

## **ASD Social Studies**

**Current “K-12 Content Overview” (in black)**

**Proposed Changes to Grades 4-10 (in red)**

**Explanation of selected proposed changes (in blue)**

**K-1: Self, Home, School, and Neighborhood With Connections to Larger Spheres When Appropriate.**

**Grade 2: Anchorage Past & Present**

**Grade 3: Alaska (Geography & History)**

**Grade 4: World Geography, Early Civilizations, Exploration/Encounters, U.S. Colonization. North American regions (Alaska, US, Canada, Mexico), including the 5 themes of geography, early explorers and current events. Alaska focus includes geography and Alaska Natives.**

**Grade 5: United States History: (up to 1900) New Nation, Western Expansion, Nation Divided, & Rebirth of a Nation (includes Geography & Civics). US history - colonization to Civil War, civics, US geography, current events. Alaska focus is history and people, specifically pertinent to Russian America.**

**Grade 6: Twentieth Century U. S. History, Events from Selected World Nations, & Participation Projects. U.S. history- Reconstruction to Present; includes world geography and global perspectives; current events. Alaska focus is history and people, specifically pertinent to territorial days, World War II, statehood and the present.  
4<sup>th</sup>-6<sup>th</sup>: Alaska history / people proposed in the context of world/U.S.**

**Grade 7: World Geography (3 Quarters) and Alaska Geography and History (9-12 weeks). World geography; includes Alaska geography and ancient civilization.**

**Instead of studying Alaska in 7<sup>th</sup> grade for the first time since 3rd grade, this proposal calls for a K-8 Alaska studies spiral. That is less time on Alaska in 7<sup>th</sup>, but an improved Alaska curriculum overall. This proposal also connects world history to world geography through the study of two ancient civilizations in the context of their modern region. That is to provide a foundation in civilization / culture for 9<sup>th</sup> grade world history.**

**Grade 8: Introduction to the Social Sciences, LRE, (3 Qtrs.); Ancient World Civilizations (4th Quarter). U.S. history – “three worlds meet” to mid-19<sup>th</sup> century; includes historiography and civics. This proposal represents substantial change from the existing curriculum. Historiography, U.S. history and civics are proposed as the core curriculum, replacing the exploration of social sciences. The current study of an ancient world civilization has been modified and moved to world geography in 7<sup>th</sup> grade.**

**Grade 9: Integrated World / U.S. History Circa 500 BC to 1800 (2 semesters) World history (U.S. history still integrated where appropriate despite change in title from “Integrated” to “World”); 2 semesters The high school committee indicates that district-wide and consistent exploration of key questions pertinent to civilization and culture through an early river and a non-river ancient civilization in 7<sup>th</sup> grade will more strongly support this course than the current 8<sup>th</sup> grade “4<sup>th</sup> quarter” unit of study.**

**Grade 10: Integrated World /U.S. History Circa 1763 to present (2 semesters) U.S. history circa 1820 to present (world history still integrated where appropriate despite change in title from “Integrated” to “U.S.”); 2 semesters The high school committee is delighted at the addition of historiography and U.S. history in 8<sup>th</sup> grade. Their proposal for 10<sup>th</sup> grade is to begin with a short review, not to exceed four weeks, of early American history to Jacksonian democracy. They propose to study the remainder of the nineteenth century by the end of first semester, and examine early twentieth century to the present second semester.**

**Grade 11/12: 4 semesters of social studies required:**

**Alaska Studies (generally 11<sup>th</sup>, can be 12<sup>th</sup>)  
Economics (generally 11<sup>th</sup>, can be 12<sup>th</sup>),  
Government (expected to be 12<sup>th</sup>)  
Social Studies Elective (generally 12<sup>th</sup>, can be 11<sup>th</sup>)**

**ASD Memorandum #300**

**7th & 8th Grade Social Studies Curriculum Textbook Adoption**

**Attachment “B”**

**Pacing Guide and Core Curriculum**

**World Geography 7 and U.S. History 8**

# WORLD GEOGRAPHY 7 PACING GUIDE FOR SPECIFIC REGIONAL STUDIES

## QUARTER 1

Units	Standards Addressed	Approx. Time in Weeks	Enduring Understandings and Essential Questions	Quarter
<p><b>Introduction to Geography and Ancient Civilizations</b></p>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<p><b>5</b></p>	<p><b>EU:</b> Geography allows us to explore patterns in regions and civilizations, including physical conditions, movement, population, culture, and interaction.</p> <p><b>EQs:</b></p> <ul style="list-style-type: none"> <li>How does geography allow us to explore patterns in regions and civilizations?</li> <li>How do physical conditions, movement, population, culture, and interaction patterns influence human beings?</li> <li>How can we evaluate the impact of global change on human activity?</li> </ul> <p><b>EU:</b> Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.</p> <p><b>EQs:</b></p> <ul style="list-style-type: none"> <li>What is a civilization?</li> <li>How do civilizations develop? How do they decline?</li> <li>To what extent are universal characteristics common to all civilizations?</li> <li>To what extent do ancient civilizations have enduring legacies that affect us today?</li> </ul>	<p><b>1</b></p>
<p><b>Alaska and the Rest of North America</b></p>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<p><b>4</b></p>	<p><b>EU:</b> Because of its geographic separation and natural resources, Alaska has a unique identity and role within the United States and the world.</p> <p><b>EQs:</b></p> <ul style="list-style-type: none"> <li>• How does geographic separation affect Alaska?</li> <li>• How is Alaska unique in the United States and the world?</li> </ul> <p><b>EU:</b> North America is rich in cultural diversity, a feature that both benefits and challenges its people.</p> <p><b>EQs:</b></p> <ul style="list-style-type: none"> <li>• How are North America's cultures diverse?</li> <li>• How has cultural diversity benefited and challenged the people of North America?</li> </ul> <p><b>EU:</b> The cultures of indigenous populations in Alaska reflect both ancient traditions and ways of life as well as contemporary lifestyles.</p> <p><b>EQs:</b></p> <ul style="list-style-type: none"> <li>• How are ancient traditions and ways of life reflected in the lives of indigenous Alaskan populations?</li> <li>• How do indigenous populations use traditional knowledge in their daily lives?</li> </ul>	<p><b>1</b></p>

# WORLD GEOGRAPHY 7 PACING GUIDE FOR SPECIFIC REGIONAL STUDIES

## QUARTER 2

Units	Standards Addressed	Approx. Time in Weeks	Enduring Understandings and Essential Questions	Quarter
<b>Central America, South America and Caribbean</b>	<b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)  <b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)	<b>3</b>	EU: Latitude is the primary determinant of a region's climate, vegetation, and land use. EQs: <ul style="list-style-type: none"> <li>• To what extent does latitude determine a region's climate, vegetation, and land use?</li> <li>• How are latitude and regional climate, vegetation, and land use interrelated?</li> </ul> EU: Geography has a range of helpful tools that can assist us in understanding our earth and its patterns. EQs: <ul style="list-style-type: none"> <li>• How can we use the tools of geography to help us understand the earth and its patterns?</li> <li>• Why do we use the tools of geography?</li> <li>• Why are there so many different types of maps, globes, scales, and other forms of geography tools?</li> <li>• What was it like before we had latitude and longitude?</li> </ul> EU: Central America, South America, and the Caribbean are all powerfully influenced by the legacies of cultural assimilation and colonization. EQs: <ul style="list-style-type: none"> <li>• To what extent are the cultures of Central America, South America, and the Caribbean influenced by colonization? How would the Americas have been different without European contact?</li> </ul>	<b>2</b>
<b>Europe</b>	<b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)  <b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)	<b>4</b>	EU: People create regions to interpret earth's complexity. EQs: <ul style="list-style-type: none"> <li>• What is a region? How do we determine the range or boundaries of a geographic region?</li> <li>• How do regions and places change with time? To what extent can we predict these changes and their potential influence?</li> </ul> EU: Culture and experience influence people's perceptions of places and regions. EQs: <ul style="list-style-type: none"> <li>• To what extent is Europe a heterogeneous culture? To what extent do European nations share common cultures, histories, and perceptions?</li> <li>• How do Europeans perceive their geographic region in relationship to the rest of the world?</li> <li>• To what extent does the history of Europe influence its citizens' perceptions of their relationship to the rest of the globe?</li> </ul> EU: Force of cooperation and conflict among people influence the division and control of earth's surface. EQs: <ul style="list-style-type: none"> <li>• To what extent do the ideals of peace and economic strength entice people to unite? To what extent can these ideals lead to conflict or tension among regions or countries? How did the European Union come about?</li> </ul>	<b>2</b>
<b>Australia, Oceania and Antarctica</b>	<b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)  <b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)	<b>2</b>	EU: Although Australia, Oceania, and the Antarctic exist within the same world region; they are strikingly unique and distinct in their physical and cultural geography. EQs: <ul style="list-style-type: none"> <li>• Why are Australia, Oceania, and the Antarctic unique in their physical and cultural geography?</li> <li>• How do changes in physical geography impact Australia, Oceania, and the Antarctic?</li> </ul> EU: The processes and patterns of human settlement had a powerful and enduring impact upon the development of Australia, Oceania, and the Antarctic. EQs: <ul style="list-style-type: none"> <li>• How do the processes and patterns of human settlement have a powerful and enduring impact upon Australia, Oceania, and the Antarctic?</li> <li>• To what extent can geographically isolated regions remain intact? To what extent do patterns of human settlement make geographic isolation a relative impossibility?</li> </ul>	<b>2</b>

## WORLD GEOGRAPHY 7 PACING GUIDE FOR SPECIFIC REGIONAL STUDIES QUARTER 3

Units	Standards Addressed	Approx. Time in Weeks	Enduring Understandings and Essential Questions	Quarter
<b>Africa</b>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<b>4</b>	<p>EU: Because of the geographic characteristics of Africa, food production and resource distribution are hampered, resulting in powerful social, economic, and political consequences.</p> <p>EQs:</p> <ul style="list-style-type: none"> <li>• How do human actions modify or influence the physical environment?</li> <li>• To what extent does the physical environment influence human actions?</li> <li>• How does the unique physical geography of Africa influence its food production and resource distribution?</li> <li>• How does physical geography within a region impact social, economic, and political conditions?</li> </ul> <p>EU: Africa represents a diverse cultural mosaic resulting from its history of colonization, migration, and economic and political development.</p> <p>EQs:</p> <ul style="list-style-type: none"> <li>• How does Africa represent a diverse cultural mosaic?</li> <li>• What is the enduring legacy of colonization and migration within the continent of Africa?</li> </ul>	<b>3</b>
<b>Middle East</b>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<b>4</b>	<p>EU: Culture and experience influence people's perception of place and region.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How do culture and experience influence people's perception of place and region?</li> <li>• Why are people's perceptions about the geography and cultures of the Middle East so varied and so much in flux?</li> <li>• How do cultural stereotypes emerge? Why do they sustain themselves? How can we identify and overcome them?</li> </ul> <p>EU: The Middle East reflects the characteristics, distribution, and complexity of earth's cultural mosaics.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• To what extent is the Middle East a cultural mosaic? How do its diverse elements affect its present and impact its future?</li> <li>• What are the common characteristics of all Middle Eastern regions and countries? What are the unique elements of each region?</li> <li>• How do religion and religious traditions influence the Middle East today?</li> </ul> <p>EU: Forces of cooperation and conflict among peoples influence division and control of the earth's surface and resources.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How do forces of cooperation and conflict among peoples influence the division and control of the earth's surface?</li> <li>• How do forces of cooperation and conflict among peoples influence the division and control of the earth's resources?</li> </ul> <p>To what extent do forces of cooperation and conflict related to oil and water in the Middle East influence political, economic, and social conditions there?</p>	<b>3</b>
<b>Ancient Civilization Study</b>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<b>1</b>	<p>EU: Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.</p> <p>EQs:</p> <ul style="list-style-type: none"> <li>• What is a civilization?</li> <li>• How do civilizations develop? How do they decline?</li> <li>• To what extent are universal characteristics common to all civilizations?</li> <li>• To what extent do ancient civilizations have enduring legacies that affect us today?</li> </ul>	<b>3</b>

# WORLD GEOGRAPHY 7 PACING GUIDE FOR SPECIFIC REGIONAL STUDIES

## QUARTER 4

Units	Standards Addressed	Approx. Time in Weeks	Enduring Understandings and Essential Questions	Quarter
<b>Asia</b>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<b>8</b>	<p>EU: Economic, political, and social stability within a region are powerfully influenced by the distribution and size of populations and how they access and distribute available human and material resources.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How are economic, political, and social stability within a region influenced by the influence and size of populations?</li> <li>• How does populations' density affect the economic, political, and social stability of a region?</li> </ul> <p>EU: Global economic interdependence both unites and divides countries of the world.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How does global economic interdependence unite and divide countries of the world?</li> <li>• To what extent does Asia influence the global economy?</li> <li>• Why do economic systems succeed or fail?</li> </ul> <p>EU: Physical systems such as monsoons, plate tectonics, and other phenomena profoundly affect humans.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How do physical systems profoundly affect Asians?</li> <li>• To what extent can Asian governments prepare for natural disasters?</li> </ul> <p>EU: We can use geography to interpret the present and plan for the future.</p> <p>EQs</p> <ul style="list-style-type: none"> <li>• How can we use geography to interpret the present?</li> <li>• To what extent can we use geography to plan for the future?</li> </ul>	<b>4</b>
<b>Ancient Civilization Study</b>	<p><b>National Standards for Geography:</b> Standards #1 - #18 (See National Standards Document)</p> <p><b>Alaska State Geography Content Standards Addressed:</b> Standards A-F (See Alaska State Geography Standards Document)</p>	<b>1</b>	<p>EU: Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.</p> <p>EQs:</p> <ul style="list-style-type: none"> <li>• What is a civilization?</li> <li>• How do civilizations develop? How do they decline?</li> <li>• To what extent are universal characteristics common to all civilizations?</li> <li>• To what extent do ancient civilizations have enduring legacies that affect us today?</li> </ul>	<b>4</b>

## ANCIENT CIVILIZATIONS UNIT(S)

- **One week to introduce ancient civilization(s) in the following regional areas:**  
*North America including Alaska*  
*or*  
*Central America, South America*
  - **One week to introduce ancient civilization(s) in the following regional areas:**  
*Africa*  
*or*  
*The Middle East*
  - **One week to introduce ancient civilization(s) in the following regional area:**  
*Asia*
- 

### **ENDURING UNDERSTANDING:**

1. Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.

### **ESSENTIAL QUESTIONS:**

- What is a civilization?
- How do civilizations develop? How do they decline?
- To what extent are universal characteristics common to all civilizations?
- To what extent do ancient civilizations have enduring legacies that affect us today?

### **Knowledge**

**The student will be able to:**

**Define and apply the following key terms:**

- Indigenous
- Archaeology
- Civilization
- Cultural diffusion
- Cultural infusion
- Nomad
- Hunter-gatherer
- 

**Explain the significance of the following concepts:**

- Migration was a way of life of ancient humans.
- Geography is a determiner of history.

## ANCIENT CIVILIZATIONS UNIT(S)

### **Describe the following:**

- How was civilization established in this area?
- How were ancient peoples able to meet their basic needs? How did this contribute to the building of communities and eventually civilizations?
- How do geographic factors (land, climate, etc.) influence the cultural diffusion of technology, ideas, and goods from one region to another?

### **Skills**

#### **The student will be able to:**

- Interpret ideas and actions from ancient human's perspectives.
- Sequence a timeline from historical dates.
- Create a mental map of migration routes.

### **Assessment Evidence**

#### **Performance Task:**

Assume the role of a person from an ancient civilization. Write a journal with illustrations that tells of your daily life and how you meet basic human needs. Include elements of agriculture, animal husbandry, and the use of tools.

#### **Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to ancient civilization
- Use key terms in context
- Written responses to the Essential Questions

# National Council for Geographic Education – March 14<sup>th</sup>, 2005

**From: The National Council for Geographic Education**

<http://www.ncge.org/>

The National Council for Geographic Education works to enhance the status and quality of geography teaching and learning. To meet its mission, the NCGE:

- Promotes the importance and value of geographic education;
- Enhances the preparation of geographic educators with respect to their knowledge of content, techniques, and learning processes;
- Facilitates communication among teachers of geography;
- Encourages and supports research on geographic education;
- Develops, publishes, and promotes the use of curriculum, resource, and learning materials;
- Cooperates with other organizations that have similar goals.

## **THE EIGHTEEN NATIONAL GEOGRAPHY STANDARDS**

*THE GEOGRAPHICALLY INFORMED PERSON KNOWS AND UNDERSTANDS . . .*

### **THE WORLD IN SPATIAL TERMS:**

**STANDARD 1:** HOW TO USE MAPS AND OTHER GEOGRAPHIC REPRESENTATIONS, TOOLS, AND TECHNOLOGIES TO ACQUIRE, PROCESS, AND REPORT INFORMATION.

**STANDARD 2:** HOW TO USE MENTAL MAPS TO ORGANIZE INFORMATION ABOUT PEOPLE, PLACES, AND ENVIRONMENTS.

**STANDARD 3:** HOW TO ANALYZE THE SPATIAL ORGANIZATION OF PEOPLE, PLACES, AND ENVIRONMENTS ON EARTH'S SURFACE.

### **PLACES AND REGIONS:**

**STANDARD 4:** THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES.

**STANDARD 5:** THAT PEOPLE CREATE REGIONS TO INTERPRET EARTH'S COMPLEXITY.

**STANDARD 6:** HOW CULTURE AND EXPERIENCE INFLUENCE PEOPLE'S PERCEPTION OF PLACES AND REGIONS.

### **PHYSICAL SYSTEMS:**

**STANDARD 7:** THE PHYSICAL PROCESSES THAT SHAPE THE PATTERNS OF EARTH'S SURFACE.

**STANDARD 8:** THE CHARACTERISTICS AND SPATIAL DISTRIBUTION OF ECOSYSTEMS ON EARTH'S SURFACE.

### **HUMAN SYSTEMS:**

**STANDARD 9:** THE CHARACTERISTICS, DISTRIBUTION, AND MIGRATION OF HUMAN POPULATIONS ON EARTH'S SURFACE.

**STANDARD 10:** THE CHARACTERISTICS, DISTRIBUTIONS, AND COMPLEXITY OF EARTH'S CULTURAL MOSAICS.

**STANDARD 11:** THE PATTERNS AND NETWORKS OF ECONOMIC INTERDEPENDENCE ON EARTH'S SURFACE.

**STANDARD 12:** THE PROCESS, PATTERNS, AND FUNCTIONS OF HUMAN SETTLEMENT.

**STANDARD 13:** HOW FORCES OF COOPERATION AND CONFLICT AMONG PEOPLE INFLUENCE THE DIVISION AND CONTROL OF EARTH'S SURFACE.

### **ENVIRONMENT AND SOCIETY:**

**STANDARD 14:** HOW HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT.

**STANDARD 15:** HOW PHYSICAL SYSTEMS AFFECT HUMAN SYSTEMS.

**STANDARD 16:** THE CHANGES THAT OCCUR IN THE MEANING, USE, DISTRIBUTION, AND IMPORTANCE OF RESOURCES.

### **THE USES OF GEOGRAPHY:**

**STANDARD 17:** HOW TO APPLY GEOGRAPHY TO INTERPRET THE PAST.

**STANDARD 18:** TO APPLY GEOGRAPHY TO INTERPRET THE PRESENT AND PLAN FOR THE FUTURE.

**Anchorage School District**  
**World Geography – 7<sup>th</sup> Grade Curriculum**

**Alaska Geography Content Standards – March 14<sup>th</sup>, 2005**  
<http://www.eed.state.ak.us/contentStandards/Geography.html>

### **Standard 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; and
6. Use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

### **Standard 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; and
8. Compare, contrast, and predict how places and regions change with time.

### **Standard 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; and
3. Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

**Anchorage School District**  
**World Geography – 7<sup>th</sup> Grade Curriculum**

**Standard D**

**A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, 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; and
5. Analyze how conflict and cooperation shape social, economic, and political use of space.

**Standard 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; and
6. Evaluate the impact of physical hazards on human systems.

**Standard 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; and
6. Utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

# REGIONAL UNIT GUIDE OF STUDY: QUARTER 1 INTRODUCTION TO GEOGRAPHY AND ANCIENT CIVILIZATIONS

Time frame for unit: 5 weeks

## Content Standards:

### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### **Alaska Cultural Standards**

Standard A – Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

## ENDURING UNDERSTANDINGS:

1. Geography allows us to explore patterns in regions and civilizations, including physical conditions, movement, population, culture, and interaction.
2. Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.

## ESSENTIAL QUESTIONS:

- How does geography allow us to explore patterns in regions and civilizations?
- How do physical conditions, movement, population, culture, and interaction patterns influence human beings?
- How can we evaluate the impact of global change on human activity?
  
- What is a civilization?
- How do civilizations develop? How do they decline?
- To what extent are universal characteristics common to all civilizations?
- To what extent do ancient civilizations have enduring legacies that affect us today?

## **Knowledge**

**The student will be able to:**

### **Define and apply the following terms:**

Continents, countries, indigenous societies, rural, urban, map projection(s), scale, key or legend, compass rose, hemisphere, equator, Prime Meridian, latitude, longitude, salt water forms, fresh water forms, landform names (plateau, peninsula, ocean, river, etc.), plate tectonics, earthquakes, natural weather phenomenon, climate regions, 5 themes of geography: absolute and relative location, place, movement, human/environmental interaction, and region.

## **Knowledge (continued)**

### **The student will be able to:**

#### **Explain the significance of the following concepts:**

- How population is dispersed around our planet
- What influences land and environment have on people, and what influences people have on land
- How a geographer would use different geographic tools to interpret a map or area of land
- What the importance is of knowing geography in day-to-day life

#### **Describe the following:**

- The significance of the 5 themes of Geography
- How civilizations developed
- The factors that enabled people to create civilizations

## **Skills**

### **The student will be able to:**

- Use a compass rose, scale, and map key correctly
- Identify different landforms found on our planet
- Identify different climate regions, and show how latitude determines climate
- Use latitude and longitude correctly with a map and a globe
- Identify different map projections, and why a person would need different map projections of one area

## **Assessment Evidence**

### **Performance Task:**

Students will become the master of their own country. They will use the 5 themes of geography to describe how their country appears. They will then use and implement different tools of geography to construct five maps of their country from a variety of perspectives (natural resource, transportation, climate, population, and political). Each country should have maps, biomes, rural, urban and industrial areas. Emphasis will be placed on accurate use of all basic geographic concepts.

### **Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to basic geography
- Use key words in context
- Compare/contrast essay comparing the physical geography of two locations
- Written responses to the Essential Questions

## **INTRODUCTION TO ANCIENT CIVILIZATIONS (FIRST QUARTER)**

- **One week to introduce ancient civilization(s) in the following regional areas:**  
*North America including Alaska*
- 

### **ENDURING UNDERSTANDING:**

1. Civilizations are comprised of interrelated societies with advanced levels of development collectively characterized by social, political, material, scientific, and artistic progress.

### **ESSENTIAL QUESTIONS:**

- What is a civilization?
- How do civilizations develop? How do they decline?
- To what extent are universal characteristics common to all civilizations?
- To what extent do ancient civilizations have enduring legacies that affect us today?

### **Knowledge**

#### **The student will be able to:**

##### **Define and apply the following key terms:**

- Indigenous
- Archaeology
- Civilization
- Cultural diffusion
- Cultural infusion
- Nomad
- Hunter-gatherer

##### **Explain the significance of the following concepts:**

- Migration was a way of life of ancient humans.
- Geography is a determiner of history.

##### **Describe the following:**

- How was civilization established in this area?
- How were ancient peoples able to meet their basic needs? How did this contribute to the building of communities and eventually civilizations?
- How do geographic factors (land, climate, etc.) influence the cultural diffusion of technology, ideas, and goods from one region to another?

## Skills

### The student will be able to:

- Interpret ideas and actions from ancient human's perspectives.
- Sequence a timeline from historical dates.
- Create a mental map of migration routes.

## Assessment Evidence

### Performance Task:

Assume the role of a Native American by writing a personal narrative from that perspective.

### Other Evidence:

- Mental mapping quizzes
- Quizzes of facts related to ancient civilization
- Use key terms in context
- Written responses to the Essential Questions

## Learning Activities

Hooks: Timeline of History

1. After examining the concept of a number line in ss or math construct a timeline using 2 tape measurers (P.E. has these) of 25 feet and their longest measure (150+). Join the two tapes at 0. Explain why we use that date in this culture when other cultures do not. Every foot on the measure = 100 years. Since they are about 12 point out that their time = about 1 inch. Using predetermined events in history have the students find that spot and place their date. Include before and after discussions of what we mean by a long time ago. Also, look at technology and when inventions would have been available to people. (This requires a rather long hall for the assignment.)
2. View Ice Man film (Prentice Hall or longer version). Discuss how scientists learned about his life.
3. Use online version of interactive migration map to develop mental mapping
4. Read chapter 1, section 1 of History of Our World: The Early Ages using the Taking Notes skill of a concept web and the skill of setting a purpose.
5. Possible assignment of constructing a timeline of the civilization you are studying or a timeline of early humans in written form.
6. Read chapter 2, section 2 of History of Our World: The Early Ages using the Taking Notes skill of details chart and the skill predicting.
7. Do the interactive map practice provided by Prentice Hall.
8. Compare/contrast the lives of hunter gathers vs. farmers/city dwellers.
9. Read section 3 of History of Our World: The Early Ages using the Taking Notes skill of a cause and effect flow chart and questioning.
10. Read the section 3 of chapter 12. Follow choices of activities for that section.

## **REGIONAL UNIT GUIDE OF STUDY: QUARTER 1 NORTH AMERICA INCLUDING ALASKA**

**Time frame for unit: 4 weeks**

### **Content Standards:**

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

#### **Alaska Cultural Standards**

Standard A – Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

### **ENDURING UNDERSTANDINGS:**

1. Because of its geographic separation and natural resources, Alaska has a unique identity and role within the United States and the world.
2. North America is rich in cultural diversity, a feature that both benefits and challenges its people.
3. The cultures of indigenous populations in Alaska reflect both ancient traditions and ways of life as well as contemporary lifestyles.

### **ESSENTIAL QUESTIONS:**

- How does geographic separation affect Alaska?
- How is Alaska unique in the United States and the world?
- How are North America's cultures diverse?
- How has cultural diversity benefited and challenged the people of North America?
- How are ancient traditions and ways of life reflected in the lives of indigenous Alaskan populations?
- How do indigenous populations use traditional knowledge in their daily lives?

### **Knowledge**

**The student will be able to:**

#### **Define and apply the following terms:**

Subsistence, Contiguous, Indigenous, Continental Divide, Basin, Megalopolis, Provinces, Maritime, Taiga, Tundra, Permafrost, Biome, Trade deficit

## **Knowledge (continued)**

**The student will be able to:**

**Explain the significance of the following concepts:**

- The unique cultural heritages and traditions of Alaska
- The impact of natural resources on the economies of the United States and Canada

**Describe the following:**

- Main landforms of North America
- Biomes of North America
- Ways traditional economic systems of indigenous peoples differ from the main stream economic system

## **Skills**

**The student will be able to:**

- Label landforms and cities on maps
- Apply their knowledge of Alaska and North American geography to create mental maps
- Paraphrase written material
- Take notes over oral and written material
- Summarize oral and written material
- Interpret special purpose maps, graphs and charts to better understand the interrelationship of each country's peoples and geography
- Interpret the impact of change on a community
- Compare and contrast peoples, landforms, history of North America

## **Assessment Evidence**

**Performance Tasks:**

**Illustrate the components of culture:**

- Students will pick a culture and design an art feature that commemorates that culture.
- Students will also be asked to relate why and how the art reflects that culture.

**Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska
- Use key words in context
- Compare/contrast essay comparing the physical geography of Canada and the U.S.
- Written responses to the Essential Questions

## Learning Activities

1. Hooks: Do one or more of the sample hooks:
    - Students will act out “Alaska Brag” using the “Facts about Alaska” that make us unique. (See video [Larry Beck’s Alaska](#) for sample of how to do this.)
    - Visit the Alaska Native Heritage Center
    - Bring in an Alaska Native speaker to share culture
    - Design shelter and research food sources for survival in the local environment.
  2. Student Alaska group assignment:
    - Divide students into groups to become experts on one of the regions of Alaska.
    - Using the film [Discovering Alaska](#) and maps of the regions of Alaska students.
    - Students present the landforms, climate, cities, ways of making a living, animals, and vegetation to the class.
    - Color the map showing Alaska’s Native language groups.
    - Students research the Native group from their area of Alaska. (South central will have to break up and join another group.) Sources :Alaska History film, <http://www.kpbsd.k12.ak.us/akhistory/aktools.htm#akhist>, <http://www.akhistorycourse.org/>, Alaska Studies website.
    - Students present traditional Native information to the class: housing, tools, arts, food, social organizations.
  3. Map Alaska’s main features on the “Big Map of Alaska”.
- Possible Alaska cross curricular tie ins:
- Biomes
  - Alaska novels, short stories, poems
  - Measuring mountain height
4. Read and discuss Unit 4, about U.S. and Canada in the Holt textbook, pages. 80 - 115.
  5. Analyze maps showing similarities between North America and Canada: physical features, vegetation, natural resources, etc.
  6. Create a collage of photos that represent either: state/providence/ country.
  7. Create a timeline of events comparing the U.S. and Canada.
  8. Read and summarize either a book or short stories: “The Broken Blade”, “Wintering”, “Canadian Summer”, “Wish You Were Here”, “Anne of Green Gables”, etc.
  9. View and discuss a video. Example. “The Canadian Way of Life “
  10. Write a comparison paper. Example: comparing a indigenous group from North America and Canada.
  11. Historical investigation: Gold Rush - Plan a newspaper, develop a newspaper template, investigate the time period of a gold rush, write the articles, put the paper together and share with team.
  12. Conduct research to find example of art made by the indigenous people.
  13. Engage students in self-evaluation.
  14. Reflect on the unit.

## REGIONAL UNIT GUIDE OF STUDY: QUARTER 2 CENTRAL AMERICA, SOUTH AMERICA, AND CARIBBEAN

**Time frame for unit: 3 weeks**

### Content Standards:

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### ENDURING UNDERSTANDINGS:

1. Latitude is the primary determinant of a region's climate, vegetation, and land use.
2. Geography has a range of helpful tools that can assist us in understanding our earth and its patterns.
3. Central America, South America, and the Caribbean are all powerfully influenced by the legacies of cultural assimilation and colonization.

### ESSENTIAL QUESTIONS:

- To what extent does latitude determine a region's climate, vegetation, and land use?
- How are latitude and regional climate, vegetation, and land use interrelated?
- How can we use the tools of geography to help us understand the earth and its patterns?
- Why do we use the tools of geography?
- Why are there so many different types of maps, globes, scales, and other forms of geography tools?
- What was it like before we had latitude and longitude?
- To what extent are the cultures of Central America, South America, and the Caribbean influenced by colonization?
- How would the Americas have been different without European contact?

### **Knowledge**

**The student will be able to:**

#### **Define and apply the following terms:**

Andes Mountains, Amazon River, Caribbean Sea, 'slash and burn' agriculture, escarpment, llanos, Pampas, hydroelectric power, tierra caliente, tierra templada, tierra fria, Rain Forest, canopy, primate city, dialect, mulatto, ethnic diversity, Maya, Aztec, Inca, chinampas, quipu, conquistador, viceroy, fazenda, caudillo, extended family, modernism, developing country, export, cash crop, latifundia, minifundia, service industry, maquiladoras, Trade and Interdependence, ecosystem, deforestation, reforestation, ozone layer, plaza, mosaic, adobe, isthmus

## **Knowledge (continued)**

### **The student will be able to:**

#### **Explain the significance of the following concepts:**

- Latitude and longitude as a determinate of climate, vegetation, and land use.
- To what extent the cultures of Latin America were influenced by colonization.

#### **Describe the following:**

- Major cultural influences of Portugal and Spain on the region.
- How latitude and longitude were discovered.
- How altitude from the ocean to the top of the Andes influences vegetation.
- How climate changes with changes in elevation.

## **Skills**

### **The student will be able to:**

- Map land use and identify how it correlates to climate and physical features
- Label landforms, cities, and bodies of water of this region on a map
- Take notes of oral and written material
- Interpret special purpose and thematic maps, graphs, and charts to better understand this region
- Determine locations of importance using latitude and longitude.
- Use scale to determine distance and relative size between maps.

## **Assessment Evidence**

### **Performance Task:**

Students will go on a treasure hunt for the Treasures of Eldorado or the Fountain of Youth. They will document their search by latitude and longitude, as well as considering the physical and ecological elements of the region. They will then design a travelogue of their experiences through at least 6 countries.

### **Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska
- Use key words in context
- Compare/contrast essay comparing the physical geography of Central America, South America, and the Caribbean
- Written responses to the Essential Questions

## REGIONAL UNIT GUIDE OF STUDY: QUARTER 2 EUROPE

Time frame for unit: 4 weeks

### Content Standards:

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### ENDURING UNDERSTANDINGS:

1. People create regions to interpret earth's complexity.
2. Culture and experience influence people's perceptions of places and regions.
3. Force of cooperation and conflict among people influence the division and control of earth's surface.

### ESSENTIAL QUESTIONS:

- What is a region? How do we determine the range or boundaries of a geographic region?
- How do regions and places change with time? To what extent can we predict these changes and their potential influence?
- To what extent is Europe a heterogeneous culture? To what extent do European nations share common cultures, histories, and perceptions?
- How do Europeans perceive their geographic region in relationship to the rest of the world?
- 
- To what extent does the history of Europe influence its citizens' perceptions of their relationship to the rest of the globe?
- To what extent do the ideals of peace and economic strength entice people to unite? To what extent can these ideals lead to conflict or tension among regions or countries?
- How did the European Union come about?

### **Knowledge**

**The student will be able to:**

**Define and apply the following terms:** Berlin Wall, Western Europe, Eastern Europe, Western Europe, Euro, European Union, Scandinavia, Mircostates, fjord, polder, peat, peninsulas, chaparral, sirocco, mistral, multicultural, refugee, city-state, feudalism, Crusades, Renaissance, Reformation, communism, Holocaust, cold war, dialect, language family, romanticism, realism, impressionism, welfare state, heavy industry, farm cooperative, collective farm, state farm, tariff, acid rain

## **Knowledge (continued)**

### **The student will be able to:**

#### **Identify the following:**

- The characteristics of Europe's regions.
- Some cultural traits that European nations share.
- Some cultural traits that make European nations unique
- The impact of European Union on the local and world economies
- The power of a united people against oppressive governments
- The influence of European presence upon various regions of the world

#### **Describe the following:**

- Main landforms of Europe
- Physical and climatic regions of Europe
- How people's lives are changing in the free marked economies of Eastern Europe.
- The significance a geographical region can have on a continent
- Main regions and landforms of Europe
- Causes of conflict throughout present-day and historical Europe

## **Skills**

### **The student will be able to:**

- Use graphic organizers to mentally organize the material from the textbook.
- Compare and contrast the cultures of Europe
- Label landforms, cities, and bodies of water on a map
- Apply the knowledge of European geography to create mental maps
- Take notes over oral and written material
- Interpret special purpose maps, graphs, and charts to better understand the interrelationship of each country's peoples and geography
- Interpret the impact of change on a region or country
- Organize and sequence a series of events in Europe according to time
- Determine locations of importance using latitude and longitude

## **Assessment Evidence**

### **Performance Task:**

Assume the role of a citizen of a non-European Union country and make an argument for or against your country joining the European Union.

Design a collage or monument that would show the diversity of Europe's various cultures. Write a contextual explanation of how your project illustrates Europe's diversity.

### **Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska

- Use key words in context
- Compare/contrast essay comparing the physical geography of Europe
- Written responses to the Essential Questions

## REGIONAL UNIT GUIDE OF STUDY: QUARTER 2 AUSTRALIA, OCEANIA AND ANTARCTICA

Time frame for unit: 2 weeks

### Content Standards:

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### ENDURING UNDERSTANDINGS:

1. Although Australia, Oceania, and the Antarctica exist within the same world region, they are strikingly unique and distinct in their physical and cultural geography.
2. The processes and patterns of human settlement had a powerful and enduring impact upon the development of Australia, Oceania, and the Antarctic.

### ESSENTIAL QUESTIONS:

- Why are Australia, Oceania, and the Antarctic unique in their physical and cultural geography?
- How do changes in physical geography impact Australia, Oceania, and the Antarctic?
- How do the processes and patterns of human settlement have a powerful and enduring impact upon Australia, Oceania, and the Antarctic?
- To what extent can geographically isolated regions remain intact?
- To what extent do patterns of human settlement make geographic isolation a relative impossibility?

### **Knowledge**

**The student will be able to:**

**Define and apply the following terms:** Great Barrier Reef, outback, Aborigine, trust territory, typhoon, atoll, archipelago, Multinational Cooperation, crevasse, ice shelf, pack ice, convergence zone, ozone, marsupial, geothermal, Maori, global warming, subsistence farming, artesian water, penal colony, Polynesia, Micronesia

**Explain the significance of the following concepts:**

The coral reefs importance to the world's environment

Why Antarctica does not have a government or is not used for resource development

**Describe the following:**

The major political area of the region

The unique animals of the region

The unique cultures of the region

## **Skills**

### **The student will be able to:**

Map the distinct landforms of the region  
Diagram the creation of an 'atoll'  
Graph the difference of distance between various Polynesian islands  
Create a timeline of exploration and colonization of Australia  
Map possible routes of settlement of Polynesian nations

## **Assessment Evidence**

### **Performance Task:**

Assume the role of a Polynesian explorer. Design a mode of transportation that would allow you to travel long distances over the ocean to and from islands. Prepare a survival kit that would help sustain 10 passengers on your vehicle, and ensure your survival during your travels. Also, include how you would meet your basic needs while over-nighting on each of the islands. Your travels should be encouraged to encounter at least 4 different cultural groups.

### **Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska
- Use key words in context
- Compare/contrast essay comparing the physical geography of Australia, Oceania, and the Antarctic
- Written responses to the Essential Questions

## **REGIONAL UNIT GUIDE OF STUDY: QUARTER 3 AFRICA**

**Time frame for unit: 4 weeks**

### **Content Standards:**

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### **ENDURING UNDERSTANDINGS:**

1. Because of the geographic characteristics of Africa, food production and resource distribution are hampered, resulting in powerful social, economic, and political consequences.
2. Africa represents a diverse cultural mosaic resulting from its history of colonization, migration, and economic and political development.

### **ESSENTIAL QUESTIONS:**

- How do human actions modify or influence the physical environment?
- To what extent does the physical environment influence human actions?
- How does the unique physical geography of Africa influence its food production and resource distribution?
- How does physical geography within a region impact social, economic, and political conditions?
- How does Africa represent a diverse cultural mosaic?
- What is the enduring legacy of colonization and migration within the continent of Africa?

### **Knowledge**

**The student will be able to:**

**Define and apply the following terms:** AIDS, Sahara Desert, Civil War, Colonization, Slavery, Nelson Mandela, Great Rift Valley, desertification, Sahel, Sudan, rainforest, leaching, colonization, ethnic groups, urbanization, subsistence farming, hunter-gathers, grazing, Bantu, Swahili, apartheid, civil war

**Describe the following:**

- Main landforms of Africa
- Physical and climatic regions of Africa

**Explain the significance of the following concepts:**

- The effects of desertification on the lives of Africans
- Key historical events as determiners of African history
- Way of life is determined by available resources

## **Skills**

### **The student will be able to:**

- Apply their knowledge of Africa to create mental maps.
- Illustrate cause/effect in graphic organizer and essay form.
- Use graphic organizers to mentally organize the material from the textbook.
- Interpret special purpose maps, graphs and charts to better understand the interrelationship of each country's peoples and geography.
- Use the Internet and library resources to research a culture in-depth.

## **Assessment Evidence**

### **Performance Task:**

- Identify with the difficulty of survival in one of the regions of Africa by taking the survival challenge in the textbook.
- Plan and participate in a festival as a representative of one African ethnic group.

### **Other Evidence:**

- Oral or written response to one of the Essential Questions
- Test on using key terms in context
- Quizzes and Tests over unit knowledge
- Self-reflection logs on participation and value of the performance tasks

## **REGIONAL UNIT GUIDE OF STUDY: QUARTER 3 MIDDLE EAST**

**Time frame for unit: 4 weeks**

### **Content Standards:**

#### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

#### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

### **ENDURING UNDERSTANDINGS:**

1. Culture and experience influence people's perception of place and region.
2. The Middle East reflects the characteristics, distribution, and complexity of earth's cultural mosaics.
3. Forces of cooperation and conflict among peoples influence division and control of the earth's surface and resources.

### **ESSENTIAL QUESTIONS:**

- How do culture and experience influence people's perception of place and region?
- Why are people's perceptions about the geography and cultures of the Middle East so varied and so much in flux?
- How do cultural stereotypes emerge? Why do they sustain themselves? How can we identify and overcome them?
  
- To what extent is the Middle East a cultural mosaic? How do its diverse elements affect its present and impact its future?
- What are the common characteristics of all Middle Eastern regions and countries? What are the unique elements of each region?
- How do religion and religious traditions influence the Middle East today?
  
- How do forces of cooperation and conflict among peoples influence the division and control of the earth's surface?
- How do forces of cooperation and conflict among peoples influence the division and control of the earth's resources?
- To what extent do forces of cooperation and conflict related to oil and water in the Middle East influence political, economic, and social conditions there?

## Knowledge

The student will be able to:

**Define and apply the following terms:** Islam, Judaism, Christianity, Mosque, Church, Synagogue, Arabs, Hebrews, Jews, Muslim, Palestine, Mesopotamia, Euphrates River, Tigris River, Nile River, Jerusalem, Mecca, Zionists, Koran, Torah, Bible, Sunni, Shi'ite, Kurds, Israelis, Armenians, Persians, Palestinians, Turks, Arabs, Persian Gulf Wars (I, II), Afghan War, Al Quada, OPEC, Israeli-Palestinian Conflict, Farsi, Yiddish, Arabic, Abraham, Mohammed, Bedouins, urbanization, oases, desertification, desalination, distillation, theocratic state, secular state, patriarchal, sheik, monotheism, prophet, mosque, temple, nationalism, petrochemicals, kibbutz, Ayatollah, muezzin, hajj, nomads, Islamist, Persian Gulf, Suez Canal, Crusades

**Explain the significance of the following:**

The impact of natural resources of the Middle East on the economies of the world

The basic reasons behind the major conflicts of the region

How culture and experience influences one's perceptions of the people of the Middle East.

**Describe the following:**

How religion and traditions influence the Middle East.

The role of women in this region.

How being "in the middle" of 3 continents causes cultural diffusion.

The impact of resource shortage in the Middle East

## Skills

The student will be able to:

- Label landforms, cities, and bodies of water of the Middle East on a map
- Take notes of oral and written material
- Interpret special purpose and thematic maps, graphs, and charts to better understand this region
- Compare and contrast the dominant cultural groups of this region
- Compare and contrast peoples and landforms of the region
- Determine locations of importance using latitude and longitude

## Assessment Evidence

**Performance Task:**

Assume the role of a United States diplomat on a peace-keeping negotiation with the leaders of various Middle Eastern countries. Establish a peace plan that will resolve one topic of dispute.

Become a photojournalist documenting cultures of the Middle East. Identify ten elements that would accurately depict culture in this region; write a paragraph or caption for each picture explaining why it should be included a photo essay.

**Other Evidence:**

- Mental mapping quizzes
- Quizzes of facts related to North America including Alaska
- Use key words in context
- Compare/contrast essay comparing the physical geography of the Middle East
- Written responses to the Essential Questions

## **REGIONAL UNIT GUIDE OF STUDY: QUARTER 4**

### **ASIA**

*Northern and Western Asia:* Russia and Former Russian Republics; *South Asia:* India, Pakistan, and surrounding countries; *East Asia:* China, Japan, and the Koreas; *Southeast Asia:* Thailand, Cambodia, Viet Nam, Indonesia, etc.

**Time frame for unit: 8 weeks**

#### **Content Standards:**

##### **National Standards for Geography:**

Standards #1-#18 (See National Standards Document)

##### **Alaska State Geographic Content Standards Addressed:**

Standards A-F (See Alaska State Geography Standards Document)

#### **ENDURING UNDERSTANDINGS:**

1. Economic, political, and social stability within a region are powerfully influenced by the distribution and size of populations and how they access and distribute available human and material resources.
2. Global economic interdependence both unites and divides countries of the world.
3. Physical systems such as monsoons, plate tectonics, and other phenomena profoundly affect humans.
4. We can use geography to interpret the present and plan for the future.

#### **ESSENTIAL QUESTIONS:**

- How are economic, political, and social stability within a region influenced by the influence and size of populations?
- How does population density affect the economic, political, and social stability of a region?
- How does global economic interdependence unite and divide countries of the world?
- To what extent does Asia influence the global economy?
- Why do economic systems succeed or fail?
- How do physical systems profoundly affect Asians?
- To what extent can Asian governments prepare for natural disasters?
- How can we use geography to interpret the present?
- To what extent can we use geography to plan for the future?

## Knowledge

The student will be able to:

**Define and apply the following terms:** South Asia, South East Asia, East Asia, Central and Northern Asia, monotheism, polytheism, Pacific Rim, Ring of Fire, communism, third world country, homogeneous culture, pluralistic culture, imperialism, caste system, loess, sphere of influence, tariff, proliferation, terracing, Siberia, Himalayan Mountains, Great Wall of China

## Knowledge

The student will be able to:

**Identify the following:**

- The characteristics of Asia's regions.
- The developing economies of the Pacific Rim.

**Describe the following:**

- Main landforms of Asia
- Physical and climatic regions of Asia
- The ways in which some countries, such as South Korea or Singapore, modernized their economies so quickly.
- The influence of Russia on the rest of Europe, the Middle East, Alaska, and Asia.

**Explain the significance of the following concepts:**

- Population distribution directly correlates to the availability of resources.
- Asia's history and culture are closely tied to Asia's rivers.
- Plate tectonics on Asian geography.
- Communism has failed as an economic system.
- China's vast resources are having a profound affect on world economies and environments.
- The cultures of China and India have had a profound influence on the rest of Asia's regions.
- Alaska's ties to Pacific Rim economies in terms of products and trade partners.

## Skills

The student will be able to:

- Draw a diagram showing how the Himalayas became the world's tallest mountain range.
- Visualize life along the rivers of Asia.
- Use graphic organizers to mentally organize the material from the textbook.
- Use the internet and library resources to research a country's economy in-depth.
- Interpret population graphs to show the impact of the rapidly expanding world population.
- Draw a time line to show major events in one of the following conflicts: India and Pakistan, North and South Korea, or China and Taiwan.
- Compare/contrast the resources of Japan and China.

## **Assessment Evidence**

### **Performance Task:**

- Plan a Pacific Rim trade fair. Research an Asian country learning the import and export goods as well as trade partners. Assume the role of economic leader of that country and set up a booth to show and tell Alaskan visitors about trade in your country. Brings books about the country and make posters, pamphlets, and charts for your booth.
- American in Japan: Be an exchange student to Japan. Using the online site for the textbook students put themselves in the shoes of a middle school student in Japan. Beware of culture shock. (School Days activity designed for chapter 28.)
- Community planner- students imagine themselves as the person in charge of decisions for their area. The plans must meet the needs of a rapidly expanding population as well as a natural disaster contingency and or monsoon plan.

### **Other Evidence:**

- Oral or written response to one of the Essential Questions
- Test on using key terms in context
- Quizzes and tests over unit knowledge
- Self-reflection logs on participation and value of the performance tasks

## US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p><b>HISTORIOGRAPHY</b></p> <p>Approximate Unit Length: 4 weeks</p> <p>Texts: "History: Unfolding U.S. History 1600-1865 for Grades 5-8" (MindSparks) © 2002</p> <p>"Document Based Questions in American History" (The DBQ Project) © 2002</p> <p><u><a href="#">A History of US: Sourcebook and Index</a></u> (Oxford University Press) © 2002</p>	<p><b>National Standards for History:</b> Historical Thinking-</p> <p>Standard 1 Chronological Thinking A - G; Standard 2 Historical Comprehension A - G; Standard 3 Historical Analysis and Interpretation A - J; Standard 4 Historical Analysis and Interpretation A - D; Standard 5 Historical Issues-Analysis and Decision-Making A - F</p> <p><b>Alaska Content Standards:</b> History A - D</p>	<p><b>Enduring Understanding:</b></p> <p>The students will understand that:</p> <ol style="list-style-type: none"> <li>1. The study of history involves evaluation, analysis, interpretation, and argumentation.</li> <li>2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event.</li> <li>3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context.</li> <li>4. To study history we need to examine the perspectives and assumptions of the people who experience the events.</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent are current events influenced by the past?</li> <li>2. To what extent does everyone have history and culture?</li> <li>3. How can the study of history help us find our place in the world?</li> <li>4. How can we use evaluation, analysis, and interpretation to study history?</li> <li>5. How do primary sources and secondary sources help us interpret history?</li> <li>6. How are different perspectives for historical events formed and how do they change over time?</li> </ol>

## US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p><b>THREE WORLDS MEET</b> (1400s-1620)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p><b>National Standards for History:</b></p> <p>Era 1 <i>Three Worlds Meet (1400s to 1620)</i></p> <p>Standard 1 A - D,</p> <p>Standard 2 A, B</p> <p><b>Alaska Content Standards:</b> History A - D</p>	<p>The student will understand that:</p> <ol style="list-style-type: none"> <li>1. Migration is a universal phenomenon among all people. The impulse to explore new territories or lands has resulted in the diversity of many regions including the U.S.</li> <li>2. The Columbian voyages set in motion long-range cultural, social, and economic changes for African, European, and Native American societies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do people migrate?</li> <li>2. To what extent do the interactions of immigrants and indigenous peoples impact each other in the new world?</li> <li>3. How and why does geography effect settlement?</li> <li>4. To what extent do conquest, colonization, and settlement establish and develop different economic, political, religious, and social institutions over time?</li> <li>5. To what extent does our current diversity in the U.S. derive from early patterns of exploration and migration?</li> </ol>
<p><b>COLONIZATION &amp; SETTLEMENT</b> (1585-1763)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p><b>National Standards for History:</b></p> <p>Era 2 <i>Colonization and Settlement</i> (1585-1763)</p> <p>Standard 1 A, B, Standard 2 A - C, Standard 3 A - C</p> <p><b>Alaska Content Standards:</b> History A - D</p>	<p>The students will understand that:</p> <ol style="list-style-type: none"> <li>1. Colonization is a method of conquest and expansion that has been used throughout history.</li> <li>2. Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate.</li> <li>3. Slavery and servitude have been implemented throughout history.</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent did colonists and indigenous societies influence each other?</li> <li>2. How and why did geography have an impact on settlement patterns?</li> <li>3. Why did the Americas attract Europeans?</li> <li>4. Why did the colonists differ in the ways they established their social institutions of family, education, religion, government, and economy?</li> <li>5. How did slavery develop and what was its impact in the colonies?</li> <li>6. How did Europeans compete for control of the Americas?</li> </ol>

## US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p><b>REVOLUTION AND NEW NATION</b> (1754-1801)</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p><b>National Standards for History:</b></p> <p>Era 3 <i>Revolution and the New Nation (1754-1820):</i></p> <p>Standard 1 A – C; Standard 2 A – B; Standard 3 A, B</p> <p><b>Alaska Content Standards:</b> History A - D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> <li>1. Revolutions, such as the American Revolution, occur as a result of social, political, and/or economic upheaval.</li> <li>2. Historical figures and philosophies laid the foundations for the system of government under which we live.</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent are revolutions inevitable in human society?</li> <li>2. How do causes, ideas, and interests forge revolutionary movements?</li> <li>3. How did military tactics, geography, and economic factors contribute to the American colonists' victory?</li> <li>4. To what extent did the American Revolution create the new American identity?</li> </ol>
<p><b>CIVICS</b></p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>We The People</u> (Center for Civic Education) © 2003</p> <p><u>Foundations of Democracy</u> (Center for Civic Education) © 2003</p>	<p><b>National Standards for History:</b></p> <p>Era 3: <i>Revolution and the New Nation (1754-1820):</i> Standard 3 A – D</p> <p><b>National Standards for Civics and Government</b> (Grades 5-8)</p> <p>Standard 1 A – C; Standard 2 A – D; Standard 3 A – F; Standard 4 A – B; Standard 5 A - G</p> <p><b>Alaska Content Standards:</b> Government and Citizenship A-D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> <li>1. The structures of the American government create a unique system, which protect the rights of the individual.</li> <li>2. The United States is a democratic republic, a government in which representatives are chosen by the people to serve the interests of those represented and to promote the common welfare.</li> <li>3. In a democratic republic, the individual's participation in civic and political life contributes to the attainment of individual and public goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent do the foundations of American constitutional government create a model for current democratic nations?</li> <li>2. How does the American structure of government ensure a balanced system?</li> <li>3. To what extent do citizens have a responsibility to work for the common good in a democratic republic?</li> </ol>

## US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p><b>EXPANSION &amp; REFORM (1801-1861)</b></p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p><b>National Standards for History:</b></p> <p>Era 4 <i>Expansion and Reform (1801-1861)</i></p> <p>Standard 1 A - C; Standard 2 A - E; Standard 3 A, B; Standard 4 A - C</p> <p><b>Alaska Content Standards:</b></p> <p>History A-D; Government and Citizenship A - G</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> <li>1. Expansion and/or change occur whenever a new power reigns.</li> <li>2. Although slavery was a significant issue that contributed to the outbreak of the Civil War, it was not the only or main issue.</li> <li>3. States' rights v. federal authority (strong v. weak central government) have been a contentious point throughout America's history.</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent did territorial expansion affect Native Americans and international relations?</li> <li>2. To what extent did economic, geographic, and social forces lure people westward?</li> <li>3. How do emerging nations grow geographically, economically, socially, politically, and culturally?</li> <li>4. Why did regional tensions lead to the Civil War?</li> <li>5. To what extent could the Civil War have been avoided?</li> </ol>

**Anchorage School District**  
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**U.S. History 8 Course Description:**

In this course, students are introduced to historiography, which is the use of chronological thinking in conjunction with historical comprehension, historical analysis, and interpretation to conduct historical research for decision-making and the analysis of historical issues. This course provides a foundation of American historical Era 1 - *Three Worlds Meet* (1400s) through the Era 4 - *Expansion and Reform* (1860s) and civics. Geography, economics, government, and the humanities are used as a basis for examining the United States during these historical time periods.

**U.S. History 8 Mission Statement:**

U.S. History 8 will prepare students with knowledge and skills needed to become informed participating citizens in our democratic republic. U.S. History 8 will also help students to understand how and why we study history and allow them to view their world in an historical context influenced by the development of the American nation.

**U.S. History 8 Course Objective:**

1. U.S. History 8 fits well into the Anchorage School District K-12 social studies curriculum alignment and is developmentally appropriate.
2. U.S. History 8 provides a foundation for the high school history curriculum.
3. U.S. History 8 develops and fosters a sense of civic responsibility.
4. U.S. History 8 encourages teaching with interdisciplinary approaches.
5. U.S. History 8 promotes reading, writing, research, presentation skills, and participatory activities.
6. U.S. History 8 utilizes current events as a valuable tool in understanding history.
7. U.S. History 8 supports the development of critical and abstract thinking skills, which allow students to analyze the impact of historical events.
8. U.S. History 8 allows students to examine the multiple perspectives of historical events and their effects upon themselves and society.

**U.S. History 8 Units of Study:**

- Historiography
- Three Worlds Meet
- Colonization and Settlement
- Revolution and New Nation
- Civics
- Expansion and Reform

**Anchorage School District**  
**US History 8**

Unit Title: Historiography

Time Frame for Unit: 4 weeks

Content Standards:

**National Standards for History:**

Standard 1 - Chronological Thinking:

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of his/her own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

Standard 2 - Historical Comprehension:

- A. Reconstruct the literal meaning of an historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual, literary, and musical sources.

Standard 3 - Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4 - Historical Analysis and Interpretation

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

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**National Standards for History (Cont'd):**

Standard 5 - Historical Issues-Analysis and Decision-Making:

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

**Alaska Content Standards: History**

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

**Brief summary of unit:**

Historiography is the use of chronological thinking in conjunction with historical comprehension, historical analysis, and interpretation to conduct historical research for decision-making and the analysis of historical issues. Students will practice the use of historiography.

**Enduring Understandings:**

The students will understand that:

- 1. The study of history involves evaluation, analysis, interpretation, and argumentation.
- 2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event.
- 3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context.
- 4. To study history we need to examine the perspectives and assumptions of the people who experience the events.

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## US History 8

### Essential Questions:

1. To what extent are current events influenced by the past?
2. To what extent does everyone have history and culture?
3. How can the study of history help us find our place in the world?
4. How can we use evaluation, analysis, and interpretation to study history?
5. How do primary sources and secondary sources help us interpret history?
6. How are different perspectives for historical events formed and how do they change over time?

### Knowledge:

Define and apply the following terms:

historiography, history, primary source, secondary source, authenticity, bias, artifact, archeology, culture, chronology, perspective, interpretation, objective, subjective, inference, facts, opinions, context

Explain the significance of the following historiography concepts:

- the difference between primary and secondary sources
- a person's view of his/her own life in an historical context
- ways in which current events are influenced by history

Defend or negate the following generalization:

- historical events have multiple perspectives

### Skills:

The student will be able to ...

- identify, examine, and interpret primary sources and secondary sources
- research documents to increase understanding of events and life in US history
- make connections between the historical past and the present as it relates to the student
- interpret ideas and events from different historical perspectives
- evaluate and discuss issues orally and in writing
- create and explain maps, diagrams, tables, charts, graphs, and political cartoons
- distinguish between relevant and irrelevant information
- review information for accuracy, separating fact from opinion
- select and defend positions in writing, discussion, and debate

## Anchorage School District US History 8

### Assessment Evidence \*

#### Performance Tasks:

- Select an historical event to research using primary and secondary sources. Allow students to present their findings in a variety of ways.
- Create a timeline of specific historical events and justify the choices of events from a variety of perspectives.
- Conduct an interview that reveals an understanding of the person's feelings and worldview of an historical event.

#### Other Evidence:

- Oral or written response to one of the Essential Questions.
- Quiz on historiography vocabulary.
- Self-reflection logs.
- Graphic organizers such as flipbooks/foldables.

### Learning Plan\*

#### Learning Activities:

1. Begin with an entry question to hook students into considering the effects of history on their lives.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (*Document Based Questions* and/or *MindSparks*)
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

**Anchorage School District**  
**US History 8**

Unit Title: Three Worlds Meet (1400s to 1620)

Time Frame for Unit: 6 weeks

Content Standards:

**National Standards for History:**

Era 1 - Three Worlds Meet (*1400s to 1620*)

Standard 1

- A. The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.
- B. The student understands changes in Western European societies in the age of exploration.
- C. The student understands developments in Western African societies in the period of early contact with Europeans.
- D. The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Standard 2

- A. The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.
- B. The student understands the Spanish and Portuguese conquest of the Americas.

**Alaska Content Standards: History:**

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Three Worlds Meet* unit students examine the multiple factors that spurred on the migration of peoples to the Americas. This resulted in the cultural and ecological interactions among previously unconnected peoples. Students will understand the interactions between Europeans, Africans, and the indigenous peoples of America. They will understand the origins of diversity in the United States of America.

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## US History 8

### Enduring Understandings:

The student will understand that:

1. Migration is a universal phenomenon among all people. The impulse to explore new territories or lands has resulted in the diversity of many regions including the U.S.
2. The Columbian voyages set in motion long-range cultural, social, and economic changes for African, European, and Native American societies.

### Essential Questions:

1. Why do people migrate?
2. To what extent do the interactions of immigrants and indigenous peoples impact each other in the new world?
3. How and why does geography effect settlement?
4. To what extent do conquest, colonization, and settlement establish and develop different economic, political, religious, and social institutions over time?
5. To what extent does our current diversity in the U.S. derive from early patterns of exploration and migration?

### Knowledge:

Define and apply the following terms and concepts:

Three Worlds, Indigenous societies, European explorers, Conquistadors, Northwest Passage, Columbian Exchange, Protestant Reformation, The Great Awakening, The Enlightenment, mercantilism, Mayflower Compact, Plymouth Rock, slavery, Middle Passage, servitude, exploitation, triangular trade

Explain the significance of the following:

- formation of Spanish, English, French, Dutch regional colonies
- colonial life in each settlement
- economic, political, social growth of the slave trade
- geography in relation to the colonies and indigenous peoples

### Skills:

Students will be able to:

- Evaluate and analyze the beliefs and ideas of leading economic, political, and religious movements, which led to the migration of European societies to the Americas.
- Analyze the economic systems of labor, trade, and concepts of property, which can lead to the exploitation of natural resources.
- Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific.

## Anchorage School District US History 8

- Compare English, French, and Dutch motives for exploration with those of the Spanish.
- Evaluate the significance of explorers' voyages and their interactions with indigenous peoples.
- Map and evaluate the course and consequences of the Columbian Exchange.

### Assessment Evidence \*

#### Performance Tasks:

- Select one explorer, research and map his routes, and document the findings in the captain's log of the travels.
- Retell a Native American folktale that gives insight into the relationship between Native Americans and their environment.

#### Other Evidence:

- Test on facts related to the Three Worlds Meet.
- Quiz on vocabulary terms.
- Analyze the leadership qualities of the explorers and conquistadors.
- Self-reflections on the role-play activity.
- Written responses to the Essential Questions.

### Learning Plan\*

#### Learning Activities:

1. Begin with a video to hook students into considering the impact of the Three Worlds Meet.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources (McDougal Ch. 1 & 2) to support the learning activities and tasks.
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

**Anchorage School District**  
**US History 8**

Unit Title: Colonization and Settlement (1585-1763)

Time Frame for Unit: 6 weeks

Content Standards:

**National Standards for History:**

*Era 2 - Colonization and Settlement (1585-1763)*

**Standard 1**

- A. The student understands how diverse immigrants affected the formation of European colonies.
- B. The student understands the European struggle for control of North America.

**Standard 2**

- A. The student understands the roots of representative government and how political rights were defined.
- B. The student understands religious diversity in the colonies and how ideas about religious freedom evolved.
- C. The student understands social and cultural change in British America.

**Standard 3**

- A. The student understands colonial economic life and labor systems in the Americas.
- B. The student understands economic life and the development of labor systems in the English colonies.
- C. The student understands African life under slavery.

**Alaska Content Standards: History:**

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Colonization and Settlement* unit students study the interaction of Native Americans, Africans, and Europeans. In this unit, the students will explore why so many free and indentured immigrants left their homelands. This unit includes the development of the political, religious, and economic institutions of the colonies.

# Anchorage School District

## US History 8

### Enduring Understandings:

The students will understand that:

1. Colonization is a method of conquest and expansion that has been used throughout history.
2. Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate.
3. Slavery and servitude have been implemented throughout history.

### Essential Questions:

1. To what extent did colonists and indigenous societies influence each other?
2. How and why did geography have an impact on settlement patterns?
3. Why did the Americas attract Europeans?
4. Why did the colonists differ in the ways they established their social institutions of family, education, religion, government, and economy?
5. How did slavery develop and what was its impact in the colonies?
6. How did Europeans compete for control of the Americas?

### Knowledge:

Define and apply the following terms and concepts:

Indigenous societies, European explorers, Conquistadors, Northwest Passage, Columbian Exchange, Protestant Reformation, The Great Awakening, The Enlightenment, Virginia Company, Russian Trade Company, Hudson Bay Company, Plymouth Rock, Mayflower Compact, Mason-Dixon line, mercantilism, French and Indian War, proprietary colonies, charter colonies, royal colonies

Explain the significance of:

- the formation of regional colonies
- Spanish, English, French, Dutch, and Russian colonial settlement and development from 1585-1753
- economic, political, social growth of the slave trade
- geography related to colonization and settlement

## Anchorage School District US History 8

### Skills:

Students will be able to...

- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.
- Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies.
- Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the French and Indian War.
- Analyze how family life, gender, race, age, and marital status affected life in the colonies.
- Identify the major economic regions in the Americas and explain how mercantilism and labor systems influenced patterns of economic activity.
- Analyze the forced relocation of Africans to the English colonies and their overt and passive resistance to enslavement.
- Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Native American) customs and values to develop a distinctive African American culture.

### Assessment Evidence \*

#### Performance Tasks:

- Research how colonists lived. Design a multimedia presentation about a typical family including social, economic, and political aspects of colonial life.
- Create a diorama or display that depicts what life in a colonial settlement might look like.
- Write a newspaper article that explains the development of government in the colonies (proprietary, charter, royal).
- Participate in a debate addressing the differing religious groups and explain the impact of religious freedom in the colonies.
- Create a map of Africa that shows countries that were major sources of slavery.

#### Other Evidence:

- Test on facts related to the Colonization and Settlement.
- Quiz on vocabulary terms.
- Working in small groups, research the causes of the French and Indian War. Hold a diplomatic council to try to prevent the war. Role-play representatives from the various groups. (McDougal p. 137)
- Respond to a writing prompt that compares the diversity of our nation today to diversity issues of colonial times.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

**Anchorage School District**  
**US History 8**

**Learning Plan\***

**Learning Activities:**

1. Begin with a brainstorming activity in which students discuss what they would bring with them if they were leaving their home for a new land.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources (McDougal ch. 3-5) to support the learning activities and tasks.
5. Investigate how slavery in African societies differed from slavery and indentured servitude in the English colonies.
6. Chart or use a graphic organizer to show the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.
7. Choose one of the performance tasks to assess student understanding
8. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

**Anchorage School District**  
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Unit Title: Revolution and New Nation (1754-1801)

Time Frame for Unit: 7 weeks

Content Standards:

**National Standards for History:**

Era 3 - *Revolution and the New Nation (1754-1820s)*

Standard 1

- A. The student understands the causes of the American Revolution.
- B. The student understands the principles articulated in the Declaration of Independence.
- C. The student understands the factors affecting the course of the war and contributing to the American victory.

Standard 2

- A. The student understands revolutionary government-making at national and state levels.
- B. The student understands the economic issues arising out of the Revolution.
- C. The student understands the Revolution's effects on different social groups.

Standard 3

- A. The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- B. The student understands the guarantees of the Bill of Rights and continuing significance.

**Alaska Content Standards: History:**

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Revolution and New Nation* unit, the student analyzes the ideas and causes involved in the revolutionary movement and reasons for the American victory. Students will understand the impact of the American Revolution on politics, economics, and society. In this unit students analyze the institutions and practices of government created during the Revolution and the foundational documents of the American government.

# Anchorage School District

## US History 8

### Enduring Understandings:

Students will understand that:

1. Revolutions, such as the American Revolution, occur as a result of social, political, and/or economic upheaval.
2. Historical figures and philosophies laid the foundations for the system of government under which we live.

### Essential Questions:

1. To what extent are revolutions inevitable in human society?
2. How do causes, ideas, and interests forge revolutionary movements?
3. How did military tactics, geography, and economic factors contribute to the American colonists' victory?
4. To what extent did the American Revolution create the new American identity?

### Knowledge:

Define and apply the following terms:

Boycott, repeal, patriot, rebel, whigs, loyalists, redcoats, mercenaries, Hessians, minutemen, ratification, Parliament, Sons of Liberty, taxation without representation, delegate, militia, republic, ratification, federalist, anti-federalist

Explain the significance of the following documents:

- Magna Carta
- English Bill of Rights
- Northwest Ordinance
- *Common Sense*
- Declaration of Independence
- Articles of Confederation
- Treaty of Paris
- The U.S. Constitution

Explain the significance of the following events:

- First and Second Continental Congress
- The Boston Tea Party
- The Boston Massacre
- Proclamation of 1763
- Shay's Rebellion
- Constitutional Convention

Explain the significance of the following acts:

- Sugar Act

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- Stamp Acts
- Quartering Act
- The Townshend Acts
- Intolerable Acts

Explain the significance of the following constitutional plans/clauses:

- New Jersey Plan
- Virginia Plan
- The Great Compromise/The Connecticut Plan
- Three-fifths Clause

Defend or negate the following generalizations:

- Small states were suspicious of The New Jersey Plan.
- Large states were suspicious of the Virginia Plan.
- Slaves should be counted for representation in the federal government.

Skills:

Students will be able to:

- Analyze political, ideological, religious, and economic origins of the Revolution.
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy and yet contradicted the realities of chattel slavery.
- Compare and explain the differing roles and perspectives during the war, including white settlers, free and enslaved African Americans, Native Americans, and women.
- Explain how the Americans won the war against the British.
- Assess the accomplishments and failures of the Continental Congress.
- Explain the economic issues arising out of the Revolution.
- Assess the strengths and weaknesses of the Articles of Confederation and the call for change.
- Compare the arguments of Federalists and Anti-Federalists during the ratification debate.

Assessment Evidence \*

Performance Tasks:

- Prepare to hold a talk show in which the guests discuss which side to take in the Revolutionary War. (McDougal p. 201)
- Draft a letter to family back in Britain explaining which side you are supporting in the upcoming Revolutionary War.
- Reenact the Constitutional Convention with students taking on the role of at least one

## Anchorage School District US History 8

member of the 12 colonies.

- Create a multimedia presentation using research on one of the major battles of the Revolution. (McDougal p. 201)

### Other Evidence:

- Test on facts related to the Revolution and New Nation.
- Vocabulary quiz.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

### Learning Plan\*

#### Learning Activities:

1. Begin with an entry question to hook students into considering the causes and effects of the Revolutionary War.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 6,7)
5. Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
6. Map out key military campaigns and appraise the roles of key military and political leaders' in the Revolutionary War.
7. Assess the contributions from a diverse group of key political and social figures.
8. Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.
9. Choose one of the performance tasks to assess student understanding.
10. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

**Anchorage School District**  
**US History 8**

Unit Title: Civics

Time Frame for Unit: 7 weeks

Content Standards:

**Anchorage School District**  
**US History 8**

**National Standards for History:**

Era 3 - *Revolution and the New Nation (1754-1820s)*

Standard 3

- A. The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- B. The student understands the guarantees of the Bill of Rights and continuing significance.
- C. The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.
- D. The student understands the development of the first American party system.

**National Standards for Civics & Government:**

**(Grades 5-8):**

Standard 1

- A. Explain the meaning of the terms civic life, politics, and government. Evaluate, take, and defend positions on why government is necessary and the purposes government should serve.
- B. Describe the essential characteristics of limited and unlimited governments. Explain the importance of the rule of law for the protection of individual rights and the common good.
- C. Explain the various purposes constitutions serve. Explain those conditions that are essential for the flourishing of constitutional government.

Standard 2

- A. Explain the essential ideas of American constitutional government.
- B. Identify and explain the importance of historical experiences and geographic, social, and economic factors that have helped shape American society. Evaluate, take, and defend positions on the value and challenges of diversity in American life.
- C. Explain the importance of shared political values and principles to American society.
- D. Explain the meaning and importance of the fundamental values and principles of American constitutional democracy.

Standard 3

- A. Explain how the powers of the national government are distributed, shared, and limited. Explain how and why powers are distributed and shared between national and state governments in the federal system.
- B. Explain the major responsibilities of the national government for domestic and foreign policy. Explain the necessity of taxes and the purposes for which taxes are used.
- C. Explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution. Describe the organization and major responsibilities of state and local governments.

Standard 3 (Cont'd)

- D. Identify his/her representatives in the legislative branches as well as the heads of the executive branches of his/her local, state, and national government.
- E. Explain the importance of law in the American constitutional system.
- F. Explain how political parties, campaigns, elections, interest groups, unions, and professional organizations provide opportunities for citizen to participate in the political process. Explain what is meant by the public agenda and how it is set. Explain how public policy is formed and carried out at local, state, and national levels, and what roles individuals can play in the process.

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### Standard 4

- A. Explain how the world is organized politically. Explain how nation-states interact with one another. Explain how U.S. foreign policy is made and the means by which it is carried out. Explain the role of major international organizations in the world today.
- B. Describe the influence of American political ideas on other nations. Explain the effects of significant political, demographic, and environmental trends in the world.

### Standard 5

- A. Explain the meaning of American citizenship. Explain how one becomes an American citizen.
- B. Evaluate, take, and defend positions on issues involving personal rights, political rights, and economic rights.
- C. Evaluate, take, and defend positions on the importance of personal and civic responsibilities to the individual and to society.
- D. Analyze the importance of certain dispositions or traits of character to themselves and American constitutional democracy.
- E. Explain the relationship between participating in civic and political life and the attainment of individual and public goals. Explain the importance of knowledge to competent and responsible participation in American democracy.
- F. Understand the economies of the United States and the state and their relationships to the global economy.
- G. Understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

### **Alaska Content Standards: Government and Citizenship:**

- A. Know and understand how societies define authority, rights, and responsibilities through a governmental process.
- B. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- C. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- D. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- E. Have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

### Brief summary of unit:

In the *Civics* unit students examine the institutions and practices of government, the foundational documents of the American government, and how American government works. Students will understand how the rights and responsibilities of citizenship apply to their own lives.

### Enduring Understandings:

Students will understand that:

1. The structures of the American government create a unique system, which protect the rights of the individual.
2. The United States is a democratic republic, a government in which representatives are chosen by the people to serve the interests of those represented and to promote the common welfare.

## Anchorage School District US History 8

3. In a democratic republic, the individual's participation in civic and political life contributes to the attainment of individual and public goals.

### Essential Questions:

1. To what extent do the foundations of American constitutional government create a model for current democratic nations?
2. How does the American structure of government ensure a balanced system?
3. To what extent do citizens have a responsibility to work for the common good in a democratic republic?

### Knowledge:

Define and apply the following terms:

U.S. Constitution, legislative, executive, judicial, federalism, Supreme Court, Bill of Rights, concurrent powers, reserved powers, delegated powers, electors, impeachment, pro-tempore, indictment, quorum, revenue, naturalization, appropriation, suffrage, ratification, limited government, due process, sovereignty, political parties, citizen.

Explain the significance of the following concepts:

- electoral college
- judicial review
- Marbury vs Madison
- balance of power/ checks and balance
- separation of powers
- types of government
- levels of government (federal, state, local)

### Skills:

The student will be able to:

- Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.
- Analyze the significance of the Bill of Rights and the additional amendments.
- Appraise how the Marbury vs Madison case established judicial review.

- Compare and contrast types of government.
- Differentiate between the levels of government (federal, state, local).
- Chart the structure and function of the executive, legislative, and judicial branches of government.

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## US History 8

### Assessment Evidence \*

#### Performance Tasks:

- Organize and draft a constitution of a newly formed country. (McDougal, pg. 263)
- Conduct a mock trial to examine a law or government activity then decide whether it violates the Constitution. (McDougal, pg. 244)
- Research and present landmark Supreme Court cases.
- Conduct a simulated Congressional Hearing. (Center for Civic Education Curriculum)
- Create Public Policy through Project Citizen. (Center for Civic Education Curriculum)

#### Other Evidence:

- Test on facts related to Civics.
- Vocabulary quiz: use key terms in context.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

### Learning Plan\*

#### Learning Activities:

1. Begin with entry questions to hook students into what fundamental rights and responsibilities apply to students at school.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 8 and 9, Constitution and Citizenship Handbook pgs. 226-271. *We the People* text)
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

Unit Title: Expansion & Reform (1801-1861)

Time Frame for Unit: 7 weeks

Content Standards:

## Anchorage School District US History 8

### **National Standards for History:**

#### Era 4 - Expansion and Reform (1801-1861)

##### Standard 1

- A. The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- B. The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.
- C. The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

##### Standard 2

- A. The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
- B. The student understands the first era of American urbanization.
- C. The student understands how antebellum immigration changed American society.
- D. The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.
- E. The student understands the settlement of the West.

##### Standard 3

- A. The student understands the changing character of American political life in "the age of the common man."
- B. The student understands how the debates over slavery influenced politics and sectionalism.

##### Standard 4

- A. The student understands the abolitionist movement.
- B. The student understands how Americans strived to reform society and create a distinct culture.
- C. The student understands changing gender roles and the ideas and activities of women reformers.

### **Alaska Content Standards: History:**

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

### **Brief summary of unit:**

In the *Expansion and Reform* unit, students will explore how the new American Republic, prior to the Civil War, experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Students will also demonstrate understanding of how slavery, economic issues, and westward movement led to regional divisions.

# Anchorage School District

## US History 8

### Enduring Understandings:

Students will understand that:

1. Expansion and/or change occur whenever a new power reigns.
2. Although slavery was a significant issue that contributed to the outbreak of the Civil War, it was not the only or main issue.
3. States' rights v. federal authority (strong v. weak central government) have been a contentious point throughout America's history.

### Essential Questions:

1. To what extent did territorial expansion affect Native Americans and international relations?
2. To what extent did economic, geographic, and social forces lure people westward?
3. How do emerging nations grow geographically, economically, socially, politically, and culturally?
4. Why did regional tensions lead to the Civil War?
5. To what extent could the Civil War have been avoided?

### Knowledge:

Define and explain the significance of the following terms and events:

Abolitionists, suffrage, War of 1812, The Mexican-American War, The Louisiana Purchase, Bleeding Kansas, Underground Railroad, Lewis and Clark's Corp of Discovery, Missouri Compromise, Indian Removal Act, Trail of Tears, Seneca Falls, Second Great Awakening, Popular Sovereignty, secession, Dred-Scott Case, Harpers Ferry, Oregon Trail, Uncle Tom's Cabin, Alamo, The Treaty of Guadalupe-Hidalgo

Explain the following concepts:

- Manifest Destiny
- Abolitionism
- Nationalism
- Transcendentalism
- Civil Disobedience
- Disenfranchisement
  
- Industrialization
- Annexation
- Immigration
- The Monroe Doctrine
- Temperance
- The Underground Railroad

## Anchorage School District US History 8

### Skills:

Students will be able to:

- Investigate the impact and resistance of westward expansion on Native Americans.
- Analyze how the Louisiana Purchase influenced politics, Native American relations, economic development, and the concept of Manifest Destiny.
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.
- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations.
- Analyze the Industrial Revolution, immigration, and urbanization and how they changed the lives of men, women, and children.
- Describe the plantation system and evaluate how enslaved African Americans used religion and family to counteract the effects of slavery.
- Explore the lure of the West and the reality of life on the frontier. Map key Westward routes.
- Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women.
- 

### Assessment Evidence \*

#### Performance Tasks:

- Research and role-play a character impacted by Manifest Destiny during a simulated public gathering where each character's perspectives are revealed and discussed.
- Create a quilt that represents concepts from one of the following: Manifest Destiny, Abolitionism, Nationalism, Transcendentalism, Civil Disobedience, Industrialization, Annexation, Immigration, Monroe Doctrine, Temperance, The Underground Railroad. In writing, students reflect upon their research and understanding of this topic.
- Prepare a proposal outlining a solution between White settlers and Native Americans in the Southeast in the early 1800s. Present the proposal to the class and defend it. (McDougal p. 373)
- Create a newsmagazine show that explores the different viewpoints and events that surround the War of 1812. (McDougal p. 403)
- Debate the secession of South Carolina in 1860 from the perspectives of politicians, citizens, free and enslaved people, and neutral western peoples.
- Write a multiple draft research paper on the Missouri Compromise and how tariff policy and issues of states' rights influenced party development and promoted sectional differences (proslavery and antislavery ideologies in the North and South).

#### Other Evidence:

- Test on facts related to Expansion and Reform.
- Vocabulary quiz.
- Written responses to the Essential Questions.

## Anchorage School District US History 8

- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.
- Flipbooks and graphic organizers of main concepts in Expansion and Reform.

### Learning Plan\*

#### Learning Activities:

1. Begin with video to hook students into westward expansion.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 10-14)
5. Create a journal of field notes that includes illustrations of plants, animals, terrain, and people found in the students' neighborhood. Write a comparison article between students' notes and Lewis and Clark's field notes. (McDougal p. 320)
6. Design a model for a memorial commemorating the Trail of Tears. (McDougal p. 360)
7. Write articles for publication in Sequoya's newspaper. (McDougal p. 358)
8. Make an annotated map of the Underground Railroad routes. (McDougal p. 433)
9. On a timeline record significant individuals and events in the historical development of the abolition movement. (McDougal p. 429)
10. Read the poetry of Stephen Vincent Benet, Walt Whitman, Henry Wadsworth Longfellow, Henry David Thoreau.
11. Choose one of the performance tasks to assess student understanding.
12. Conclude the unit with student self-assessment of their culminating activity.

\* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

**ASD Memorandum #300**

**7th & 8th Grade Social Studies Curriculum Textbook Adoption**

**Attachment “C”**

**List of Adopted Materials**

**World Geography 7 and U.S. History 8**

Anchorage School District  
7<sup>th</sup> Grade Social Studies - List of Adopted Materials  
May 9, 2005

## Core Instructional Materials for 7<sup>th</sup> Grade

### PRIMARY WORLD GEOGRAPHY TEXTBOOK

The committee recommends that this textbook be issued to each student, with the exception of the alternative for the ESL students listed below.

People, Places & Change (Holt), ©2005

The ESL committee recommends that this textbook be issued to each beginning, intermediate, and high intermediate ESL student.

World Geography and Cultures, Pacemaker Series, (Globe Fearon/Pearson Learning Group), 2nd edition

### PRIMARY ANCIENT CIVILIZATIONS TEXTBOOK

The committee recommends one class set per teacher as the best single resource for addressing the needs of this portion of the curriculum.

History of Our World: The Early Ages (Prentice-Hall), ©2005

### ALASKA MATERIALS

The committee recognizes that most or all of these materials exist in schools at this time. The thematic atlas by Pearson (below) is likely available soon online.

Ferrell, Nancy, Alaska – A Land in Motion (UAF, Alaska Department of Education), 2004

Gates, Nancy, editor, the Alaska Almanac: Facts About Alaska (Alaska Northwest Books), 27<sup>th</sup> edition, 2003

Pearson, Roger, Alaska in Maps, A Thematic Atlas (Alaska Department of Education), 1998

The Original Milepost Plan-a-Trip Map (GTE Discovery Publications, Inc.), ©1989

The following website was created for the Anchorage School District 7<sup>th</sup> grade curriculum, and is now part of the Alaska Studies high school course.

“Welcome to Alaska Studies”, <http://www.akhistory.org>

## **Supplemental Instructional Materials for 7<sup>th</sup> Grade**

### **SUPPLEMENTAL WORLD GEOGRAPHY TEXTBOOK**

The ten regional studies books listed in the series below are not as economical as the primary recommendation above. Some schools have them already from the 1999 adoption, and the committee feels those may be effectively utilized. Additional purchases to address specific needs should be allowed.

World Studies: Africa\* (Pearson Prentice-Hall), ©2005

\*Besides Africa, other books in the World Studies series referenced above are: Central Asia and the Middle East, East Asia, Eastern Europe, Latin America, North Africa, Russia, South Asia, United States and Canada, and Western Europe.

This textbook and ancillary materials have been effectively used in ESL classes, so the ESL committee feels that it should be retained as a viable supplement for beginning and intermediate ESL classes.

World Geography and You (Steck-Vaughn), ©1998

This picture dictionary is effective for geography content vocabulary development for ESL students. The ESL committee recommends its use as a supplement to the primary World Geography curriculum for beginning and intermediate ESL students.

Explore Geography Picture Dictionary (Ballard & Tighe), 2nd Edition

### **SUPPLEMENTAL ANCIENT CIVILIZATION TEXTBOOKS**

The committee recommends one set of this seven book series per school (complete series except for Roman and Greek World). It has strengths different from and complimentary to the primary text.

The World in Ancient Times (Oxford Press) ©2005

The Early Human World

The Ancient Near Eastern World

The Ancient Egyptian World

The Ancient Chinese World  
The Ancient South Asian World  
The Ancient American World  
Primary Source Documents

This book is not as complete as the primary ancient civilization text recommendation above. Some schools have them already from the 1999 adoption, and the committee feels those may be effectively utilized. Additional purchases should be allowed as needed.

World Studies: The Ancient World (Prentice-Hall), ©2005

## GEOGRAPHY SUPPORT

The committee recognizes that there are numerous products available supporting world geography content and skills. The following are recommended choices.

### GLOBES

12" blue political sunlit world globe (Cram; pg. 30), ©2004

16" globes on a cart (six globes) #6160-6203 (Cram; pg. 28), ©2004

16" globe (single version of above) #6160-1647 (Cram; pg. 28), ©2004

### ATLASES

World Atlas (Nystrom; red; #930A90; set of 30), ©2005

Historical Atlas (Nystrom; light green), ©2005

World History Atlas (Cram; pg. 51; #8885-6730; set of 30 w/ activities binder),  
©2005

### MAPS AND MAPPING SKILLS

Universal Wall Map (Cram), ©2005

Our World Today (Nystrom; #230WT-AM- set of 30; 2100WT-AM-set of 100), ©2005

Alaska, United States, World – three “pull-down” maps; (Rand McNally), ©2005

Map Essentials (National Geographic), ©2001

## INTERDISCIPLINARY GEOGRAPHY SUPPORT

“Geo-Kits” (National Geographic), ©2001

Ancient India and China

Egypt and Fertile Crescent Valley

Middle and South America

American History: Native Americans (useful for 8<sup>th</sup> grade as well)

“Reading Expeditions” (National Geographic), ©2003

World Regions

World Cultures

**Anchorage School District**  
**8<sup>th</sup> Grade Social Studies – List of Adopted Materials**  
**May 9, 2005**

## **Core Instructional Materials for 8<sup>th</sup> Grade**

### PRIMARY TEXTBOOK

The committee recommends that this textbook be issued to each student. The package includes ancillary materials for teachers and students, including online resources.

Creating America: A History of the United States, Beginning through Reconstruction; (McDougal Littell), ©2005

The ESL committee recommends that this textbook and attendant materials be issued to each ESL student in ESL Social Studies (beginning/intermediate)

Access American History (Great Source), ©2005

For non-English speakers / low-beginning ESL students, the ESL committee recommends the following text and attendant materials.

Explore America Series (Ballard and Tighe), 3rd Edition

### CIVICS

The committee recommends that teachers select the level(s) of We the People appropriate for their students. It is expected that some schools will prefer one or both of the two books listed below.

We the People (all 3 levels); (Center for Civic Education), ©2003

Foundations of Democracy; (Center for Civic Education), ©2003

The ESL committee recommends the following material to supplement the civics curriculum for ESL beginning/intermediate:

Voices of Freedom: English and Civics (Pearson & Longman), ©2002

## HISTORIOGRAPHY

The committee recommends one or more of the following products. The first three are programs in a binder that offer document based units on specific topics in U.S. history. The last is an annotated book of documents from U.S. history.

"History Unfolding U.S. History: 1600-1865 for grades 5-8"; (MindSparks), ©2002

"History Unfolding U.S. History: 1600-1865 for grades 8-12"; (MindSparks), ©2002

"Document Based Questions in American History"; (The DBQ Project), ©2002

A History of US: Sourcebook and Index; (Oxford University Press), 3rd Edition, ©2002

The committee recognizes the availability of primary source documents from reliable websites, and encourages utilization of such resources.

## HISTORICAL MAPS

The committee recommends one set of the following "pull-down" maps for each classroom.

"Exploration to Civil War (1865) Set"; 19 maps; (Cram) pg. 55, ©2004

## ATLASES

The committee recommends either one of the following historical atlases.

"Atlas of United States History"; (Nystrom), pg. 85, ©2003

"United States History Atlas"; (Cram), pg. 59, ©2004

## **Supplemental Instructional Materials - 8<sup>th</sup> Grade**

### SUPPLEMENTAL TEXTBOOKS

The committee recommends this narrative approach to history as a supplemental text. A teacher's guide and student materials for each of these five books from the series are also available.

A History of US: The First Americans; (Oxford University Press), 3rd edition, ©2003

A History of US: Making Thirteen Colonies; (Oxford University Press), 3<sup>rd</sup> edition, ©2003

A History of US: From Colonies to Country; (Oxford University Press), 3rd edition, ©2003

A History of US: The New Nation; (Oxford University Press), 3rd edition, ©2003

A History of US: Liberty for All; (Oxford University Press), 3rd edition, ©2003

## SUPPLEMENTAL GEOGRAPHY SUPPORT

The committee recognizes that there are numerous products available supporting U.S. history and geography beyond those listed above. The following are recommended where such additional resources are desired.

"GeoKits"; National Geographic, ©2001

American History: Native Americans (useful for 7<sup>th</sup> grade as well)

Colonial America

American Revolution

Lewis and Clark

The following three National Geographic "GeoKits" have a majority of their content devoted to the eras studied in U.S. History 8. They are available through the ASD AV Center; individual school purchases could still be made if desired.

Westward Movement

Immigration

African Americans

"Flags Over Time and Our Country's Government"; Nystrom; pulldown map, pg.65 / desk mats, pg. 74 ©2005

"Exploring the History of Our Country"; Cram, pg.46, ©2000