

# High School World History

**Instructional Focus: Semester 1:** Broad scope introduction to Early Human Civilizations through Revolutions of the 17<sup>th</sup> Century.

## Unit 1-Review of Ancient Civilization

- How can you use historical tools of investigation to explain the development of early civilizations?

<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
H.A1, H.A2, H.A3, H.A4, H.A5, H.A8, H.A9, H.B3, H.B4, H.B5, H.C1, H.C2, H.C3, H.C4, H.D1, H.D2, H.D3, H.D4, H.D5, H.D6	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify, evaluate, and use the methods and tools valued by historians.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate Archeological discoveries and make inferences toward their significance.</li> <li>Review key vocabulary and geographical significance of early civilizations.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
GC.A1, GC.A2, GC.A3, GC.A4, GC.E2, GC.F1, GC.F2, GC.F3, GC.F4, GCF5, GC.G2, GC.G5, GC.G6, GC.G7, H A1, H Ba-d, G.A1, G.A2, G.A3, G.A4, G.A5, G.B1, G.B2, G.B3, G.B4, G.B7, G.B8, G.D1, G.D2, G.D3, G.D4, G.D5, G.E1, G.E2, G.E3, G.E4, G.E5, G.F1, G.F2,	C3 D2.Geo.4.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.6.9-12, C3 D2.His.8.9-12, C3 D2.His.9.9-12, C3 D2.His.10.9-12, C3 D2.His.11.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Review the development of early civilizations in Africa, Asia, and Europe.</li> </ul>	
<b>Ancient Greek &amp; Roman Civilization</b>	
<ul style="list-style-type: none"> <li>How do the developments of government in Greece/Rome compare with those of modern government/USA?</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
GC.A1, GC.A2, GC.A3, GC.A4, GC.E1, GC.E4, H.A1, H.A6, H.A8, H.B1a, c H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Analyze Athenian Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyze the significance of Thermopylae on Greece and Modern Culture.</li> <li>Compare Sparta and Athenian styles of governance and society.</li> <li>Explain the significance of Alexander and the spreading of Greek culture.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.F1, GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D3, GC.E4, GC.E7, H.A1, H.A4, H.A7, H.B1a, b, d, H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Summarize the conflicts between Greece and the Persians.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D1, G.D5, GC.A2, GC.A3, GC.A4, H.A1, H.A6, H.A8, H.B1a, c, H.B2	C3 D2.Civ.6.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>

Students will: <ul style="list-style-type: none"> <li>Determine the value of the Classical Greek drama, literature, and philosophy.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B1, GC.A1, GC.A2, GC.A3, GC.A4, GC.C6, GC.C8, GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, H.A1, H.A7, H.B1a, d, H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Analyze the establishment, expansion, and evolution of the Hellenistic empire. (e.g. military, science, philosophy)</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A5, GC.A1, GC.A2, GC.A3, GC.A4, H.A1, H.A2, H.A3, H.A5, H.A6, H.B1a, c	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Retell the myth of the founding of Rome.</li> </ul>	<ul style="list-style-type: none"> <li>Read the myth and students rewrite in a modern setting.</li> <li>Comparison of changes between the Republic and Empire of Rome.</li> <li>Investigate and prioritize the theories for the fall of the Western Roman Empire.</li> <li>Investigate the Legacy of the Roman Empire: Ruins, Government, Language/Vocabulary, etc.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A1-5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B2, GC.B5, GC.E1, GC.G2, H.A1, H.A5, H.A6, H.A7, H.B1c, d, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Examine the characteristics of the Roman Republic vs. the Roman Empire.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D5, GC.E1, GC.E7, H.A1, H.A3, H.A7, H.B1a, d	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Assess the importance of the Three Punic Wars.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.E3, GC.A2, GC.A3, GC.A4, GC.B2, H.B1c, H C3	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the 1<sup>st</sup> and 2<sup>nd</sup> Triumvirate and analyze their impact on Rome.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D1, G.D5, GC.A2, GC.A3, GC.A4, GC.B8, GC.C2, GC.C7, GC.C8, GC.D3, GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, GC.E6, GC.E7, H.D2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Evaluate the legacy of Rome's legal system.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D4, GC.E3, GC.E4, GC.E5, GC.G2, H.A7, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>

Students will: <ul style="list-style-type: none"> <li>Identify the causes of the fall of the Western Roman Empire.</li> </ul>	
<b>World Religions</b>	
<ul style="list-style-type: none"> <li>What are the foundations and basic beliefs of the 5 largest religions of the world?</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A4, G.B7, GC.C6, H.A1, H.A5, H.A7, H.A8, H.B1c, e, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Differentiate among the five core religions. (Judaism, Christianity, Islam, Hinduism, and Buddhism).</li> </ul>	<ul style="list-style-type: none"> <li>Comparative Religions project placing categorical information of each religion side-by-side for analysis.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.F4, GC.C6, H.A1, H.A5, H.A6, H.A8, H.B1c, e, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the origin and impact of the world religions.</li> </ul>	
<b>Nation Building</b>	
<ul style="list-style-type: none"> <li>How do feudal societies compare across time and region?</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A5, G.D5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.C2, GC.C7, GC.C8, GC.E4, GC.E5, GC.F1, GC.F2, GC.F3, GC.F4, GC.F5, GC.F7, H.A1, H.A6, H.A8, H.B1a, c, d, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.3.9-12, C3 D3.1.9-12,
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Analyze the economic, political, and social effects of a feudal society.</li> </ul>	<ul style="list-style-type: none"> <li>Feudal Society Comparison vs. Absolute Monarchy vs, Limited Monarch</li> <li>Compare Feudal Europe to Feudal Japan</li> <li>Analyze the link between the growths of Buddhism on Chinese expansion.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A5, G.D5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.C2, GC.C7, GC.C8, GC.E4, GC.E5, GC.F1, GC.F2, GC.F3, GC.F4, GC.F5, GC F7, H.A1, H.A6, H.A8, H.B1a, c, d, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Examine the growth and development of China and Japan, pre-western contact (~1500-1800).</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B1, GC.A1, GC.A2, GC.A3, GC.A4, GC.C2, GC.E4, GC.E5, H.A1, H.A4, H.A5, H.A6, H.A7, H.B1a-d, H B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12

Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify the causes and results of the European Crusades.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D4, GC.A1, GC.A2, GC.A3, GC.A4, GC.C2, GC.C7, GC.C8, GC.E4, GC.E5, H.A1, H.A5, H.A6, H.A8, H.B1, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify the differences between feudal Asia and feudal Europe.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A5, G.D5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.C2, GC.C7, GC.C8, GC.E4, GC.E5, GC.F1, GC.F2, GC.F3, GC.F4, GC.F5, GC.F7, H.A1, H.A6, H.A8, H.B1a, c, d, H.B2	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Examine the origins and contributions of the Ottoman, Safavid, and Mughal empires and the ways in which these Muslim empires influenced the world.</li> </ul>	
<b>Age of Reason</b>	
<ul style="list-style-type: none"> <li>What conditions lead to the emergence of the human discoveries through the age of exploration/scientific rev./renaissance/etc.?</li> <li>What is the impact these discoveries had on their eras?</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A3, G.A5, G.B1, G.B7, G.E4, GC.A1, GC.A2, GC.A3, GC.A4, GC.D1, GC.F7, GC.G1-4, H.A1, H.A2, H.A4, H.A5, H.A6, H.A7, H.A8, H.A9, H.B1a, b, d, e, H.B2, H.B4	C3 D2.Civ.14.9-12, C3: D2.Geo.7.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Analyze the impact of the Age of Discovery and Expansion into the Americas, Africa and Asia.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the discoveries of world explorers and their impact.</li> <li>Research individuals of the Renaissance, Enlightenment, and Scientific Rev. to chart their significance.</li> <li>Chart the split and growth of alternative viewpoint within the Protestant Reformation and new religions.</li> <li>Timeline activities of discoveries/inventions through this time period.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B7, GC.A1, GC.A2, GC.A3, GC.A4, GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, GC.E6, GC.E7, GC.F7, H.A1, H.A5, H.A6, H.A7, H.B1a, c, H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Assess the key impact of artists, scientists, explorers, writers, philosophers, and political and religious leaders on the Renaissance era.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B3, G.B8, G.D3, GC.A1, GC.A2, GC.A3, GC.A4, GC.C2, H.A1, H.A4, H.A5, H.A6, H.A7, H.A8, H.B1a, c, H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12

Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Demonstrate knowledge of the Reformation by explaining the effects of the theological, political, and economic differences that emerged, including the views of key figures.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D1, G.D5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.C2, GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, GC.E6, GC.E7, GC.F7, H.A1, H.A5, H.A6, H.A7, H.A8, H.A9, H.B1a, c, H.B2, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.3.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify and summarize the ideas of key individuals of the Enlightenment period.</li> </ul>	

# High School World History

**Instructional Focus: Semester 2:** Broad scope introduction to the emergence of the modern world from the Industrial Revolution through 20<sup>th</sup> Century.

## Revolutions

- What events in human development lead to the industrial and civil revolutions of the 18<sup>th</sup>-19<sup>th</sup> centuries?

<b>Alaska Standards</b> GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, GC.E6, GC.E7, GC.F7, H.A7, H.A9, H.B1d	<b>C3 Framework for Social Studies State Standards</b> C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.15.9-12, C3 D3.1.9-12
--	---

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Determine the reasoning for unrest and the outcome of an awareness of civil rights.</li> </ul>	<ul style="list-style-type: none"> <li>Student research on inventions during the industrial revolution.</li> <li>Determine what allowed for the start of Ind. Rev. in England.</li> <li>Analyze the social impacts of industrialization.</li> </ul>

<b>Alaska Standards</b> G.D2, GC.B2, GC.C1, GC.F1, GC.F2, GC.F3, GC.F4, GC.F7, GC.G1, GC.G2, GC.G3, GC.G4, GC.G5, GC.G6, GC.G7, H.B4, H.C3	<b>C3 Framework for Social Studies State Standards</b> C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
---	--

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Assess the consequences of the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Student research on inventions during the industrial revolution.</li> <li>Determine what allowed for the start of Ind. Rev. in England.</li> <li>Analyze the social impacts of industrialization.</li> </ul>

<b>Alaska Standards</b> G.B3, GC.E1, GC.E2, GC.E3, GC.E4, GC.E5, GC.E6, GC.E7, GC.F7, H.A5, H.B1, H.C4	<b>C3 Framework for Social Studies State Standards</b> C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.15.9-12, C3 D3.1.9-12
---	---

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify and summarize the major events that led to revolutions in China and Russia.</li> </ul>	<ul style="list-style-type: none"> <li>Student research on inventions during the industrial revolution.</li> <li>Determine what allowed for the start of Ind. Rev. in England.</li> <li>Analyze the social impacts of industrialization.</li> </ul>

## World Wars

- What are the lasting effects and importance of the two largest conflicts in human history?

<b>Alaska Standards</b> G.A5, G.B1, G.B2, G.B3, G.B4, G.B7, G.D1, G.D2, G.D4, G.E1, G.E4, G.E5, G.F1, G.F2, G.F3, GC.A2, GC.A3, GC.A4, GC.F1, GC.F2, GC.F5, GC.G1, H.A1, H.A5, H.A6, H.A8, H.B1b, c, d, e, H.B4, H.C3, H.D3, H.D4	<b>C3 Framework for Social Studies State Standards</b> C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
--	--

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain imperialism from the perspective of the colonizers and the colonized and the various responses by the people under colonial rule in Africa, China and India.</li> </ul>	<ul style="list-style-type: none"> <li>Student research on the advancements and conditions faced by belligerents in “The Great War”.</li> <li>Analysis of the theory on the rise of WWII and its connection to WWI.</li> <li>Comparison of technological developments of both wars and their influence on societies (civil rights, women’s rights, suffrage).</li> <li>Investigate ideologies and their influence on the actions of nations.</li> <li>Explain the lasting impact of the holocaust on the world.</li> </ul>

<b>Alaska Standards</b> GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D5, GC.E4, GC.E5, GC.F3, GC.F4, GC.F5, GC.F7, GC.G1, GC.G2, GC.G3, GC.G4, GC.G5, GC.G6, GC.G7, H.A4	<b>C3 Framework for Social Studies State Standards</b> C3 D2.Eco.1.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12 C3 D2.His.15.9-12, C3 D3.1.9-12
---	--

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain the economic and political causes of World War I.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A4, G.A6, G.F1, GC.A1, GC.A2, GC.A3, GC.A4, GC.E4, GC.E5, H.A1, H.B4	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify important figures and events of World War I.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.C2, G.E5, GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D5, H.A2, H.C1, H.D1	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D2.His.15.9-12, C3 D2.Geo.11.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain the outcome and repercussions of World War I.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B1, G.F1, GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D5, GC.G1, GC.G2, GC.G3, GC.G4, GC.G5, GC.G6, GC.G7, H.A4, H.B1b, H.D1	C3 D2.Geo.11.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain the economic and political causes of World War II.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A2, G.F1, GC.A1, GC.A2, GC.A3, GC.A4, GC.E4, GC.E5, H.A6, H.B4, H.C3	C3 D2.Geo.11.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify important figures and events of World War II.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.B8, GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.C1, GC.C2, GC.D5, H.A3, H.B1b, H.C1	C3 D2.Geo.11.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain the outcome and repercussions of World War II.</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
GC.A1, GC.A2, GC.A3, GC.A4, GC.B5, GC.D5, GC.E4, GC.E5, GC.E7, H.A3, H.B1c, H.C4, H.D1, H.D4	C3 D2.Geo.11.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Examine the Holocaust and its continuing impact on society.</li> </ul>	

<b>Contemporary Issues</b>	
<ul style="list-style-type: none"> <li>What are the continuing issues facing society as they relate to the history of the world?</li> </ul>	
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.A4, G.D3, GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D4, GC.D5, GC.F3, GC.F5, GC.F7, H.A1, H.A2, H.A3, H.A4, H.A5, H.A6, H.A7, H.B1a, b, c, d, e, H.B2, H.B4, H.B5	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Analyze the events that led to the expansion and spread of Communism across the globe and the attempts to contain it.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D4, G.D5, GC.A1, GC.A2, GC.A3, GC.A4, GC.C1, GC.C2, GC.D1, GC.D2, GC.D3, GC.D4, GC.D5, GC.E4, GC.E7, GC.F7, H.A1, H.A4, H.A5, H.A7, H.A8, H.B1a, b, c, d, e, H.B2, H.B4, HB5	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the purposes and activities of the organizations formed for global security reasons after World War II.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D5, G.E5, GC.A1, GC.A2, GC.A3, GC.A4, GC.B4, GC.B5, GC.B6, GC.B7, GC.B8, GC.B9, GC.D1, GC.D2, GC.D3, GC.D4, GC.D5, GC.F1, GC.F2, GC.F3, GC.F4, GC.F5, GC.F6, GC.F7, GC.F8, GC.F9, GC.F10, GC.G1, GC.G2, GC.G3, GC.G4, GC.G5, GC.G6, GC.G7, H.A1, H.A2, H.A4, H.A5, H.A6, H.A7, H.A8, H.B1b, c, d, e, H.B2, H.B4	C3 D2.Eco.15.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Assess the economic impact of the competition of the Soviet Union and the United States as it pertains to Democracy and the Free Market System.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.E5, G.F3, G.F5, GC.A1, GC.A2, GC.A3, GC.A4, GC.D1, GC.D2, GC.D3, GC.D4, GC.D5, GC.F7, GC.G1, GC.G2, GC.G3, GC.G4, GC.G5, GC.G6, GC.G7, H.A1, H.A2, H.A4, H.A5, H.A6, H.A7, H.A8, H.B1b, c, d, e, H.B2, H.B4, H.B5	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12

Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Recognize the interrelationship among Middle Eastern countries and the Western world.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.D3, G.F2, GC.A1, GC.A2, GC.A3, GC.A4, GC.C2, GC.C7, GC.E7, H.A1, H.A2, H.A4, H.A5, H.A6, H.A7, H.A8, H.B1b, c, d, e, H.B2, H.B4, H.B5	C3 D2.Eco.15.9-12, C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12, C3 D2.Civ.3.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>
<b>Alaska Standards</b>	<b>C3 Framework for Social Studies State Standards</b>
G.F2, GC.A1, GC.A2, GC.A3, GC.A4, GC.D3, GC.D4, GC.D5, GC.E4, GC.E5, GC.E6, GC.E7, GC.F7	C3 D2 His.1.9-12, C3 D2.His.2.9-12, C3 D3.1.9-12
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Analyze how new found political awareness resulted in resistance to government authority.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate/Compare the rise of the USSR, Maoist China, Vietnam, Cuba, and North Korea.</li> <li>Compare National Organizations and their effectiveness (NATO, UN, Rio Pact, Warsaw Pact, OPEC)</li> <li>Write a personal account from the viewpoint of an Israeli or Palestinian Student.</li> <li>Illustrated Timeline of the Arab/Palestinian/Israeli conflict.</li> </ul>

# 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**

<b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	<b>D2.Civ.2.9-12.</b> 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.	<b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
<b>D2.Civ.4.9-12.</b> 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.	<b>D2.Civ.5.9-12.</b> Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	<b>D2.Civ.6.9-12.</b> Critique relationships among governments, civil societies, and economic markets.

**Participation and Deliberation**

<b>D2.Civ.7.9-12.</b> Apply civic virtues and democratic principles when working with others.	<b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	<b>D2.Civ.9.9-12.</b> Use appropriate deliberative processes in multiple settings.
<b>D2.Civ.10.9-12.</b> 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**

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

**Geography: Geographic Representations**

<b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	<b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and	<b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
---	---	---

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