

## 2024 – 2025 Government/History (Theme: In Motion)

Grades: 5-8	<b>Outline:</b> This course begins with an introduction to the three branches of the government, focusing on national, presidential, state and local elections. Then the course transitions into Westward Expansion and the Civil War in semester one. In the second semester, the course focuses on political movements, such as Women’s Rights and Civil Rights, the impact of the Industrial Revolution on society and historical figures that have made major contributions to society.	
Length: Two Semesters		
Prerequisites: None		
Year Outline		
Main Units	Sub-Units	Skills Developed (with Literacy Standards linked)
<b>Government</b> (Quarter 1)	Legislative, Executive, Judicial  National, State, Local	Students will: <ul style="list-style-type: none"><li>● Keep an organized Interactive Notebook throughout the year</li><li>● Understand the difference between primary and secondary text and analyze the relationship between the two on the same topic (<a href="#">RSL1 and 9</a>)</li><li>● Determine main ideas from primary text and write a summary of the texts and research (<a href="#">RSL2</a>)</li><li>● Cite specific textual evidence to support analysis of primary and secondary sources (<a href="#">RSL1</a>)</li><li>● Follow multi-step instructions (to various degrees of complexity based on age) when doing activities and projects</li><li>● Conduct research on historic figures and events (<a href="#">RSL2</a>)</li><li>● Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) (<a href="#">RSL6</a>)</li><li>● Distinguish among fact, opinion, and reasoned judgment in a text (<a href="#">RSL8</a>)</li><li>● Practice reading/comprehending various texts with the preloading of vocabulary (<a href="#">RSL4</a>)</li><li>● Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies (<a href="#">RSL4</a>)</li><li>● Synthesize ideas from several texts/sources</li><li>● Describe how a text presents informations (e.g., sequentially, comparatively, causally) (<a href="#">RSL5</a>)</li><li>● Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised and lowered) (<a href="#">RSL3</a>)</li><li>● Represent historic information in a variety of ways (e.g. chart, diagram, graph, table, writing,</li></ul>
<b>Westward Expansion</b> (Quarter 2)	Manifest Destiny  Monroe Doctrine	
<b>Civil War</b> (Quarter 2)	Pre-1860: Disunion  The Country Goes to War - 1861  Life at War  Antietam and Emancipation Proclamation - 1862  The Home Front  Shifting Tides 1863  Bringing the War to an End -	

	1864-1865 Effects of the Civil War - 1865 and Beyond	<p>poster, presentation, photographs, pictures, etc.) (<a href="#">RSL7</a>)</p> <ul style="list-style-type: none"> <li>• Present information to an audience – class, community, peers, etc.</li> <li>• Collaborate with classmates during discussions, presentations, etc.</li> <li>• Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently (<a href="#">RSL10</a>)</li> </ul>
<b>Political Movements</b> (Quarter 3)	Civil Rights, Women, Labor	
<b>Industrial Revolution</b> (Quarter 3)	Inventions	
<b>Contributions to Society</b> (Quarter 4)	Women  Minorities  Organizations	

Class Breakdown		
Class A	Class B	Class C
<ul style="list-style-type: none"> <li>• BrainPop – Identical individual review quizzes and graded quizzes</li> <li>• Fill-in-the-blank notes, doodle notes</li> <li>• Introduction to researching on the Internet and through text with assistance; research texts provided based on skill level</li> <li>• Read informational texts as a class or in small groups, pre-load vocabulary</li> <li>• More direct instruction when taking notes, using manipulatives, working on projects, etc.</li> <li>• All tests open notes</li> <li>• Present information through posters, charts, graphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• BrainPop – Collective Review Quizzes and Graded Quizzes</li> <li>• Organized, full page notes for structured note-taking, with practice on independent note-taking</li> <li>• Research with assistance or in small groups; practice independent research</li> <li>• Read informational texts semi-independently with vocabulary pre-loading</li> <li>• Teacher-guided review guides</li> <li>• Tests primarily open notes</li> <li>• Present information through Google Sides/ Canva/PowerPoint and verbally within</li> </ul>	<ul style="list-style-type: none"> <li>• BrainPop – Graded Quizzes</li> <li>• Guided independent note-taking from slides/lectures</li> <li>• Research and write about historical figures and events with little to no assistance</li> <li>• Read informational texts and write out and define new vocabulary in Interactive Notebook</li> <li>• Student-led review guides</li> <li>• Tests primarily closed note</li> <li>• Present information through electronic visuals (student choice) and verbally</li> </ul>

	class	present information to peers, school, community, etc.
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## Semester 1

Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives
<b>Government</b>	<a href="#">ACS.G&amp;C.A</a> <a href="#">ACS.G&amp;C.B</a> <a href="#">ACS.G&amp;C.C</a>	<p>How societies define authority, rights, and responsibilities through a governmental process</p> <p>Constitutional foundations of the American political system and the democratic ideals of this nation</p> <p>Character of the government of the state</p>	<p>Judicial</p> <p>Legislative</p> <p>Executive</p> <p>Equality</p> <p>Authority</p> <p>Power</p> <p>Freedom</p> <p>Justice</p> <p>Privacy</p> <p>Property</p> <p>Responsibility</p> <p>Sovereignty</p> <p>Two-Party System</p>	<ul style="list-style-type: none"> <li>Understand the necessity and purpose of government.</li> <li>Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.</li> <li>Describe how the United States organizes its government.</li> <li>Present on the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule and minority rights.</li> <li>Know how power is shared in the United States' constitutional government at the federal, state, and local levels.</li> <li>Recognize the significance of diversity in the American political system.</li> </ul>
Suggested Activities and Resources	<p>Government and citizenship resources</p> <ul style="list-style-type: none"> <li>Videos <ul style="list-style-type: none"> <li><a href="#">BrainPop</a> - Branches of Government, Democracy, Political Beliefs, Political Parties, Political Parties Origins, Presidential Power, Primaries and Caucuses, Voting Rights, U.S. Constitution, Voting</li> </ul> </li> <li>Classroom Constitution</li> <li><a href="#">iCivics</a> - Middle School Scope and Sequence with lesson plans</li> </ul>			

		<ul style="list-style-type: none"> <li>• <a href="#">We the People - Congressional Hearings Simulation</a></li> <li>• Reader's theater of constitutional convention</li> <li>• <a href="#">Vote for Kids in Alaska</a> - Alaska Children's Trust</li> <li>• Constitution Day Activities</li> <li>• Discuss the First Amendment and visit news media to discuss free press</li> <li>• News magazines - e.g., Scholastic News, Weekly Reader</li> <li>• Visit local government offices</li> <li>• Interview elected officials (Neal Foster?)</li> <li>• Establish a mock government</li> <li>• Community service projects</li> <li>• Attend City Council meetings</li> <li>• Student Government Elections</li> <li>• Listen to Podcasts</li> <li>• <a href="#">Civic engagement lesson plan</a> - PBS</li> </ul> <p><a href="#">Cultural Standards</a> - Community service projects - collaboration with NCC?, develop understanding of how local decisions are made</p> <p><a href="#">Digital literacy standards</a> - Organize students' Google drives</p>		
<b>Civil War</b>	<a href="#">ACS.H.A</a> <a href="#">ACS.H.B</a> <a href="#">ACS.H.C</a> <a href="#">ACS.H.D</a>	<p>Equality for all Americans was a factor that influenced the start of the Civil War.</p> <p>Understand what was considered the appropriate reach of the federal government at that time.</p> <p>Efforts to reconcile differing cultural values under a single national flag.</p> <p>Understand how the Civil War ended slavery and transformed the country from a union of states to a nation.</p> <p>Spurred industrialization, expanded women's roles and redefined citizenship.</p>	<p>Union Secession Reform Great Awakening Abolitionist Assimilation Temperance Sectionalism</p>	<ul style="list-style-type: none"> <li>• Identify the causes of the American Civil War.</li> <li>• Describe the state of the nation and sequence the first events of the Civil War.</li> <li>• State the meaning and impact of the Emancipation Proclamation.</li> <li>• Describe the day-to-day life of a Civil War Soldier.</li> <li>• List examples of work done on the home front and describe how news traveled to the home front.</li> <li>• Discuss the effects of the battles of Gettysburg and Vicksburg, paying particular attention to the Gettysburg address.</li> <li>• List and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.</li> <li>• Discuss the effects of the Civil War and the</li> </ul>

				importance of the Reconstruction Era.
Suggested Activities and Resources	<p>Civil War</p> <ul style="list-style-type: none"> <li>• <a href="#">Civil War Curriculum</a> - American Battlefield Trust</li> <li>• Videos <ul style="list-style-type: none"> <li>◦ <a href="#">BrainPop</a> - Civil War, Civil War Causes, Civil Rights, Frederick Douglass, Slavery, Reconstruction, Abraham Lincoln, Jim Crow</li> </ul> </li> <li>• <a href="#">War Has Been Declared</a> - National Park Service Lesson Plans on Civil War</li> <li>• <a href="#">Teaching the Civil War</a> - PBS LearningMedia</li> </ul> <p><a href="#">CULTURAL STANDARDS</a> -</p>			
<b>Westward Expansion</b>	<a href="#">ACS.H.A</a>  <a href="#">ACS.H.B</a>  <a href="#">ACS.H.C</a>  <a href="#">ACS.H.D</a>	<p>History is a record of human experiences that links the past to the present and the future.</p> <p>Explore how the gold rush and mining opportunities (silver in Nevada) help fuel the desire to drive West.</p> <p>Research how the opportunity to work in the cattle industry; to be a “cowboy” was one of the factors contributing to Westward expansion.</p> <p>Faster travel to the West by railroad; availability of supplies due to the railroad allowed the United States the possibility to move westward.</p> <p>Understand how the opportunity to own land cheaply under the Homestead Act motivated early settlers of the west.</p> <p>Understand the impacts of Westward Expansion on the development of the</p>	<p>Migration</p> <p>Indigenous</p> <p>Exploration</p> <p>Exploitation</p> <p>Perspective</p> <p>Population</p> <p>Distribution</p> <p>Interaction</p> <p>Interdependence</p> <p>Economics</p> <p>Social Systems</p> <p>Political Systems</p> <p>Monroe Doctrine</p> <p>Manifest Destiny</p> <p>Expansion</p> <p>Reservation</p> <p>Plantation</p> <p>Urbanization</p>	<ul style="list-style-type: none"> <li>• Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.</li> <li>• Use visual data and technology to demonstrate the effects of immigration, industrialization, slavery and westward expansion.</li> <li>• Relate economic nationalism at home and the Monroe Doctrine abroad.</li> <li>• Outline the emergence of American culture and literature.</li> <li>• Cause and effect: westward expansion and the removal or assimilation of Native Americans.</li> <li>• Explain the United States territorial expansion between 1801 and 1861 and analyze how it affected relations with external powers and Native Americans.</li> </ul>

		United States		
Suggested Activities and Resources	<div>Westward expansion<ul style="list-style-type: none"><li>Videos<ul style="list-style-type: none"><li><a href="#">BrainPop</a> – Westward Expansion, Trail of Tears, Bass Reeves, Gold Rush, Native American Traditions, Lewis and Clark, Reservations, Wounded Knee Massacre</li></ul></li><li><a href="#">Simulation of Westward Expansion – Santa Fe/Oregon Trail: Life in a Wagon Party</a></li><li>Dramatize significant events during Westward Expansion, skits</li><li>Westward Expansion Murals</li><li><a href="#">Using Google Earth to show historical changes of major cities</a></li><li>Charting Lewis and Clark’s expedition using journals, websites and other resources</li><li>Political cartoons – Monroe Doctrine</li><li>Mapping activities that demonstrate territorial expansion, areas of exploration, Trail of Tears, areas of industrialization, etc.</li><li>Use of primary sources relative to the Indian Removal Act, railroad construction, urbanization and Westward Expansion</li><li>Narratives of Frederick Douglass and other former slaves</li><li>Cherokee Indian removal census activity</li><li>America: The Story of Us – The History Channel documentary film series</li><li>Into the West – Historical Fiction Series</li><li>Recognizing Ethnic and Cultural Heritage (REACH) lessons</li><li>Timeline of Westward Expansion</li><li>Foldables</li><li>Doodle Notes</li><li>Google Slides and fill-in-the-blank notes</li><li>Graphic organizers for note-taking</li></ul><a href="#">Cultural Standards</a> – Find a way to incorporate Indigenous Ways of Knowing into the lesson plans</div>			
Semester 2				
Units of Instruction	Standards	Essential Learnings	Essential Vocabulary and Concepts	Suggested Content Objectives
Political Movements	<a href="#">ACS.H.A</a> <a href="#">ACS.H.B</a>	Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures,	Montgomery bus boycott	<ul style="list-style-type: none"><li>Understand major developments in societies as well as changing patterns related to class,</li></ul>

<p>Civil Rights Movement</p> <p>Women's Movement</p> <p>Labor Movement</p> <p>Pride Movement</p>	<p><a href="#">ACS.H.C</a></p> <p><a href="#">ACS.H.D</a></p>	<p>people, and events.</p> <p>Identify different forms of civic participation.</p> <p>Understand why and how civic engagement matters.</p> <p>Understand the historical laws behind the current LGBTQ+ movement.</p>	<p>Jim Crow</p> <p>Racial segregation</p> <p>Congress of Racial Equity</p> <p>Brown vs Board of Education</p> <p>Demonstration Equality</p> <p>Women's Suffrage</p> <p>Ballot Enfranchise</p> <p>Equal Rights</p> <p>Feminism</p> <p>Petition</p> <p>Labor union</p> <p>American Federation of Labor</p> <p>Samuel Gompers</p> <p>Socialism</p> <p>Lockout</p> <p>Haymarket Riot</p> <p>Anarchism</p>	<p>ethnicity, race and gender.</p> <ul style="list-style-type: none"> <li>● Civil Rights Movement: <ul style="list-style-type: none"> <li>○ Understand the implications of segregation.</li> <li>○ Explain the key events of the Civil Rights movement of the 1960's.</li> <li>○ Compare and contrast the civil rights issues of the 1960's to those of modern society.</li> </ul> </li> <li>● Women's Movement <ul style="list-style-type: none"> <li>○ Understand that until the 19th Amendment was ratified, many states denied women the right to vote.</li> <li>○ Use primary and secondary sources to understand the ways that women advocated for the right to vote.</li> <li>○ Evaluate the importance of the federal government in securing women's right to vote.</li> </ul> </li> <li>● Labor Movement: <ul style="list-style-type: none"> <li>○ Describe current examples of organized labor, including their demands, setbacks and successes.</li> <li>○ Utilize historical documents to analyze examples of organized labor in the Gilded Age, including their demands, setbacks and successes.</li> <li>○ Compare the labor movements of the Gilded Age to those in the U.S. today.</li> </ul> </li> <li>● Pride Movement <ul style="list-style-type: none"> <li>○ Laws banning homosexuality</li> <li>○ Laws banning LGBTQ+ community to marry</li> </ul> </li> </ul>
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Suggested Activities and Resources		Political Movements <ul style="list-style-type: none"><li>Videos<ul style="list-style-type: none"><li><a href="#">BrainPop</a> – Brown v. Board of Education of Topeka, Black Lives Matter Protest, The Pride March at 50, AAPI Heritage Month, Civil Rights, Voting Rights, Disability Rights, Black History Month</li></ul></li><li><a href="#">iCivic</a> – Online curriculum and paper resources for every history and social studies topic from K-12</li><li><a href="#">Junior Scholastic Teaching Kits</a></li><li>TPT Foldables, Doodle Notes, Interactive Notebook Worksheets</li></ul> <a href="#">CULTURAL STANDARDS</a> – examine how individual decisions affect the collective, relate international examples to local small-scale examples; examine issues from multiple perspectives, look for solutions to community problems in different parts of the world, identify how local issues and solutions differ from other global ones		
<b>Industrial Revolution</b>  <b>Inventions</b>	<a href="#">ACS.H.A</a>  <a href="#">ACS.H.B</a>  <a href="#">ACS.H.C</a>  <a href="#">ACS.H.D</a>	Technological changes: New basic materials, iron and steel New energy sources: coal, steam engine, electricity, petroleum New organization of work: factory system, division of labor, specialized function New forms of transportation: locomotive, automobile, airplane Application of science to industry.  Major Inventions: assembly line, telegraph, steam engine, sewing machine, internal combustion engine.	Industrialization Factory Entrepreneur Urbanization Enclosure Laissez-faire Union Corporation Middle Class Child Labour Adam Smith Henry Bessemer Cottage Industry	<ul style="list-style-type: none"><li>Identify revolutions in energy, manufacturing and transportation.</li><li>Evaluate the impact of industrialization on the power structure of the world.</li><li>Use critical reading skills to argue the pros and cons of the Industrial Revolution.</li><li>Analyze and evaluate primary sources and pictures of inventions in small groups while recording findings in chart form.</li></ul>
Suggested Activities and Resources		<ul style="list-style-type: none"><li>Videos<ul style="list-style-type: none"><li><a href="#">BrainPop</a> – Industrial Revolution, Assembly Line, Railroad History, Cars, Gas and Oil</li></ul></li><li>Invention Convention</li><li><a href="#">Mr. Donn’s World History Lesson Plans</a> – Industrial Revolution</li><li><a href="#">The Industrial Revolution</a> – History Teaching Institute</li><li><a href="#">Industrial Revolution Walk Tour</a> – TPT</li></ul> <a href="#">CULTURAL STANDARDS</a> – students are able to choose an invention relevant to them and their interests/hobbies		



<b>Contributions to Society</b>	<a href="#">ACS.H.A</a> <a href="#">ACS.H.B</a> <a href="#">ACS.H.C</a> <a href="#">ACS.H.D</a>	<p>Research the histories and contributions of various figures and organizations around the world.</p> <ul style="list-style-type: none"> <li>• Rachel Carson</li> <li>• Pablo Picasso</li> <li>• Leonardo da Vinci</li> <li>• Hugo Junkers</li> <li>• Ismail al-Jazari</li> <li>• Napoleon Bonaparte</li> <li>• Bruce Lee</li> <li>• Cleopatra</li> <li>• Marie Curie</li> <li>• Anna Pavlova</li> <li>• Cristiano Ronaldo</li> <li>• J.K. Rowling</li> <li>• Chairil Anwar</li> <li>• Lee Byung-Chull</li> <li>• Elon Musk</li> <li>• Mahatma Ghandi</li> <li>• Ho Chi Minh</li> <li>• Jeff Bezos</li> <li>• The Intelligent Robotics Lab</li> </ul>	<p>Global Globalization Engineers Technology Humanitarian Politician Contribution Qualitative Quantitative</p>	<ul style="list-style-type: none"> <li>• Use critical reading skills, primary and secondary sources, and research various people who have made major, lasting and far-reaching impacts on society, either on a country level or global level.</li> <li>• Debate whether artistic contribution or political contribution has a bigger impact on society.</li> </ul>
<p>Suggested Activities and Resources</p>	<p>Contributions to Society</p> <ul style="list-style-type: none"> <li>• Bulletin boards – beginning of quarter</li> <li>• Living Presentations</li> <li>• BrainPop Videos</li> <li>• Research presentation, medium of choice – digital, paper, electronic, media, etc.</li> <li>• Contributions to society biography projects</li> </ul> <p><a href="#">CULTURAL STANDARDS</a> –</p>			

Resources			
Curriculum	Text	URL	Notes
	By History Gal	<a href="https://byhistorygal.com/">https://byhistorygal.com/</a>	Resources for teaching middle school social studies
	TPT	www.tpt.com	Teacher made resources
	AI	Brisk	AI created lesson plans and resources
Online Resources	Type	URL	Notes
	Newsela	<a href="https://newsela.com/">https://newsela.com/</a>	For researching current topics
	TPT	<a href="http://www.tpt.com">www.tpt.com</a>	Teacher-made resources
	BrainPop	<a href="http://www.brainpop.com">www.brainpop.com</a>	Short animated videos and quizzes on multiple topics
	Blog about teaching history	<a href="https://www.musingsofahistorygal.com/">https://www.musingsofahistorygal.com/</a>	Advice and resource lists for teaching history/social studies
	Graphic Organizers	<a href="https://www.hmhco.com/blog/free-graphic-organizer-templates">https://www.hmhco.com/blog/free-graphic-organizer-templates</a>	Has graphic organizers to differentiate lessons for different learning abilities
Agencies & Community	Department / Affiliation	Contact	Contact Information

	Cultural Center	<a href="#">Marjorie T. Tahbone</a>	kunaq@kawerak.org
	Library	<a href="#">Marguerite La Riviere</a>	<a href="https://www.nomealaska.org/library">https://www.nomealaska.org/library</a>
	Museum	Cheryl Thompson	<a href="https://www.nomealaska.org/memorial-museum">https://www.nomealaska.org/memorial-museum</a>
	Nome Community Center		<a href="https://www.nomecc.org/">https://www.nomecc.org/</a>