.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D1, G.D4, H.B1b, H.C1, H.D6	C3 D2.Eco.8.9-12, C3 D2.Geo.8.9-12, C3 D2.His.1.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Analyze the impact of technology on American society through advancements in mass media and medical innovations. 	<ul style="list-style-type: none"> • Catalogue American public health achievements in the 20th Century (e.g., vaccinations, recognition of tobacco use as a health hazard, control of infectious diseases, clean water, and improved sanitation). • Create small reports on 20th Century inventions and their impact on the American lifestyle (e.g., nuclear power, antibiotics, rocketry, and personal automobiles). • Compare and contrast the impact mass media had on American culture through, radio broadcasting, newspapers, magazines, and television and the internet.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B3, GC.B7, GC.D3, H.B1d, H.C3	C3 D2.Eco.8.9-12, C3 D2.Geo.8.9-12, C3 D2.His.1.9-12, C3 D2.His.10.9-12, C3 D2.His.15.9-12
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Relate the increased federal spending on defense technologies to subsequent benefits for general welfare. 	<ul style="list-style-type: none"> • Explore potential reasons for the Reagan defense buildup of the mid 1980's. • Define the notion of a Military-Industrial-Congressional-Complex and its implications today. • Compare and contrast the "space race" of the United States and Russia in the 1980's and that of today with world governments (United States, China, Russia, and India) and private corporations (i.e., Space X, Virgin Galactic, etc.).
Alaska Standards	C3 Framework for Social Studies State Standards

GC.A2, GC.B9, H.A6, H.B1e	C3 D2 Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.7.9-12, C3 D2.His.1.9-12, C3 D2.His.3.9-12, C3 D2.His.11.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Classify the Supreme Court decisions regarding civil rights and liberties. 	<ul style="list-style-type: none"> Create presentations to paraphrase and present the different aspects social reform, such as Civil Rights Movement, Women’s Liberation, and Affirmative Action. Break down Supreme Court Cases in relation to progress within personal, social, and political rights and liberties.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B9, H.A3, H.A8, H.D2	C3 D2 Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.7.9-12, C3 D2.His.1.9-12, C3 D2.His.3.9-12, C3 D2.His.11.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Contrast the separate approaches between civilian and government efforts to address Civil Rights. 	<ul style="list-style-type: none"> Illustrate using mini projects to show examples of social reform such as Civil Rights Movement, Women’s Liberation and Affirmative Action. Examine primary source materials to analyze key documents in the Civil Rights movement. Explore the impacts of Supreme Court Cases in relation to social and political issues (Brown v. Board of Education, Loving v. Virginia).
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B1, GC.B5, H.A5, H.B1e	C3 D2 Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.7.9-12, C3 D2.His.1.9-12, C3 D2.His.3.9-12, C3 D2.His.11.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Determine the origins and goals of the modern women’s movement. 	<ul style="list-style-type: none"> Identify the varying types of social reform and that of Women’s Liberation and Affirmative Action. (domestic violence, maternity leave, equal pay, suffrage,) Assess Supreme Court Cases in relation to progress within personal, social, and political women’s rights (14th, 15th, and 19th Amendments). Discuss the impact of early Constitutional Ratifications such as: 1789 decision which allows for the term “people” to include both men and women, temperance movement, Seneca Falls, Title IX.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.A2, GC.C2, H.A6, H.B4, H.C1	C3 D2 Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.7.9-12, C3 D2.His.1.9-12, C3 D2.His.3.9-12, C3 D2.His.11.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Measure the congressional legislation passed to enhance civil rights. 	<ul style="list-style-type: none"> Explore Supreme Court cases meant to enhance civil rights (Dred Scott v. Sanford, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona).
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B7, GC.E3, GC.F1, GC.F8, H.A2, H.B1a	C3 D2 Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Geo.7.9-12, C3 D2.His.1.9-12, C3 D2.His.3.9-12, C3 D2.His.11.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> Identify the causes of social upheaval in the 1960s–1980s beyond the Civil Rights movement. 	<ul style="list-style-type: none"> Discuss how the cultural upheaval of the 1960s-1980s was related to the political and social changes of the era (counterculture, youth movement, Vietnam war, redistribution of wealth, population bulge). Discuss technologies impact on society between generations prior to, during, and after the 1960s-1980s era. Assess the impact of post-modern and deconstructive thought on art, architecture, literature, film, and music.

Policy Movements and Technological Movements	
<ul style="list-style-type: none"> • How has globalization transformed political and social involvement? • How have politics influenced domestic and foreign policy? • How has modern federalism changed the role of government? • How does the media influence American society? • What violent events have contributed to or been the result of domestic unrest? • How have issues of social unrest created change? 	
Alaska Standards	C3 Framework for Social Studies State Standards
G.B3, G.D5, GC.A4, GC.F8, GC.G1, H.B1d	C3 D2.Eco.14.9-12, C3 D2.Eco.15.9-12, C3 D2.Geo.7.9-12, C3 D2.Geo.11.9-12, C3 D2.His.6.9-12, C3 D2.His.10.9-12, C3 D2.His.17.9-12
Objective	Examples
Students will: Generalize the global approach to economic and political interactions and conflicts.	<ul style="list-style-type: none"> • Create a graphic organizer comparing Constitution rights to the Patriotic Act. • Examine the social media influence on movements. • Electoral College map analysis. • Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
G.B8, GC.B6, GC.E4, H.A8	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.11.9-12, C3 D2.His.4.9-12, C3 D2.His.11.9-12, C3 D2.His.13.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: Inventory the causes and results of the Republican Revolution.	<ul style="list-style-type: none"> • Create a graphic organizer comparing Constitution rights to the Patriotic Act. • Examine the social media influence on movements. • Electoral College map analysis. • Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D3, GC.F8, GC.G2, GC.G7, H.D6	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.11.9-12, C3 D2.His.4.9-12, C3 D2.His.11.9-12, C3 D2.His.13.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: Differentiate the results of the 2000, 2008 and 2016 Presidential Elections in relation to economic and foreign policy.	<ul style="list-style-type: none"> • Create a graphic organizer comparing Constitution rights to the Patriotic Act. • Examine the social media influence on movements. • Electoral College map analysis. • Primary Source document analysis.
Objective	Examples
Students will: Summarize the role of fundraising on elections and subsequent legislation.	<ul style="list-style-type: none"> • Create a graphic organizer comparing Constitution rights to the Patriotic Act. • Examine the social media influence on movements. • Electoral College map analysis. • Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
G.D2, GC.B7, GC.F2, H.D3	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.11.9-12, C3 D2.His.4.9-12, C3 D2.His.11.9-12, C3 D2.His.13.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: Characterize the political reaction to acts of terrorism.	<ul style="list-style-type: none"> • Create a graphic organizer comparing Constitution rights to the Patriotic Act. • Examine the social media influence on movements. • Electoral College map analysis. • Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards

G.C3, G.F1, GC.D5, H.A3, H.B1c	C3 D2.Civ.12.9-12, C3 D2.Civ.13.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.11.9-12, C3 D2.His.4.9-12, C3 D2.His.11.9-12, C3 D2.His.13.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: Summarize how modern catastrophes have expanded the role of the federal government.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
G.A5, GC.E2	C3 D2.Civ.11.9-12, C3 D2.Civ.12.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.12.9-12, C3 D2.His.3.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.17.9-12
Objective	Examples
Students will: Probe the events leading to housing and economic crisis and the steps taken to recover.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.F6, GC.F7, H.A7, H.D3	C3 D2.Civ.11.9-12, C3 D2.Civ.12.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.12.9-12, C3 D2.His.3.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.17.9-12
Objective	Examples
Students will: Evaluate health care reform policies.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.E7, GC.F1, GC.F7, H.D2	C3 D2.Civ.11.9-12, C3 D2.Civ.12.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.12.9-12, C3 D2.His.3.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.17.9-12
Objective	Examples
Students will: Appraise the role of state's and individual rights versus national security needs.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B4, GC.B7, GC.D3, H.B4	C3 D2.Civ.11.9-12, C3 D2.Civ.12.9-12, C3 D2.Civ.14.9-12, C3 D2.Eco.14.9-12, C3 D2.Geo.12.9-12, C3 D2.His.3.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.17.9-12
Objective	Examples
Students will: Explain the function and structure of the media.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.F7, H.A4, H.C1	C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.13.9-12

Objective	Examples
Students will: Assess the impact of media on politics and public opinion.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B5, H.A5, H.C1	C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.13.9-12
Objective	Examples
Students will: Classify the various motivations behind work place and school shootings.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
H.A6, H.B1d, H.B2	C3 D2.Eco.13.9-12, C3 D2.Geo.5.9-12, C3 D2.Geo.6.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12, C3 D2.His.16.9-12
Objective	Examples
Students will: Investigate how domestic terrorists justify their actions.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.A2, GC.B5, GC.B9, H.B1d	C3 D2.Eco.13.9-12, C3 D2.Geo.5.9-12, C3 D2.Geo.6.9-12, C3 D2.His.6.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12
Objective	Examples
Students will: Predict the approach America will take in countering domestic terrorism.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
H.A7, H.B1c, H.B2, H.C4	C3 D2.Eco.13.9-12, C3 D2.Geo.5.9-12, C3 D2.Geo.6.9-12, C3 D2.His.6.9-12, C3 D2.His.10.9-12, C3 D2.His.12.9-12
Objective	Examples
Students will: Examine religious, social, and cultural developments.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.A2, H.B1c, e	C3 D2.Geo.12.9-12, C3 D2.His.10.9-12
Objective	Examples
Students will: Evaluate the pros and cons of liberalization of rights.	<ul style="list-style-type: none"> ● Create a graphic organizer comparing Constitution rights to the Patriotic Act. ● Examine the social media influence on movements. ● Electoral College map analysis. ● Primary Source document analysis.
Alaska Standards	C3 Framework for Social Studies State Standards
GC.B8, GC.E7, H.B1e	C3 D2.Geo.12.9-12, C3 D2.His.10.9-12

Alaska Content Standards Geography

A

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

A student who meets the content standard should:

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

B

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

A student who meets the content standard should:

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

C

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

A student who meets the content standard should:

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

D

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

A student who meets the content standard should:

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

E

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

A student who meets the content standard should:

- 1) understand how resources have been developed and used;
- 2) recognize and assess local, regional, and global patterns of resource use;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;

- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape;
- 6) evaluate the impact of physical hazards on human systems.

F

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

A student who meets the content standard should:

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

Alaska Content Standards Government and Citizenship

A

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

A student who meets the content standard should:

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

B

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

A student who meets the content standard should:

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

C

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

A student who meets the content standard should:

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;
- 3) understand the Constitution of Alaska and Sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6) understand the importance of the multicultural nature of the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state;

- 8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.

D

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

A student who meets the content standard should:

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

E

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

A student who meets the content standard should:

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

F

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

A student who meets the content standard should:

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

G

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

A student who meets the content standard should:

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

Alaska Content Standards

History

A

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

A student who meets the content standard should:

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

B

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

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
 - b. human communities and their relationships with climate, subsistence base, resources, geography, and technology.
 - c. the origin and impact of ideologies, religions, and institutions upon human societies;
 - d. the consequences of peace and violent conflict to societies and their cultures;
 - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns;
- 5) evaluate the influence of context upon historical understanding.

C

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

A student who meets the content standard should:

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

D

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

A student who meets the content standard should:

- 1) understand that the student is important in history;
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions; 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others; 4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;

- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others;
 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.

Alaska Performance Standards

Historical Inquiry: The student demonstrates an understanding of the methods of documenting history by: AH.HI 1 planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events.

Indigenous Alaskans Before Western Contact (time immemorial-contact) *Suggested Topics (not an inclusive list)*

- Locations
- Social organizations
- Cultures
- Political traditions
- Natural resources
- Cultural changes
- Archeology
- Native oral traditions

People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 1 comparing and contrasting geographic regions of Alaska. **AH. PPE 2** using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. **AH. PPE 3** using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations.

Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 1 identifying and summarizing the structures, functions, and transformation of various attributes (e.g., leadership, decision-making, social and political organization) of traditional Alaska Native governance.

Colonial Era-The Russian Period (1741-1867) *Suggested Topics (not an inclusive list)*

- Rationale for European explorations
- Epidemics
- Utilization of Alaskan resources
- Relationships with indigenous peoples
- Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)
- Missionary activities
- Russian dependence on Alaska Natives
- Russia's incentive to sell

People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 2 using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. **AH. PPE 3** using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations.

Consumption, Production, Distribution

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 1 identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling).

Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 2 using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles).

Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 1 using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce).

The Colonial Era-The United States Period (1867-1912) *Suggested Topics (Not inclusive list)*

- United States motives for purchasing Russia's interest in Alaska
- Treaty of Cession
- Legal status of Alaska Natives under the Commerce Clause and the Marshall Trilogy
- Mining Law of 1872
- Organic Act of 1884
- Role of Sheldon Jackson
- Resources (e.g., whaling, fur trading, mining, commercial fisheries)
- Gold Rush
- Nelson Act of 1905 and the dual school system
- Creation of National Forests

People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations.

Consumption, Production, Distribution

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 2 using texts/sources to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies).

Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. **AH. ICGP 4** explaining Alaskans quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. **AH. ICGP 5** explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. **IGCP 6** using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. **AH. ICGP 7** describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress.

Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 2 describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives.

Alaska as a Territory (1912-1959) *Suggested Topics (Not inclusive list)*

- Territorial Organic Act of 1912
- Native efforts toward civil and land rights (e.g., founding of Alaska Native Brotherhood (ANB), Alaska Native Sisterhood (ANS), and Tanana Chiefs)
- Role of significant individuals (e.g., Judge Wickersham, William Paul, Elizabeth Peratrovich, Ernest Gruening)
- Infrastructure (e.g., railroad, aviation, roads, ships)
- Indian Reorganization Act
- World War II and internment of Aleuts and Japanese Americans
- Cold War
- National Parks and National Forests, resources (e.g., oil, timber, coal)
- Constitutional Convention, constitution, and statehood

People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH.PPE 4 describing how Alaska's strategic location played an important role in military buildup and explaining the interrelated social and economic impacts.

Consumption, Production, Distribution

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH.CPD 3 using texts/sources to draw conclusions about the significance of natural resources (e.g., fisheries, timber, Swanson River oil discovery, “sustained yield” in the Alaska Constitution) in Alaska’s development and in the statehood movement.

Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH.ICGP 4 explaining Alaskans quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. **AH.ICGP 5** explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. **AH.ICGP 8** describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). **AH.ICGP 9** exploring the federal government’s influence on settlements in Alaska (e.g., Matanuska Colony, Anchorage, Adak, Tok, Hydaburg) by establishment of post offices, military facilities, schools, courts, and railroads. **AH.ICGP 10** identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANs). **AH.ICGP 11** exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit Haida Jurisdiction Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights.

Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

AH.CC 3 describing how the roles and responsibilities in Alaska Native societies have been continuously influenced by changes in technology, economic practices, and social interactions.

Alaska as a State (1959-present) *Suggested Topics (Not an inclusive list)*

- Role of significant individuals (e.g., Eben Hopson, Howard Rock, Ted Stevens, Katie John)
- Controversies of Statehood Act land selections
- Disasters (e.g., 1964 Earthquake, 1967 Interior flood, Exxon Valdez oil spill)
- Formation of Inuit Circumpolar Conference
- Formation of AFN
- Development of public education (e.g., Molly Hootch case)
- Prudhoe Bay and oil pipeline construction
- Permanent Fund
- Alaska Native Claims Settlement Act (ANCSA)
- Marine Mammal Protection Act 1972 (MMPA)
- Alaska National Interest Lands Conservation Act (ANILCA)
- Indian Self-Determination Act 1975
- Indian Child Welfare Act 1978
- Arctic National Wildlife Refuge (ANWR)
- Tourism
- Fiscal issues

People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH.PPE 4 describing how Alaska’s strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. **AH.PPE 5** comparing and contrasting the differing perspectives between rural and urban areas. **AH.PPE 6** analyzing patterns of movement and settlement. **AH.PPE 7** using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student’s community or region.

Consumption, Production, Distribution

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH.CPD 4 describing the federal government’s construction and maintenance of Alaska’s infrastructure (e.g., transportation, communication, public health system, education). **AH.CPD 5** using texts/sources to analyze the multiple perspectives in the continuing debate between conservation and development of resources. **AH.CPD 6** describing the formation of Alaska Native Corporations and their impact on Alaska’s economy. **AH.CPD 7** explaining the creation and implementation of the Permanent Fund and how it has impacted the state.

Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH.ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. **AH.ICGP 8** describing how Alaskans, particularly the Native

people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). **AH. ICGP 10** identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANs) **AH.ICGP 12** using texts/sources to analyze the evolution of self-government through an examination of organic documents (i.e., Treaty of Cession, Organic Act, Territorial Act, Alaska State Constitution, Statehood Act).

Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 4 giving correct and incorrect examples to explain subsistence as a way of life. **AH. CC 5** defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g., implementation of Prudhoe Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters, establishment of Alaska Native Corporations) and how they interrelate. **AH. CC 6** explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence. **AH. CC 7** comparing and contrasting the perspectives of sport, commercial, and subsistence users on policies regarding fish and game management.

**College, Career & Civic Life
C3 Framework for Social Studies State Standards**

Civics: Civic and Political Institutions

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.	D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation

D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.	D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.		

Processes, Rules, and Laws

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.		

Geography: Geographic Representations

D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and	D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
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	regions and their political, cultural, and economic dynamics.	
Human-Environment Interaction		
D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
Human Population: Spatial Patterns and Movements		
D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
Global Interconnections		
D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
History: Change, Continuity, and Context		
D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	D2.His.2.9-12. Analyze change and continuity in historical eras.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Perspectives		
D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	
Historical Sources and Evidence		
D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	
Causation and Argumentation		
D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.		