



# Kodiak Island Borough School District

## Social Studies Curriculum Grades 6-12

Board of Education Adoption: May 18, 2015  
Next Revision Due: 2020

# KIBSD Social Studies Curriculum Overview

Social studies, as defined by the National Council for Social Studies, is the interdisciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues. At Kodiak Island Borough School District the disciplines of geography, history, government and citizenship are incorporated into the curriculum. The primary purpose of social studies is to provide students with the tools and strategies to make informed decisions for the public good, as global citizens in a culturally diverse and interdependent world.

Awareness of and acceptance for all cultures begins with developing an understanding of the diversity within families, the school setting, and local community. This understanding is deepened at the secondary level through the study of the history of Alaska, the United States and its government as well as the world. Instructional practices are encouraged to incorporate art, song, technology, reading, writing, and oral speaking. The integration of the social studies content and reading standards is essential in allowing teachers to effectively streamline teaching and learning in order to meet the rigor of the Alaska state standards. The essential learnings for each grade level are designed around the Alaska State content and cultural standards in Social Studies in the areas of: geography, government and citizenship, history, and world languages.

Educators are encouraged to connect with the rich variety of available resources on Kodiak Island to support the social studies curriculum. KIBSD values its relationships within the community and recognizes the wealth of information and resources available to enhance learning experiences for all students.

The social studies curriculum document contains the essential learnings for each grade level with vertical alignment from grade to grade. Online and text resources are noted, along with activities that correspond to each essential learning. Effective instructional practices paired with community resources and educator collaboration will enhance student learning experiences in social studies.

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**Kodiak Island Borough School District**  
**Social Studies Continuum**  
Kindergarten – 12<sup>th</sup> Grade

Kindergarten	Families, Learning and Working Together
Grade 1	Classroom and School Communities
Grade 2	Neighborhoods
Grade 3	Kodiak Island: Local History, Culture and Community
Grade 4	Alaska, The Changing State
Grade 5	US Geography and History
Grade 6	Geography of the Western Hemisphere
Grade 7	Geography of the Eastern Hemisphere
Grade 8	US History: The Development of a Nation
Grade	Civics (semester)
Grade 9-12	Alaska History and Cultures (semester)
Grade 10-12	World History
Grade 10-12	US History
Grade 10-12	General Psychology

**Note: November is Alutiiq Studies Month**

# Social Studies- Western Hemisphere (6<sup>th</sup> Grade)

## Overview:

Understand that the geography of a place or region influences the culture there.

Apply this understanding to the following regions:

- a. United States
- b. Canada
- c. Mexico and Central America
- d. West Indies
- e. South America

Essential Learnings	Activities
<p>1. Use and make maps &amp; geographic tools to determine and report information.</p> <p>Objectives</p> <ul style="list-style-type: none"><li>▪ Find absolute location of a place</li><li>▪ Describe relative location of a place</li><li>▪ Identify parts of a map (DOGSTAILS acronym)</li><li>▪ Draw a map of an area with relevant parts and information</li><li>▪ Read a map to answer questions</li><li>▪ Identify different types of maps and when to use them</li></ul>	<p>Draw mental maps of an area</p> <p>Create paper and digital political and physical maps of an area</p> <p>Create a Geographic Unit flip chart</p> <p>Create a class atlas</p> <p>Map scavenger hunt-Use clues to mark absolute locations/identify landforms</p>
<p>2. Understand the physical characteristics of a place/region</p> <p>Objectives</p> <ul style="list-style-type: none"><li>▪ Explain the difference between climate and weather</li><li>▪ Identify natural resources of an area</li><li>▪ Identify types of landforms in an area</li><li>▪ Generalize the relation of climate to latitude, wind belts, ocean currents, continental and maritime positions, landforms and elevation</li></ul>	<p>Compare thematic maps: Ring of Fire, Climate, Ocean Currents, wind</p> <p>Make a Landform Illustrated Dictionary with real-world examples</p> <p>T-chart of renewable and non-renewable resources, summary of their uses</p>
<p>3. Understand the cultural characteristics of a place/region</p> <p>Objectives</p> <ul style="list-style-type: none"><li>▪ Describe the characteristics that identify a culture</li><li>▪ Identify the economy, political structure, religion, and family roles of a place</li><li>▪ Make inferences about how population density and distribution</li></ul>	<p>Examples of Cultural Diffusion: fast food, baseball, technology, explorers</p> <p>Picture Analysis: identify cultural features in the photo(s)</p> <p>Holidays/Celebrations: Day of the Dead in Mexican culture, compare with your own</p> <p>Canada: Native Art, French/English language</p>

<ul style="list-style-type: none"> <li>▪ affect cultures</li> <li>▪ Explore how the art and music of a region reflects its culture</li> <li>▪ Contrast rural and urban land uses</li> <li>▪ Describe major human made geographic features</li> </ul>	<p>Country Travel Brochures/Websites/Posters</p> <p>Compare music from various cultures</p> <p>Population Density of US, Canada, Mexico, analyze thematic map of World Pop. Density.</p> <p>Make a recipe book of cuisine from various cultures, host a food day</p> <p>Skype Interview with a student in a different country</p> <p>Book Study: Island of the Blue Dolphins by Scott O'Dell, Esperanza Rising, Hatchet</p>
<p>4. Understand how humans and physical environments interact</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>▪ Describe how various groups use their resources and its impact on the environment</li> <li>▪ Speculate occupational opportunities in relationship to location (latitude, continent, hemisphere, climate)</li> <li>▪ Explain how the physical environment affects cultures, and vice versa (cause/effect)</li> <li>▪ Describe how groups have overcome a geographical problem (problem/solution) <ul style="list-style-type: none"> <li>- <i>natural disasters, transportation, non-renewable resources, climate change</i></li> </ul> </li> </ul>	<p>Categorize modes of transportation and communication and analyze routes for each kind</p> <p>“Geography of a Pencil” National Geographic lesson</p> <p>Grocery Store Geography: make a poster showing where food comes from and how it gets to your hometown (or clothing)</p> <p>Function &amp; purpose of canals: Panama Canal, St. Lawrence Seaway</p> <p>Marine Debris: causes/effects, problem/solution report/PowerPoint</p> <p>Oil Spills: Deepwater Horizon, Exxon Valdez</p> <p>Amazon Rainforest Deforestation</p> <p>Scholastic Lesson “Immigration”</p> <p>Survival stories, compare</p> <p>Videos: National Geographic, History Channel</p>

### Resources:

#### KMS:

- [World Geography](#) (Houghton Mifflin Harcourt)
- [National Geographic Explore](#)
- [Global Issues: Leveled Texts](#)
- [Classroom Atlas](#) (Rand McNally)

#### Rural Schools:

- [Geography Alive! Regions and People](#) (TCI)

# Social Studies- Eastern Hemisphere (7<sup>th</sup> Grade)

## Overview:

Understand that the geography of a place or region influences the culture there.

Apply this understanding to the following regions:

- a. Asia
- b. Europe
- c. Africa
- d. Antarctica
- e. Australia

Essential Learnings	Activities
<p>1. Use and make maps &amp; geographic tools to determine and report information.</p> <p>Objectives</p> <ul style="list-style-type: none"><li>▪ Find absolute location of a place</li><li>▪ Describe relative location of a place</li><li>▪ Identify parts of a map</li><li>▪ Read a map to answer questions</li><li>▪ Identify different types of maps and when to use them</li></ul>	<p>Label a map of the continent with: countries, capitals, absolute and relative location, parts of map</p> <p>Draw mental maps of an area</p> <p>Create paper and digital political and physical maps of an area</p> <p>Create a Geographic Unit flip chart</p> <p>Create a class atlas</p> <p>Map scavenger hunt-Use clues to mark absolute locations/identify landforms</p>
<p>2. Understand the physical characteristics of a place/region</p> <p>Objectives</p> <ul style="list-style-type: none"><li>▪ Explain the difference between climate and weather</li><li>▪ Identify natural resources of an area</li><li>▪ Identify types of landforms in an area</li><li>▪ Generalize the relation of climate to latitude, wind belts, ocean currents, continental and maritime positions, landforms and elevation</li><li>▪</li></ul>	<p>Create Powerpoint of major landforms on each of the continents</p> <p>Draw a diagram or make a digital continent map that includes the following: relation of climate to latitude, wind belts, ocean currents, continent and maritime positions, landforms and elevation.</p> <p>Make an advertisement/commercial for renewable and/or nonrenewable resources of an area-Persuasive propaganda.</p> <p>Make a travel brochure to visit a famous landform on continent (Mountain, lake, river).</p> <p>Make a collage and label different landform examples.</p> <p>Explore a region and its landforms using iGoogle and videoclips.</p>

<p>3. Understand the cultural characteristics of a place/region</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>▪ Describe the characteristics that identify a culture</li> <li>▪ Identify the economy, political structure, religion, and family roles of a place</li> <li>▪ Make inferences about how population density and distribution affect cultures</li> <li>▪ Explore how the art and music of a region reflects its culture</li> <li>▪ Contrast rural and urban land uses</li> <li>▪ Describe major human made geographic features</li> </ul>	<p>Create a city print watercolor project with Russian Dome architecture or Paris skyline with a cultural descriptive paragraph.</p> <p>Write compare/contrast essay about two cultural characteristics of ancient Egypt and Egypt today.</p> <p>Create Powerpoint of Greek economy, political structure, religion, and family roles.</p> <p>Analyze and compare forms of money and country symbols.</p> <p>Analyze, research and write on a country's well known architecture or piece of art/music.</p> <p>Construct African drum with descriptive paragraph on how it reflects the cultures in a country in Africa.</p> <p>Recreate a form of art from a country: dance, mask, recipe, musical instrument, oral tradition.</p> <p>Annotate text from different articles in Junior Scholastic magazine. Complete summary outline and write summary.</p> <p>“A day in the life” of a child around the world. Write a diary/journal entry about the lifestyle of a child in another country.</p>
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<p>4. Understand how humans and physical environments interact</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>▪ Describe how various groups use their resources and its impact on the environment</li> <li>▪ Speculate occupational opportunities in relationship to location (latitude, continent, hemisphere, climate)</li> <li>▪ Explain how the physical environment affects cultures, and vice versa (cause/effect)</li> <li>▪ Describe how groups have overcome a geographical problem (problem/solution) <ul style="list-style-type: none"> <li>- <i>natural disasters, transportation, non-renewable resources, climate change</i></li> </ul> </li> </ul>	<p>Interview local Russian/Philippino community members on how he/she uses resources to survive on Kodiak Island.</p> <p>Create ??? book project book based on local culture and use of resources. Present article/main points to class.</p> <p>Create a TChart on how Japanese and English occupational opportunities in relationship to location.</p> <p>Compare and contrast shelter, food, clothing, education, travel, communication, and politics in relation to a group's physical environment.</p> <p>Record news report/video/iMovie on different natural disaster around five different continents.</p> <p>Analyze African fables, folktales, proverbs</p> <p>Write an informational essay on how Banda Aceh City (communities on Sumatra) overcame 2004 Earthquake/Tsunami</p> <p>Write two-column note outline on how unemployment and urbanization has affected the culture of the Bedouin in Egypt.</p> <p>Research renewable and non-renewable resources, how cultures depend on them, and how the use of them impacts the economy and environment</p>
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### Resources:

#### KMS:

- World Geography (Houghton Mifflin Harcourt)
- National Geographic Explore (Cengage)
- National Geographic Global Issues: Leveled Texts (Cengage)
- Classroom Atlas (Rand McNally)

#### Rural Schools:

- Geography Alive! Regions and People (TCI)

# US History: Development of a Nation (8<sup>th</sup> Grade)

## Overview:

Eighth grade Social Studies provides a study of the development of the United States from its historic developments to 1865. Emphasis is placed on the developing American Identity, effects of geographic regionalism, fundamentals of government and cultural influence across time periods.

Essential Learnings	Activities
<p>1. Individuals and Events-Understand how the characteristics of key people, relationships between groups and significant events contributed to the development of the American Identity.</p> <p>Objectives:</p> <ul style="list-style-type: none"><li>• Identify key people, their role, and explain their impact on the time period.</li><li>• Describe the relationships and interactions between groups of this time period.</li><li>• Identify the important events of the time period and evaluate their significance.</li></ul>	<ul style="list-style-type: none"><li>-Identify Native American Groups</li><li>-Describe relationship between early colonists and Native Americans.</li><li>-Identify Key people and define their roles during French and Indian War, Revolutionary War, Westward Expansion, Civil War</li><li>-Explain change in relationship between colonists and British that leads to conflict of Revolutionary War</li><li>-Differences between North and South and resulting conflict Civil War</li><li>-Events to study<ul style="list-style-type: none"><li>• Colonial Settlement (Plymouth/Jamestown)</li><li>• French and Indian War (Movie Clips- America the Story of Us, The War that Made America)</li><li>• Revolutionary War (Boston Massacre, Tax Acts, Key battles, effects) Movie Clips- America the Story of Us, John Adams</li><li>• Westward Expansion: Louisiana Purchase, Florida, Red River Basin, Annexation of Texas, Oregon, Mexican Cession, Gadsden Purchase (Manifest Destiny Map, Tree chart Movie- Journey of Sacagawea, Ken Burns Corps of Discovery)</li><li>• Causes of Civil War: Industrial Revolution, Cotton Boom, Missouri Compromise, Kansas- Nebraska Act, Secession</li><li>• Events of Civil War: Battles, (Gettysburg, Antietam, Shiloh, Appomattox) Gettysburg Address, Lincoln's 2<sup>nd</sup> Inaugural address analysis,</li></ul></li></ul>

	Lincoln Assassination.
<p>2. Geography- Understand the effects of location and geographic features of a place/region on the development of society and culture (geographic regionalism).</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify basic geographic features</li> <li>• Understand how geography impacts a society <ul style="list-style-type: none"> <li>• Climate, physical features, environment, natural resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Physical features map of North America</li> <li>-Geographic Regions of North America (Native American Groups)</li> <li>-Define and apply Geographic Regionalism to Native American Groups pre-European colonization</li> <li>-Define and apply Geographic Regionalism to three Colonial Regions (Colonial Region power point)</li> </ul>
<p>3. Culture-Understand the components of culture within groups and how different cultural groups effected the time period.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the characteristics that identify a culture: <ul style="list-style-type: none"> <li>• Roles and responsibilities of individuals</li> <li>• Education</li> <li>• Labor</li> <li>• Work Force</li> <li>• Religion</li> <li>• Economy</li> <li>• Ethnicity</li> <li>• Foundational Beliefs/Values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Research and compare Native American Cultures</li> <li>-Research and compare Colonial Region cultures (New England, Middle and Southern Colonies)</li> <li>-Industrial Revolution in the North</li> <li>-Growth of Agriculture in the South</li> </ul>

4. Government- Understand the development, structure and evolution of government.

Objectives:

- Explain the development of government.
- Identify and describe the structure of the government.
- Describe the evolution of government
  - Amendments
  - Law Making Process
  - Voting
  - Democracy
  - Citizenship

-History of Constitutional Convention

- Articles of Confederation vs. Constitution

-Identify, explain 3 branches of Government

- Legislative
- Judicial
- Executive

-Explain system of Checks and Balances

-Map Federalism (Federal/State/Shared Powers)

-Bill of Rights Poster

-Schoolhouse Rock "I'm Just a Bill"

"We the People" "3-Ring Circus"

**Resources:**

KMS:

- United States History: Beginnings to 1877 (Houghton Mifflin Harcourt)
- US History Atlas (Nystrom)

Rural Schools:

- History Alive! US Through Modern Times (TCI)

# Civics (9<sup>th</sup> Grade)

## Overview:

Civics and Government is a semester-long course that encompasses the fundamental parts of the U.S. Government. This includes the branches of government, the Bill of Rights, the election process, and the foundations of our government. Students will also study current events as part of the course.

Essential Learnings	Activities
1. Current Issues: Students summarize national and international current issues	<p>Read nonfiction text on current government issues.</p> <p><b>Resources</b></p> <ol style="list-style-type: none"><li>1) Online news resources</li><li>2) NY Times Upfront Magazine</li></ol>
2. Foundations of the United States Government: Students understand the history and development of the US government. <ul style="list-style-type: none"><li>• <i>Describe reasons why the United States declared Independence from Great Britain.</i></li><li>• <i>Understand major ideas contained in the Declaration of Independence</i></li><li>• <i>Analyze why the Articles of Confederation failed and describe how this led to the creation of the Constitution</i></li></ul>	<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"><li>1) Class notes and vocabulary</li><li>2) Background reading for the Revolutionary War</li><li>3) Read and analyze the Declaration of Independence</li><li>4) Declaration of Independence three tiered reading guide</li><li>5) Re-write the Declaration of Independence</li><li>6) Compare the Articles of Confederation to the Constitution</li></ol> <p><b>Resources</b></p> <p>Revolutionary war summaries and background information Declaration of Independence Readings comparing the Articles of Confederation to the Constitution</p>
3. The Bill of Rights: Students will analyze the Bill of Rights and its importance in the development of our nation. <ul style="list-style-type: none"><li>• Understand and classify rights included in the Bill of Rights</li><li>• Analyze and debate issues related to the Bill of Rights</li></ul>	<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"><li>1) Class notes and vocabulary</li><li>2) People vs. Jack Woody reading</li><li>3) Tinker vs. Des Moines and Texas vs Johnson class reading</li><li>4) Second Amendment debate and persuasive paper</li><li>5) Police tracking cell phones reading</li></ol>

<ul style="list-style-type: none"> <li>Evaluate the importance of individual rights included in the Bill of Rights</li> </ul>	<ol style="list-style-type: none"> <li>Edward Snowden/NSA reading and debate</li> <li>Miranda Rights reading activity</li> <li>Death Penalty reading activity and debate</li> <li>Categorize and classify the Bill of Rights</li> <li>Write a persuasive paragraph/paper about a Bill of Rights issue</li> <li>Illustrated Bill of Rights flip book project</li> </ol> <p><b>Resources</b></p> <p>ICivics Streetlaw.org Landmark Supreme Court Cases Current articles and opinion pieces related to Bill of Rights issues</p>
<p>The Three Branches of Government: Students identify and describe the branches of government and government processes.</p> <ul style="list-style-type: none"> <li>Understand the function of the Executive Branch of Government</li> <li>Understand the function of the Legislative Branch of Government</li> <li>Understand the function of the Judicial Branch of Government</li> <li>Describe and analyze the separation of power between the three branches of Government</li> <li>Describe the Presidential Election process</li> </ul>	<ol style="list-style-type: none"> <li>Class notes and vocabulary</li> <li>Simulate and diagram how a law is made</li> <li>Diagram the Executive Branch and make connections to government agencies in Kodiak</li> <li>Summarize major Supreme Court Cases</li> <li>Create a poster of the Checks and Balances system</li> <li>L-J Flash card quizzes</li> <li>Electoral College/270 to Win interactive map</li> <li>ICivics creating the budget simulation</li> <li>ICivics activities</li> <li>Debate between using the Electoral College or the Popular Vote</li> </ol> <p><b>Resources</b></p> <p>ICivics Streetlaw.org Landmark Supreme Court cases <a href="http://www.whitehouse.gov/our-government/executive-branch">http://www.whitehouse.gov/our-government/executive-branch</a></p>

<http://www.270towin.com/>

**Resources:**

KHS and Rural Schools:

- Civics in Practice (Houghton Mifflin Harcourt/Holt McDougal)

# U.S. History (10<sup>th</sup> – 12<sup>th</sup> Grade)

## Overview:

The study of U.S. History begins with a look at the political implications of westward expansion in the Civil War, then continue with reconstruction through the present day. Students will use primary documents, biographies, art and music, documentaries, and projects to enhance their understanding of the social, economic, and political changes that have occurred. Ongoing discussion of current events will be a part of this course.

Essential Learnings	Activities
<p>1. Students will be able to explain the North's attempts to reconstruct the South between 1865 and 1877.</p> <p>Reconstruction</p> <p>LT1: Compare and contrast how various reconstruction plans succeeded or failed.</p> <p>LT2: Explain the provisions of the 14<sup>th</sup> and 15<sup>th</sup> amendments and the political forces supporting and opposing each.</p>	<ol style="list-style-type: none"><li>1. Stanford reading like a historian lesson plans for Reconstruction. (<a href="https://sheg.stanford.edu/home_page">https://sheg.stanford.edu/home_page</a>)</li><li>2. U.S. Center for learning: U.S. 1866-1920 lessons 10-25</li><li>3. Class notes and vocabulary</li><li>4. Decision Making: Civil War &amp; Reconstruction.</li><li>5. Primary and Secondary sourcing</li></ol>
<p>2. Student will be able to understand various perspectives on federal Indian policy, westward expansion, and the resulting struggles.</p> <p>Westward Expansion</p> <p>LT1: Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers.</p> <p>LT2: Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identify, land ownership, and assimilation.</p>	<ol style="list-style-type: none"><li>1. Stanford reading like a historian lesson plans for westward expansion. (<a href="https://sheg.stanford.edu/home_page">https://sheg.stanford.edu/home_page</a>)</li><li>2. U.S. Center for learning: U.S. 1866-1920 lessons 6-9</li><li>3. Class notes and vocabulary</li><li>4. Primary and Secondary sourcing</li></ol>
<p>3. The U.S. became an empire when it acquired territory outside the continent and when its international influence increased.</p>	<ol style="list-style-type: none"><li>1. Stanford read like a historian lesson plans for the Gilded Age and American Imperialism. (<a href="https://sheg.stanford.edu/home_page">https://sheg.stanford.edu/home_page</a>)</li></ol>

<p>Industrialization during the Gilded Age</p> <p>LT1: Explain the connections among industrialization, the advent of the modern corporation, and the material well being of Americans.</p> <p>LT2: Describe the rapid growth of cities and how urban life changed.</p> <p>LT3: Explain the sources and experiences of the new immigrants.</p> <p>American Imperialism</p> <p>LT1: Describe how economic interests, nationalism, and domestic tensions combine to create an expansionist foreign policy.</p> <p>LT2: Explain the United States involvement in Cuba and the Philippines during the Spanish-American War.</p>	<ol style="list-style-type: none"> <li>2. U.S. Center for learning: U.S. 1866-1920 lessons 10-25</li> <li>3. Class Notes and vocabulary</li> <li>4. Decision Making: The Gilded Age, Imperialism and Progressivism.</li> <li>5. Primary and Secondary sourcing</li> </ol>
<p>5. The U.S. chose not to maintain neutrally during WWI; as a result of participation in the war in Europe the U.S. continues to be involved in European affairs.</p> <p>WWI</p> <p>LT1: Evaluate Progressive reforms to expand democracy at the local and state levels.</p> <p>LT2: Explain the causes of WWI and why the United States intervened.</p> <p>LT3: Describe the impact at home and abroad of the United States involvement in World War I.</p>	<ol style="list-style-type: none"> <li>1. U.S. Center for learning: U.S. 1866-1920 lessons 26-28.</li> <li>2. Decision Making: Imperialism and Progressivism.</li> <li>3. Stanford read like a historian lesson plans for WWI. (<a href="https://sheg.stanford.edu/home_page">https://sheg.stanford.edu/home_page</a>)</li> <li>4. U.S. Center for learning: U.S. 1866-1920 lessons 36-39</li> <li>5. Class notes and vocabulary</li> <li>6. Decision Making: WWI &amp; the 1920s</li> <li>7. Primary and Secondary sourcing</li> </ol>
<p>6. The 1920's was a decade of rapid social change that triggered disagreements based on values and region. Prosperity quickly turned to economic depression due to overproduction, rampant</p>	<p>The Roaring Twenties</p> <ol style="list-style-type: none"> <li>1. Stanford read like a historian for the Roaring Twenties. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>2. U.S Center for learning: U.S. 1920-</li> </ol>

<p>speculation, corruption and agricultural problems.</p> <p>1920s-1930s</p> <p><b>The Roaring 20s</b></p> <p>LT1: Explain how a modern capitalist economy emerged during the 1920s.</p> <p>LT2: Describe social tensions (prohibition, race relations) and their consequences in the postwar era.</p> <p><b>The Great Depression</b></p> <p>LT1: Analyze the causes of the Great Depression and how it affected American society.</p> <p><b>The New Deal</b></p> <p>LT1: Describe how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.</p>	<p>1960 lessons 1-9.</p> <ol style="list-style-type: none"> <li>3. Class notes and vocabulary</li> <li>4. Stanford read like a historian for the New Deal. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>5. U.S Center for learning: U.S. 1920-1960 lessons 10-19.</li> <li>6. Class notes and vocabulary</li> <li>7. Decision Making: WWI &amp; the 1920s, The Depression &amp; World War 1.</li> <li>8. Primary and Secondary sourcing</li> </ol>
<p>7. The U.S. played a major role in WWII and political changes as a result of the war continues to impact our lives today.</p> <p><b>WWII</b></p> <p>LT1: Evaluate American responses to German, Italian, and Japanese aggression.</p> <p>LT2: Discuss Allies' strategies in a two-front war.</p> <p>LT3: Characterize life at home during the war.</p>	<ol style="list-style-type: none"> <li>1. Stanford read like a historian for the New Deal. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>1. U.S Center for learning: U.S. 1920-1960 lessons 20-29.</li> <li>2. Class notes and vocabulary</li> <li>3. Decision Making: WWI &amp; the 1920s, The Depression &amp; World War II.</li> <li>4. Primary and Secondary sourcing</li> </ol>
<p>8. Differing political and economic systems caused a rivalry, the Cold War, between the U.S. and the Soviet Union, which led to weapons buildup, involvement in Asia, and the space race.</p> <p><b>The Cold War</b></p> <p>LT1: Describe the economic boom and social transformation of postwar United States.</p>	<ol style="list-style-type: none"> <li>1. Stanford read like a historian for the Cold War. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>2. U.S Center for learning: U.S. 1920-1960 lessons 30-37.</li> <li>3. Class notes and vocabulary</li> <li>4. Decision Making: The Cold War &amp; the 1950s</li> <li>5. Primary and Secondary sourcing</li> </ol>

<p>LT2: Explain McCarthyism and the loyalty review.</p> <p>LT3: Explain how the Cold War and the Truman Doctrine influenced U.S. international policy.</p>	
<p>9. The civil rights movement brought issues of segregation and discrimination to the attention of the public and was the driving force in changing the political and economic status of ethnic groups in the U.S.</p> <p><b>The Civil Rights Movement</b></p> <p>LT1: Analyze the struggle for, and the reaction to, attempts for racial and gender equality.</p>	<ol style="list-style-type: none"> <li>1. Stanford read like a historian for the Civil Rights. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>2. U.S Center for learning: U.S. 1960-1990 lessons 1-9.</li> <li>3. Class notes and vocabulary</li> <li>4. Decision Making: The 1960s and the Vietnam War.</li> <li>5. Primary and Secondary sourcing</li> </ol>
<p>10. U.S. involvement in the Vietnam War created division that is evident in the nation's view of military and monetary support for foreign entities.</p> <p><b>Vietnam War</b></p> <p>LT1: Explain the causes and consequences of U.S. involvement in Vietnam.</p> <p>LT2: Explain the division the Vietnam War caused on the home front.</p> <p>LT3: Compare how the Vietnamese and the Americans fought the war.</p>	<ol style="list-style-type: none"> <li>1. Stanford read like a historian for the Vietnam War. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>2. U.S Center for learning: U.S. 1960-1990 lessons 10-13.</li> <li>3. Class notes and vocabulary</li> <li>4. Decision Making: The 1960s and the Vietnam War.</li> <li>5. Primary and Secondary sourcing</li> </ol>
<p>11. Economic recession of the late 1970s ultimately led to increased involvement in the Middle East and acts of terrorism at home.</p> <p><b>Contemporary U.S. History</b></p> <p>LT1: Explain the Nixon administration's involvement in Watergate and the role of the media in exposing the scandal.</p> <p>LT2: Analyze U.S. involvement with Iran.</p>	<ol style="list-style-type: none"> <li>1. Stanford read like a historian for Modern America. (<a href="https://sheg.stanford.edu/rlh">https://sheg.stanford.edu/rlh</a>)</li> <li>2. U.S Center for learning: U.S. 1960-1990 lessons 10-20.</li> <li>3. Class notes and vocabulary</li> <li>4. Decision Making: Modern America</li> <li>5. Primary and Secondary sourcing</li> </ol>
<p>12. The transition from the Cold War ushered in a new era of terrorism.</p> <p>LT1: Analyze how the conflict in Afghanistan ended the Cold War and helped lead to</p>	<ol style="list-style-type: none"> <li>1. U.S Center for learning: U.S. 1960-1990 lessons 20-35.</li> <li>2. Class notes and vocabulary</li> <li>3. Decision Making: Modern America</li> </ol>

<p>terrorism.</p> <p>LT2: Describe the connection between mandate states in the Middle East established after WWI and Islamic fundamentalist terrorists.</p> <p>LT3: Trace the development of terrorist groups throughout the world.</p> <p>LT4: Analyze U.S. involvement with Iraq.</p>	<p>Primary and Secondary sourcing</p>
<p><b>Resources:</b></p>	
<p>KHS:</p> <ul style="list-style-type: none"> <li>○ <a href="#"><u>United States History: Reconstruction to Present</u></a> (Pearson)</li> </ul> <p>Rural Schools:</p> <ul style="list-style-type: none"> <li>○ <a href="#"><u>History Alive! US Through Modern Times</u></a> (TCI)</li> </ul>	

# World History (10<sup>th</sup> – 12<sup>th</sup> Grade)

## Course Overview:

The World History course at KHS is a yearlong course that encompasses history from prehistoric times through 1945. Students will read from several history sources, complete projects, participate in hands-on activities, analyze primary sources, and learn to take notes.

Essential Learnings	Activities
<p>Students will understand that ancient civilizations laid the foundation for the development of complex societies of today.</p> <p>Rise of Civilization</p> <p>LT1: Analyze the processes that led to the emergence of agricultural societies around the world</p> <p>LT2: Determine the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley</p> <p>LT3: Summarize innovation and change in early civilizations</p> <p>Greeks and Romans</p> <p>LT1: Compare and contrast Greek city-states</p> <p>LT2: Explain the impact of important ideas of early Greek culture and relate to our current society</p> <p>LT3: Differentiate between the Roman Republic to the Roman Empire</p> <p>LT4: Explain the impact of important ideas of Roman culture and relate to our current society</p> <p>LT5: Analyze the factors that led to the collapse of the Western Roman Empire</p>	<p>Rise of Civilization</p> <p>Textbook Resource Materials: "The First Humans", "Discovery of Jenne-Jeno", "Early African Civilizations", "Code of Hammurabi"</p> <p>Center for Learning Book 1: "Prehistory", "Mythology"</p> <p>Map Activities: Ancient Near East, Ancient Egypt, Africa Before European Contact</p> <p>Greeks</p> <p>Textbook Resource Materials: "The Greek Language", "Ancient Greece"</p> <p>Center for Learning: "Golden Apogee of Greece", "How Periclean Democracy Operated", "Alexander the Great"</p> <p>Map Activities: Ancient Greece</p> <p>Romans</p> <p>Textbook Resource Materials: "Roman Roads", "Rome and the Rise of Christianity", "From Rome to Washington", "Frescoes"</p> <p>Center for Learning: "Legacy of Rome", "The Decay of Rome",</p> <p>Map Activities: Ancient Rome and Barbarian Invasions</p>

<p>Students will understand that major religions arose in the Mediterranean basin and India.</p> <p><b>Major World Religions</b></p> <p><b>LT1:</b> Compare and contrast the world's five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam.</p>	<p>Religions project link  <a href="http://www.uri.org/kids/world.htm">http://www.uri.org/kids/world.htm</a></p>
<p>Students will understand that the Roman Catholic Church, a revival of trade, and feudalism were catalysts in the development of nation states in Europe.</p> <p><b>The Middle Ages</b></p> <p><b>LT1:</b> Analyze how the Collapse of the Western Roman Empire affected European culture</p> <p><b>LT2:</b> Explain how European culture redefined itself during the middle ages including the advent of the Feudal System and the role of the Roman Catholic Church</p> <p><b>LT3:</b> Analyze the causes and consequences of the Crusades</p>	<p>Textbook Resource Materials: "Vikings", "A Symbol of the Crusades"</p> <p>Center for Learning: "Feudalism and Manorialism", "Medieval Society", "Effects of the Crusades on Europe"</p> <p>Map Activities: Europe in Charlemagne's Time and The Crusades</p>
<p>Students will understand that economic strife and religious and political persecution under Europe's monarchs set the stage for revolutions.</p> <p><b>Renaissance</b></p> <p><b>LT1:</b> Describe the cultural achievements of Renaissance Italy</p> <p><b>LT2:</b> Analyze how advancements in the Renaissance led to interactions between Europe, the Americas and Africa</p> <p><b>LT3:</b> Explain the causes and consequences of the Reformation</p> <p><b>Enlightenment and Revolution</b></p> <p><b>LT1:</b> Assess the impact of Enlightenment ideas on the</p>	<p><b>Renaissance</b></p> <p>Textbook Resource Materials: "Renaissance and Reformation", "Renaissance in Italy", "Martin Luther", "Autobiography of Benvenuto Cellini", "Michelangelo"</p> <p>Center for Learning: "Henry VIII and the English Church"</p> <p>Map Activities: Renaissance Italy and The Reformation</p> <p><b>Enlightenment</b></p> <p>Textbook Resource Materials: "Where is the</p>

<p>development of modern nationalism and democratic thought and institutions.</p> <p>LT2: Explain the development and significance of the Scientific Revolution</p> <p>LT2: Explain the causes and consequences of political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries</p>	<p>World?", "Of the Encyclopedia", "Revolution and Enlightenment", "Doomed March to Russia", "Declaration of the Rights of Man",</p> <p>Center for Learning: "Revolution", "The French Revolution"</p> <p>Map Activities: Napoleonic Europe</p>
<p>Students will understand that industrialization brought social problems as well as changing societies from an agricultural base to a strong commercial base in Europe and the United States.</p> <p>Industrialization</p> <p>LT1: Explain causes and consequences of the agricultural and industrial revolutions, 1700-1850</p> <p>LT2: Explain how industrial economies expanded and societies experienced transformations.</p>	<p>Textbook Resource Materials: "Riding the Liverpool-Manchester Highway", "Industrialization and Nationalism", "Andrew Carnegie"</p> <p>Center for Learning: "Inventions", "Advances in Transportation"</p>
<p>Students will understand causes, effects, and new technologies utilized during World War I and World War II.</p> <p>World War I</p> <p>LT1: Analyze the causes of World War I</p> <p>LT2: Explain the importance of technological advances in WWI</p> <p>LT3: Evaluate the Treaty of Versailles</p> <p>Between the Wars</p> <p>LT1: Analyze the global consequences of WWI</p> <p>LT2: Describe the rise of fascism in Europe</p> <p>LT3: Explain the cause and consequences of the Russian</p>	<p>WWI</p> <p>Textbook Resource Materials: "Battle of the Somme", "In the Trenches", "Air Warfare", "War and Revolution"</p> <p>Center for Learning: "Militarism and Alliances", "Soldier's Point of View", "New Weapons, New Horrors"</p> <p>Map Activities: Europe 1914 and Europe After the First World War</p> <p>Between the Wars</p> <p>Textbook Resource Materials: "Jews in Europe", "Movements of People", "The West Between the Wars"</p> <p>Center for Learning: "Competing Ideologies"</p>

<p>Revolution</p> <p>LT4: Describe the rise of Japanese militarism</p> <p>World War II</p> <p>LT1: Analyze the causes of WWII</p> <p>LT2: Discuss the major events and turning points in the European and Pacific Theaters</p> <p>LT3: Explain the steps leading to the Holocaust and its impact on society</p> <p>LT4: Evaluate the global consequences of World War II: development of the Cold War, end of colonialism</p>	<p>WWII</p> <p>Textbook Resource Materials: "Blockade of Japan", "Rena's Promise", "WWII", "The Cost of War"</p> <p>Center for Learning: "Causes of WWII", "Hitler", "Pearl Harbor", "Holocaust"</p> <p>Map Activities: Europe and North Africa, Asian and Pacific Theaters</p>
<p>Students will understand the issues faced after WWII</p> <p>LT1: Conduct research pertaining to a selected global issue</p> <p>LT2: Write a paper explaining their issue as part of their presentation</p>	<p>Globalization project on a current issue.</p>
<b>Resources:</b>	
<p>KHS:</p> <ul style="list-style-type: none"> <li>○ <a href="#"><u>World History</u></a> (Pearson)</li> </ul> <p>Rural Schools:</p> <ul style="list-style-type: none"> <li>○ <a href="#"><u>History Alive! Ancient World and Medieval World and Beyond</u></a> (TCI)</li> </ul>	

# Alaska History and Cultural Studies (9<sup>th</sup> – 12<sup>th</sup> Grade)

## Overview:

Alaska history and cultural studies is a semester-long course that examines the people, ideas, and events of Alaska's past and present. The course will explore the historical, geographical, political, cultural, social, and economic characteristics of Alaska.

Essential Learnings	Activities
<p>Alaska Geography: Students describe and identify the geographic features of Alaska.</p> <ul style="list-style-type: none"><li>Understand that a region is a district area defined by one or more cultural or physical features.</li><li>Compare and contrast different regions of Alaska.</li></ul>	<p>Identify landforms, cities, and villages throughout Alaska using absolute location.</p> <p>Create a Venn diagram comparing two regions of Alaska.</p> <p>Explore and create maps identifying different types of regions throughout Alaska (formal, functional, perceptual).</p>
<p>Alaskan Cultures: Students will understand cultural attributes of each of Alaska's diverse native cultures.</p> <ul style="list-style-type: none"><li>Describe Alaskans before western contact.</li><li>Explain the interaction between people and the physical environment.</li></ul>	<p>Research and examine the 5 different cultures represented throughout Alaska. Outline the cultural regions on a map, identify languages, traditions, government, subsistence living. (Jigsaw activity)</p> <p>Create a timeline outlining the events and interactions of Alaskan Native Cultures and the west.</p>
<p>Russia's Colony: Students will understand the causes and effects of Russian colonization of Alaska.</p> <ul style="list-style-type: none"><li>Explain events that occurred with Russian and Alaska Native groups.</li><li>Analyze the impact of Russian Colonization on Alaska.</li></ul>	<p>Read select diary entries of early Russian explorers.</p> <p>Visit Baranov Museum and write a reflection.</p> <p>Research Russian explorer and present their impact on Alaska.</p>
<p>The American Territory: Students will describe the events and process that led to Alaska statehood.</p>	<p>Write cause and effect statements.</p>

<ul style="list-style-type: none"> <li>Explain the events of territorial Alaska under the United States.</li> <li>Analyze the effects of World War II on Alaska.</li> <li>Describe the process of statehood for Alaska.</li> </ul>	<p>Evaluate primary sources from the Gold Rush.</p> <p>Anaylze photographs from the Gold Rush</p> <p>Create a class news magazine: 65<sup>th</sup> Anniversary edition of WWII in Alaska</p>
<p>Governing Alaska: Students understand the connection between resource management and the need for government.</p> <ul style="list-style-type: none"> <li>Explain the importance of managing natural resources,</li> <li>Explain Alaska's government organization local to state.</li> </ul>	<p>Follow current events and issues in Alaska through the perspective of the different branches of government.</p> <p>Debate the use of fish traps from multiple perspectives.</p> <p>View a <i>Constitution for Alaska</i> and discuss the film.</p>
<p>Modern Alaska: Students examine and evaluate current issues effecting Alaska, its people and resources.</p> <ul style="list-style-type: none"> <li>Explain the Alaska Native Claims Settlement Act.</li> <li>Describe why the Permanent Fund was created and how it functions.</li> <li>Explain both sides of the major issues in Alaska.</li> </ul>	<p>Interview Alaskans with various roles during the building of the pipeline.</p> <p>Read and continue the comic book: <i>Adventures in Alaskan Economy</i> (<a href="http://www.akhistorycourse.org/articles/article.php?artID=247">http://www.akhistorycourse.org/articles/article.php?artID=247</a>)</p> <p>Examine the State Seal of Alaska and design an additional element to add based on research of an era.</p> <p>Review the <i>Between World's Timeline</i> (<a href="http://www.akhistorycourse.org/articles/article.php?artID=331">http://www.akhistorycourse.org/articles/article.php?artID=331</a>)</p> <p>Research and report on an Alaskan leader (<a href="http://www.alaskool.org">www.alaskool.org</a>)</p> <p>Debate in the classroom: Pebble Mine</p>

### Resources:

#### KHS and Rural Schools:

- AK history course (<http://www.akhistorycourse.org>)
- Native People of Alaska, by Steve Langdon
- Alaska in Maps: A Thematic Atlas
- Alaska's History: The People, Land, and Events of the North Country, by Harry Ritter
- Adventures in Alaska's Economy-Graphic Novel, use link to access text (<http://www.akhistorycourse.org/articles/article.php?artID=247>)

- Alaska-Native Cultures and Issues-Responses to Frequently Asked Questions, by Libby Roderick

# General Psychology (10<sup>th</sup> – 12<sup>th</sup> Grade)

## Overview:

Psychology is a yearlong course designed to introduce students to the systematic study of the behavior and mental processes of human beings. Students will learn about the field of psychology through a variety of educational activities. They will be exposed to psychological principles and will be able to analyze a general problem in psychology by applying their understanding of theoretical psychology frameworks.

Essential Learnings	Activities
<p>1. Students will be able to explain psychology is a field of continuing study and research.</p> <p>History and Method</p> <p>LT1: Identify various approaches to the study of Psychology.</p> <p>LT2: Explain the experimental procedures psychologists use to avoid bias.</p>	<ol style="list-style-type: none"><li>1. PsychSim5 Labs: Psychology's Timeline, What's wrong with this study?, Descriptive Statistics and correlation (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li><li>2. Notes and Vocabulary</li></ol>
<p>2. Students will be able to explain human development physically, cognitively and socially.</p> <p>Infancy to Adolescence</p> <p>LT1: Describe the physical and perceptual development of newborns and children.</p> <p>LT2: Describe the role of family and peers during adolescence.</p> <p>Adulthood</p> <p>LT1: Identify changes that occur in health and life situations during old age.</p>	<p>Infancy to Adolescence</p> <ol style="list-style-type: none"><li>1. PsychSim5: Cognitive Development, Conception to birth, Who am I? and Is Everything in Sync? (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li><li>2. Notes and Vocabulary</li></ol> <p>Adulthood</p> <ol style="list-style-type: none"><li>1. PsychSim5: Signs of Aging (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li></ol>
<p>3. Students will be able to explain the physiological function of the human body that influences behavior.</p> <p>Brain &amp; Body</p> <p>LT1: Identify the structure and functions of the human brain.</p>	<p>Brain and Body</p> <ol style="list-style-type: none"><li>1. PsychSim5 Labs: Neural Messages, Hemispheric Specialization, Brain and Behavior, Your Mind on Drugs, EEG and Sleep Stages and Circadian Rhythms (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li></ol>

<p>LT2: Describe the research into such techniques as biofeedback and meditation.</p> <p><b>Sensation and Perception</b></p> <p>LT1: Outline the principles of perception.</p> <p>LT2: Explain the physiological functions of sensation.</p>	<p><b>Sensation and Perception</b></p> <ol style="list-style-type: none"> <li>1. PsychSim5 Labs: Colorful World, Auditory System and Visual Illusions (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li> </ol>
<p>4. Students will be able to explain how the mind functions in terms of learning, emotions, altered states of consciousness and processing physical sensation demonstrates the integration of the physical world and the mind.</p> <p><b>Learning and Memory</b></p> <p>LT1: Describe the principles and techniques of classical and operant conditioning and social learning.</p> <p>LT2: Explain the concepts of memory and information processing.</p> <p><b>Motivation and Emotions</b></p> <p>LT1: Explain reasons for the physiological and psychological factors associated with motivation and emotions.</p> <p><b>Thinking and Language</b></p> <p>LT1: Describe the theories of cognitive processing.</p> <p>LT2: Identify the basic elements of language.</p>	<p><b>Learning and Memory</b></p> <p>PsychSim5 Labs: Classical Conditioning, Operant Conditioning, Forgetting, Short Term Memory and Trusting your Memory (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p> <p><b>Motivation and Emotions</b></p> <p>PsychSim5 Labs: Hunger and the Fat Rat, Expressing Emotion and Cating Liars. (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p> <p><b>Thinking and Language</b></p> <ol style="list-style-type: none"> <li>1. PsychSim5 Labs: My Head is Spinning and Get Smart (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</li> </ol>
<p>5. Students will be able to explain how psychologists measure intelligence to compare abilities and have developed methods of measuring personality concepts.</p> <p><b>Intelligence</b></p> <p>LT1: Describe the characteristics of good</p>	<p><b>Intelligence</b></p> <p>PsychSim5 Labs: Colorful World, Auditory System and Visual Illusions (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p>

<p>psychological tests.</p> <p>LT2: Describe the major schools of personality theory.</p>	
<p>6. Students will analyze a variety of stressors and how they impact daily life and how there are different ways of coping.</p> <p>Stress</p> <p>LT1: Identify various sources of stress and coping mechanisms.</p>	<p>Stress</p> <p>PsychSim5 Labs: All Stressed Out (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p>
<p>7. Students will be able to identify the major types of psychological disorders exist and different intervention methods are employed as treatment.</p> <p>Psychological disorders and treatment</p> <p>LT1: Describe psychological disorders.</p> <p>LT2: Explain the goals of psychotherapy.</p>	<p>Psychological disorders and treatment</p> <p>PsychSim5 Labs: Mystery Client, Losing Touch with Reality, Computer Therapist and Mystery Therapist (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p>
<p>8. Students will be able to explain how human interaction as individuals and in groups influences the behavior exhibited by a culture and society.</p> <p>Social Psychology</p> <p>LT1: describe several factors that influence how we interpret others' behavior.</p> <p>LT2: Describe different types of groups and how they function.</p> <p>LT3: Describe factors involved in attitude formation and change.</p>	<p>Social Psychology</p> <p>PsychSim5 Labs: Social Decision Making, Not my Type and Everybody's Doing It (<a href="http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html">http://bcs.worthpublishers.com/gray/content/psychsim5/launcher.html</a>)</p>

**Resources:**

## KHS and Rural Schools:

- Psychology Principles in Practice (Houghton Mifflin Harcourt)

# **AP Course Descriptions (Kodiak High School)**

## **AP World**

AP World History will help students develop a greater understanding of the evolution of human interactions in a historical global perspective. Students will learn to analyze primary sources, text and visual, through four historical thinking skills: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. These skills will be applied to writing a well-defined comparative essay, a change over time essay, and a document-based essay in preparation for the AP® Exam. Students will participate in Socratic discussion of their interpretation of the source's point of view; discuss the historical context of ideas, address commonalities and differences within each of the five themes of AP World History.

## **AP US**

AP U.S. History will examine the evolution of the United States from Pre-Columbian days to the present. Topics will address U.S. History through chronological and thematic approaches. In preparation for the AP exam, students will participate in a variety of activities including critical reading of primary sources and secondary sources, and the use of analytical skills to write a variety of forms of communication.

## **AP Psychology**

AP Psychology is a yearlong course designed to introduce students to the systematic study of the behavior and mental processes of human beings and to prepare students to take the AP exam. Students will learn about the field of psychology through a variety of educational activities. They will be exposed to psychological principles and will be able to analyze a general problem in psychology by applying their understanding of theoretical psychology frameworks.