Fairbanks North Star Borough School District
Board Curriculum Committee
A G E N D A

Date: September 4, 2025 at 5:30 p.m.
Location:

- In-person: FNSBSD Administrative Center, 520 Fifth Avenue, Boardroom, Fairbanks, AK 99701
  - Join through Zoom: https://k12northstar-org.zoom.us/j/87061829065
- Participate by phone:

1-888-788-0099 (Toll Free)	Webinar ID: 870 6182 9065	*6 mutes and unmutes.
1-877 853 5247 (Toll Free)		*9 raises a caller's hand.

A. PRELIMINARIES

1. **Call to Order**
2. **Land Acknowledgement Statement**: As a standing committee of the School Board, we would like to take this moment to acknowledge we are residing on the traditional land of the Dena (pronounced duhNAY) people.
3. **Mission Statement**: As a community, we create supportive learning environments where all students thrive.
4. **Roll Call**

Kenli Donahou	Allyson Nicholson	**Nonvoting Members**
Hannah Harp	Elisabeth Nadin	Chane Beam
	Heather Stewart	Bobby Burgess

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for September 4, 2025.

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for March 27, 2025.

D. COMMITTEE INFORMATION

- 2025-26 Meeting Schedule
- Board Curriculum Committee Information Sheet
- Alaska Open Meetings Act and Robert's Rules of Order

E. CURRICULUM PROCESS

- Administrative Regulations 910 - Appendix A - Curriculum Management Model

F. CAREER & TECHNICAL EDUCATION (CTE) UPDATE

G. CURRICULUM REVISION

- Alaska Social Studies Standards
- Social Studies Draft 1

H. GENERAL COMMENTS/QUESTIONS

I. ADJOURNMENT

Upcoming Board Curriculum Committee Meeting

October 2, 2025	February 5, 2026	April 16, 2026 (tentative)
November, 20, 2025	March 5, 2026	
January 8, 2026	April 2, 2026	

Fairbanks North Star Borough School District

Board Curriculum Committee

Minutes of March 27, 2025

Mr. Burgess called the meeting to order at 5:30 p.m. in the FNSBSD Administrative Center boardroom, 520 Fifth Avenue, Fairbanks, AK. Committee members attended in person and via Zoom.

Members Present:
Jeremiah Bayles
Aaron Beardsley
Melanie Bieniek
Lynsy Carrell
Don Larson
Elisabeth Nadin
Suzanne Richards

Nonvoting Members:
Chane Beam
Bobby Burgess

Members Absent
Rachel Blackwell
Brooke Freeburg
Hannah Harp
Joshua Peter
Heather Stewart
Alexis Walker
Courtney Young

Guests:
Tara DeVaughn
Mackenzie Staiger
Andrea Wade

Committee Support:
Katlyn Lammers

DRAFT

APROVAL OF THE AGENDA

-Without objection, the agenda was approved.

APPROVAL OF THE MINUTES

-Without objection the minutes from March 6, 2025 were approved.

SCIENCE MATERIALS

Mr. Burgess reminds the committee they vote to adopt materials and then there is a second vote to approve the memo.

Motion to recommend the adoption to Twig Science materials, was seconded. The motion carried unanimously.

Recommendation Memo

Motion to approve the memorandum to submit to the School Board; motion was seconded. The committee discussed changes to the memo.

Mr. Larson moved to change wording of memo to include how long current science materials are, there was a second. The motion carried unanimously.

PUBERTY VIDEOS MATERIALS

Summary of public comment on the puberty videos were nine total comments, eight say yes we should use the videos, and one stating no with no further explanations. Ms. Richards noted the boy video did not mention that boys have hormonal imbalances as well. Discussion ensued that there were three videos, one boy, one girl and a mixed gender video. Discussion of if the committee voes against separate videos this would mean a new vote next year and the teachers would not have access to any video until the following

school year. Ms. DeVaughn reminds the committee that supplemental materials are recommended by teachers, the committee puts the recommendation forward to the School Board.

Ms. Nadin makes motion to recommend School Board adopted the two separate puberty videos. There was a second to the motion. The motion carried with majority in favor.

Recommendation Memo

Ms. Nadin recommends adoption of memo to School Board. There was a second to the motion. The motion carried with majority in favor.

Ms. Nadin points out line in memo that needs a date change from March 6, 2025 to March 27, 2025.

CAREER & TECHNICAL EDUCATION (CTE) CURRICULUM

Ms. Wade informed the committee there is still one day left for public comment on draft 2 of Agriculture CTE Curriculum. So far the changes made have been to clean up the numbering system for each class. Clarify language in class descriptions to reflect what high school students will be doing. There have been some additional references for teachers added. So far they have had two comments and both were positive.

Ms. Nadin recommends motion to adopt Agriculture CTE Curriculum, there was a second. The motion carried unanimously.

Recommendation Memo

Mr. Larson moved to approve the memo recommending the curriculum to the School Board, there was a second. The motion carried unanimously.

PILOT COURSES

Mr. Chane explained what and how pilot courses come to be. Discussion ensued over all the current pilot classes and graduation requirements.

GENERAL COMMENTS/QUESTIONS

Mr. Larson stated that he has appreciated serving on the committee, there was great and cordial conversation. Ms. Nadin seconds this and emphasizes that in person attendance was better. Ms. Richards thanks the committee and appreciates the zoom option as she has had to travel. Mr. Chane thanks everyone on the committee for their participation of the last year. Mr. Burgess thanks the committee, he is appreciative and impressed by this committee.

ADJOURNMENT

Mr. Burgess adjourned the meeting at 6:30 p.m.

DRAFT

Fairbanks North Star Borough School District

Social Studies CURRICULUM

Draft One

To view draft one in its entirety and to leave feedback, visit the district website at https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides.

Curriculum Revision Process

The Fairbanks North Star Borough School District is revising its K-12 Social Studies Curriculum. A strong and effective final document depends on careful deliberation of the proposed changes. Input from educators, parents, students, and the community is a critical factor in the curriculum revision process.

Per Administrative Regulations 910, this process began with community input and research of current trends, best practices, and alignment to standards. Each draft is made available to the public, and all feedback is reviewed and considered by the curriculum writers and the Department of Teaching and Learning.

To view draft one in its entirety and to leave feedback, visit the district website at https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides.

Proposed Changes to Draft One

Elementary

- New format, scope and sequence, includes content objectives, suggested activities, notes, and literacy connections.
- The new curriculum aligns to the new AK State Standards adopted in December 2024
- State and Inquiry Standards embedded in scope and sequence.

Middle School

- 6th grade social studies is currently Ancient Civilizations, now it is Alaska Studies and Geography
- 7th grade social studies is currently World Studies and Geography, now it is World History and Geography
- 8th grade social studies is currently Early United States History, now it is U.S. History
- All grades now taught in thematic unites to align with new state standards

Proposed Changes to Draft One

High School

- Split World History and US History into 3 semesters, only two semesters will be required for graduation
- Advance Placement European History/Literature will no longer contain the literature component
- Content standards that are not numbered are the districts expectations.
- Current high school graduation requirements remain the same; the table format showing class choices has changed. Classes are no longer broken into groups A and B. Individual classes are listed, under each section.

New Course:

- U.S History: Wars and Conflicts

Archived Courses:

- World History Honors 1 & 2
- Global Issues
- Current Issues & Events
- Political Economy 1 & 2
- Media in History
- US Legal Systems

K-12
Social Studies Curriculum

Draft 1, 2025 - 2026 Revision

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Acknowledgments

Curriculum Writers

Margo Derocher - North Pole High School
Lori Lange - Lathrop High School
Nicholas Baker - Randy Smith Middle School
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Susannah Westhoff - Salcha Elementary
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Laura Champagne - District Wide Instructional Coach

Department of Teaching & Learning

Chane Beam - Executive Director of Teaching and Learning
Mackenzie Staiger - Curriculum Coordinator (elementary)
Tara DeVaughn - Curriculum Coordinator (secondary)
Pamela Metzger - Program Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy and Mission Statement

The goal of social studies education in the FNSBSD is to cultivate lifelong civic-minded critical thinkers. This empowers learners to conduct evidence-based research, thoughtfully evaluate sources, and develop deep cross-cultural and historical understanding. This foundational knowledge enables learners to integrate knowledge across disciplines; promoting meaningful connections to contemporary, local, and global affairs.

Explanation of Terms

Theme: Topic or concept around which instructional content is organized.

Thematic Unit: Instructional unit organized around a theme.

Anchor Standards: Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards remain the same through all grades and courses and align closely with the dimensions of the C3 Framework.

Inquiry Standards: The inquiry standards define key skills within social studies by grade bands (i.e., K-2, 3-5, 6-8, and 9-12). These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. Working both individually and collaboratively, students engage in inquiry about important issues in social studies classes. Students utilize the inquiry process to analyze foundational knowledge, develop questions, apply tools to engage in research, weigh evidence, develop and communicate conclusions, and take informed action.

Content Standards: Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K-5 and course specific in grades 6-12.

Alaska Social Studies Standards: The standards are rigorous and flexible in design to address the diversity of students' experiences. They integrate the Alaska context throughout, ensuring that knowledge, skills, and dispositions progress from kindergarten through 12th grade (K-12). They interweave components of the Alaska Cultural Standards to make sure that social studies learning is relevant, meaningful, and purposeful for all students in Alaska. They were developed by a diverse and experienced group of Alaskan educators, Tribal representatives, and other community partners guided by current evidence-based practices in social studies education.

The College, Career, and Civic Life (C3): Framework for Social Studies State Standards was conceptualized by individual state leaders in social studies education and supported by fifteen professional organizations representing four core social studies content areas: civics, economics, geography, and history. The C3 Framework was written by experts in the academic disciplines and social studies education in collaboration with classroom teachers, state social studies education leaders, and representatives of professional organizations.

Archived Courses

The following courses have been removed from the Social Studies Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the district website; the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907)452-2000 ext 11422.

Archived courses:

- World History Honors 1 & 2
- Global Issues
- Current Issues & Events
- Political Economy 1 & 2
- Media in History
- US Legal Systems

Elementary

K – 5

Kindergarten: Me and My World

Kindergarten learners will understand that the world is made up of diverse groups and places, which can change over time. They will recognize how individuals, including themselves and their classmates, can contribute positively as group members and citizens. Learners will engage in decision-making related to wants and needs and explore the importance of rules and appropriate behavior through discussion and practice.

First Grade: My Place in My World

First grade learners will explore families and schools from the past and present, gaining an understanding of how they have changed over time. They will compare their own experiences with those of earlier generations to build historical awareness. Through discussions of civic issues at school, students will learn about rules, fairness, and group decision-making. They will also develop basic geographic and historical skills by creating and using simple maps and timelines.

Second Grade: My Local Community

In second grade, students explore community through the lens of social studies. Their Fairbanks community will serve as a framework to introduce key domains: history, geography, civics, economics, and government. Students will investigate how people, places, geography, and historical events have shaped their local area, while also learning about local government and current issues.

Third Grade: Alaska's Past, Present, and Future

In third grade, students explore Alaska's past, present, and future. Students will learn about the state's diverse cultures and regions through the study of its history, geography, civics, economics, and government. Learning will focus on Alaska's Indigenous cultures, understanding how people first came to Alaska, the U.S. purchase, and the journey to statehood. Students will analyze the historical and contemporary impact of natural resources on Alaska's people and economy.

Fourth Grade: U.S. Cultures and Regions

Fourth-grade students will build foundational knowledge in U.S. geography, including continents, oceans, and regional characteristics, while integrating Alaska Native perspectives. They will explore civic and financial responsibilities, examining how rules, decision-making, and economic choices impact communities. Through an inquiry-based approach, students will develop essential skills such as questioning, using disciplinary tools, analyzing sources, and communicating informed conclusions, preparing them for active, responsible citizenship and continued social studies learning.

Fifth Grade: Foundations and History of the U.S.

Fifth grade learners will deepen their understanding of the United States' place in the world by exploring geography, government, history, civics, and economics. They will study continents and oceans using both relative and absolute location, gain new perspectives on the polar regions, and consider how geography shapes our global relationships. Students will examine the foundations of the U.S. government, including how it functions today and ways individuals can participate in civic life. They will also explore early U.S. history, focusing on European colonization, interactions with Indigenous peoples, and the development of democratic principles that continue to shape our nation. Additionally, learners will develop a foundational understanding of economics, including how money works and how economic systems connect with culture, society, and the environment. This broad overview prepares students for a more in-depth study of U.S. history in eighth grade.

Kindergarten through Grade 2 Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.K-2.6.1 Describe roles and responsibilities of people in authority.	By the end of K: SS.K.1.6.1 Identify leaders in the student's life and describe their roles.
		By the end of 1: SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities.
		By the end of 2: SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities.
	SS.K-2.6.2 Explain how all people, not just official leaders, play important roles in a community.	By the end of K: SS.K.2.6.1 Explain and provide examples of important roles of society.
		By the end of 1: SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.
		By the end of 2: SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.
	SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	By the end of K: SS.K.3.6.1 Identify rules for different settings.
		By the end of 1: SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.
Civics Anchor Standard 6 Civic and Political Institutions and Systems		By the end of 2: SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.
	SS.K-2.6.4 Explain what governments are and some of their functions.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]

		By the end of 2: SS.2.4.6.1 Explain what governments are and some of their functions.
	SS.K-2.6.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	By the end of K: SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.
		By the end of 1: SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.
		By the end of 2: SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.
Civics Anchor Standard 7 Participation and Deliberation	SS.K-2.7.1 Apply civic virtues when participating in school settings.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.1.7.1 Apply civic virtues when participating in school settings.
	SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	By the end of K: SS.K.2.7.1 Demonstrate respect for people in the school community.
		By the end of 1: SS.1.2.7.1 Describe examples of equality and fairness.
Civics Anchor Standard 7 Participation and Deliberation		By the end of 2: SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.
	SS.K-2.7.3 Follow agreed- upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	By the end of K: SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.
		By the end of 1: SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.
		By the end of 2: SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.

	SS.K-2.7.4 Compare their own point of view with others' perspectives.	By the end of K: SS.K.4.7.1 Identify the student's own point of view on a topic.
		By the end of 1: SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.
		By the end of 2: SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.K-2.8.1 Explain how people can work together to make decisions in the classroom.	By the end of K: SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise.
		By the end of 1: SS.1.1.8.1 Summarize why rules may be needed to solve a problem.
		By the end of 2: SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.
	SS.K-2.8.2 Identify and explain how rules function in public (classroom and school) settings.	By the end of K: SS.K.2.8.1 Evaluate consequences of following or not following rules.
		By the end of 1: SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.
		By the end of 2: SS.2.2.8.1 Identify and explain how rules function in public settings.
	SS.K-2.8.3 Describe how people have tried to improve their communities over time.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.
		By the end of 2: SS.2.3.8.1 Describe how people have tried to improve the local community over time.
Civics Anchor Standard 9	SS.K-2.9.1 Describe local and state symbols.	By the end of K:

Alaska's Governments		SS.K.1.9.1 Identify symbols used at home and school.
		By the end of 1: SS.1.1.9.1 Identify symbols used locally.
		By the end of 2: SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
	SS.K-2.9.2 Identify and explain the roles of Alaska's government systems.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.9.1 Explain that government systems determine the rules of a society.
		By the end of 2: SS.2.2.9.1 Describe the government systems in place in the students' local community.
Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.K-2.10.1 Explain and participate in the rights and responsibilities of citizens.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.1.10.1 Identify some of the rights of American citizens and residents.
		By the end of 2: SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.

Kindergarten through Grade 2 Economics Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.K-2.11.1 Describe the skills and knowledge required to produce certain goods and services.	By the end of K: SS.K.1.11.1 With support, identify examples of goods and services.
		By the end of 1: SS.1.1.11.1 With support, explain the difference between producers and consumers.
		By the end of 2: SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services.

	SS.K-2.11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	By the end of K: SS.K.2.11.1Participate in discussions about goods and services in the local community.
		By the end of 1: SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere.
		By the end of 2: SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities.
	SS.K-2.11.3 Identify prices of products in a local market.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.11.1 Identify prices of products in a local market.
		By the end of 2: SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.
	SS.K-2.11.4 Explain how people earn income.	By the end of K: SS.K.4.11.1 Participate in discussions about how people work to support their families.
		By the end of 1: SS.1.4.11.1 Define income.
		By the end of 2: SS.2.4.11.1 Explain how and why people earn money.
	SS.K-2.11.5 Describe examples of costs of production.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.5.11.1 Describe examples of costs of production for local goods and services.
	SS.K-2.11.6 Describe the role of banks in an economy.	By the end of K: [standard not addressed at this grade]

		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.6.11.1 Participate in discussions about the role of banks in the local economy.
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.K-2.12.1 Explain how scarcity necessitates decision-making.	By the end of K: SS.K.1.12.1 With support, explain the difference between needs and wants.
		By the end of 1: SS.1.1.12.1 Identify situations where goods are in high or low demand.
		By the end of 2: SS.2.1.12.1 Define scarcity and explain how it affects decision- making.
	SS.K-2.12.2 Identify the benefits and costs of making various personal decisions.	By the end of K: SS.K.2.12.1 Explain why people have to make choices between needs and wants.
		By the end of 1: SS.1.2.12.1 Explain how and why households make choices between needs and wants.
		By the end of 2: SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.
Economics Anchor Standard 13 The National Economy	SS.K-2.13.1 Explain why people save.	By the end of K: SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature.
		By the end of 1: SS.1.1.13.1 Examine decisions that people make about spending and saving money.
		By the end of 2: SS.2.1.13.1 Classify savings goals as short-term or long-term.
	SS.K-2.13.2 Describe examples of the goods and services that governments provide.	By the end of K: [standard not addressed at this grade]

		By the end of 1: SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.
		By the end of 2: SS.2.2.13.1 Identify examples of the goods and services that local governments provide.
	SS.K-2.13.3 Describe examples of capital goods and human capital.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.3.13.1 Describe local examples of capital goods and human capital.
Economics Anchor Standard 14 The Global Economy	SS.K-2.14.1 Describe why people in one country trade goods and services with people in other countries.	By the end of K: SS.K.1.14.1 Describe goods that are produced in the local geographic region.
		By the end of 1: SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.
		By the end of 2: SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.
	SS.K-2.14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.14.1 Sort resources into categories based on location of origin.
		By the end of 2: SS.2.2.14.1 Categorized and describe products that are produced abroad and sold domestically and products that are produced Domestically and sold abroad.
Economics Anchor Standard	SS.K-2.15.1 Explain different economic systems used by groups	By the end of K: SS.K.1.15.1 Demonstrate how sharing and bartering are basic economic systems.

15 Alaska Economies: State, Local, and Tribal	of Alaskans locally across time.	By the end of 1: SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.
		By the end of 2: SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.

Kindergarten through Grade 2 Geography Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.K-2.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	By the end of K: SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.
		By the end of 1: SS.1.1.16.1 Describe local weather and how it affects individuals and their activities.
		By the end of 2: SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region.
	SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.16.1 Identify human activities that affect the local environment.
		By the end of 2: SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.
	SS.K-2.16.3 Identify some cultural and environmental characteristics of specific places.	By the end of K: SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.
		By the end of 1: SS.1.3.16.1 Identify cultural characteristics of the local community.

		By the end of 2: SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.K-2.17.1 Describe changes in the physical and cultural characteristics of various world regions.	By the end of K: SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.
		By the end of 1: SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.
		By the end of 2: SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.
	SS.K-2.17.2 Explain how the consumption of products connects people to distant places.	By the end of K: SS.K.2.17.1 With support, explain that products come from both local and distant places.
		By the end of 1: SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities.
		By the end of 2: SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places.
	SS.K-2.17.3 Identify ways that a catastrophic disaster may affect people living in a place.	By the end of K: SS.K.3.17.1 Identify types of natural disasters.
		By the end of 1: SS.1.3.17.1 Describe types of natural disasters common to the local region.
		By the end of 2: SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region.
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.K-2.18.1 Construct maps, graphs, and other representations of familiar places.	By the end of K: SS.K.1.18.1 With support, create a map of the classroom.
		By the end of 1: SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.

		By the end of 2: SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community.
	SS.K-2.18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	By the end of K: SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.
		By the end of 1: SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.
		By the end of 2: SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
	SS.K-2.18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.
		By the end of 2: SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.
Geography Anchor Standard 19 Human Population: Spatial Patterns and Movements	SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place.	By the end of K: SS.K.1.19.1 With support, discuss how and why goods travel to the local community.
		By the end of 1: SS.1.1.19.1Identify people and goods that travel from the local community to another place.
		By the end of 2: SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.
	SS.K-2.19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	By the end of K: SS.K.2.19.1 Identify different types of communities.

		By the end of 1: SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.
		By the end of 2: SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs.
	SS.K-2.19.3 Describe the connections between the physical environment of a place and the economic activities found there.	By the end of K: SS.K.3.19.1 With support, describe the physical environment of the local community.
		By the end of 1: SS.1.3.19.1 Describe local economic activities.
		By the end of 2: SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.
Geography Anchor Standard 20 Geography of Alaska	SS.K-2.20.1 Identify what makes Alaska geographically unique.	By the end of K: SS.K.1.20.1 Locate the local community on a map.
		By the end of 1: SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.
		By the end of 2: SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.

Kindergarten through Grade 2 History Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 21 Perspectives	SS.K-2.21.1 Compare perspectives of people in the past to those of people in the present.	By the end of K: SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground.
		By the end of 1: SS.1.1.21.1 Describe an event from two different perspectives.

		By the end of 2: SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.
	SS.K-2.21.2 Compare different accounts of the same historical event.	By the end of K: SS.K.2.21.1 Describe an event from the student's own perspective.
		By the end of 1: SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.
		By the end of 2: SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.
History Anchor Standard 22 Historical Sources and Evidence	SS.K-2.22.1 Identify different kinds of historical sources.	By the end of K: SS.K.1.22.1 Identify different types of documents.
		By the end of 1: SS.1.1.22.1 Review various types of historical documents.
		By the end of 2: SS.2.1.22.1 Differentiate between primary and secondary sources.
	SS.k-2.22.2 Explain how historical sources can be used to study the past.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.
	SS.K-2.22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	By the end of K: SS.K.3.22.1 With support, engage with historical sources.
		By the end of 1: SS.1.3.22.1 With support, use historical sources to ask questions about events.
		By the end of 2: SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.

History Anchor Standard 23 Change, Continuity, and Context	SS.K-2.23.1 Create a chronological sequence of multiple events.	By the end of K: SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.
		By the end of 1: SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.
		By the end of 2: SS.2.1.23.1 Create and explain a chronological sequence of multiple events.
	SS.K-2.23.2 Compare life in the past to life today.	By the end of K: SS.K.2.23.1 Describe a past event.
		By the end of 1: SS.1.2.23.1 Illustrate how communities change over time.
		By the end of 2: SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.
	SS.K-2.23.3 Generate questions about individuals and groups who have shaped a significant historical change.	By the end of K: SS.K.3.23.1 Ask questions about local and school history.
		By the end of 1: SS.1.3.23.1 Ask questions about significant figures in local history.
		By the end of 2: SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.
History Anchor Standard 24 Historical Thinking	SS.K-2.24.1 Generate possible reasons for an event or development in the past.	By the end of K: SS.K.1.24.1 Explain how the student's own actions may affect others.
		By the end of 1: SS.1.1.24.1 Describe cause-and- effect relationships based on an event in the classroom.
		By the end of 2: SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past.

	SS.K-2.24.2 Select which reasons might be more likely than others to explain a historical event or development.	By the end of K: SS.K.2.24.1 Describe a time when the student's own actions affected others.
		By the end of 1: SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.
		By the end of 2: SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options.
History Anchor Standard 25 Alaskan History	SS.K-2.25.1 Describe and compare the various cultures of Alaska.	By the end of K: SS.K.1.25.1 Explore traditions of local cultural groups.
		By the end of 1: SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.
		By the end of 2: SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group.

Kindergarten

Me and My World

Kindergarten learners will understand that the world is made up of diverse groups and places, which can change over time. They will recognize how individuals, including themselves and their classmates, can contribute positively as group members and citizens. Learners will engage in decision-making related to wants and needs and explore the importance of rules and appropriate behavior through discussion and practice.

1st Quarter

Theme: Me and My World

Unit: Family, Friends, and Me

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.K.3.6.1 Identify rules for different settings. SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks. SS.K.2.7.1 Demonstrate respect for people in the school community. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will be able to identify and describe rules that are used in different settings. Students will analyze how individuals in a school or community work together to accomplish shared tasks, and demonstrate respectful behavior toward others during collaborative discussions. **Suggested Activities:** Rules Walk: Take a walk around the school and stop at places like the hallway, library, or playground. Discuss what rules are important in each place and why. Team Task Challenge: Students work in groups to complete a task (e.g., building a block tower, sorting books, making a mural). Focus on taking turns, sharing ideas, and listening to one another.	**Notes:** *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. **Literacy Connections:** "The Recess Queen" by Alexis O'Neill "Lacey Walker, Nonstop Talker" by Christianne C. Jones "What If Everybody Did That?" by Ellen Javernick "Do Unto Otters: A Book About Manners" by Laurie Keller

1st Quarter

Theme: Me and My World

Unit: Family, Friends, and Me

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work	**Content Objectives:** Students will evaluate ways to have productive conversations and collaborate with peers to make group decisions. Students will identify and explain their own point of view on a familiar topic or issue.	**Notes:** Labor Day First Day of Fall

together to make decisions. SS.K.4.7.1 Identify the student's own point of view on a topic. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	**Suggested Activities:** Collaboration Reflection Chart: After a group activity, students share what went well in their collaboration and what they could improve next time (with visual supports). Opinion Drawing & Sharing: Students draw their favorite food, season, or activity and share their opinion with a partner or the class using a sentence like, "I like ___ because ___."	Grandparent's Day Patriot Day Constitution Day **Literacy Connections:** "Collaboration Station" by Shannon Olsen "Stone Soup" by Marcia Brown

1st Quarter

Theme: Me and My World

Unit: Family, Friends, and Me

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise. SS.K.2.8.1 Evaluate consequences of following or not following rules. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	**Content Objectives:** Students will identify problems in social situations and propose solutions that involve sharing or compromise. Students will evaluate the positive and negative consequences of following or not following rules in school and community settings. With guidance, students will construct supporting questions that help explore and answer compelling social studies questions. **Suggested Activities:** What Should We Do?:Present illustrated cards with short social scenarios (e.g., Two students want the same seat). Have students discuss and act out different solutions. T-Chart Activity: Make a class T-chart with "What Happens When We Follow Rules" vs. "What Happens When We Don't." Add drawings or sentence strips.	**Notes:** Dictionary Day Make a Difference Day Indigenous People's Day Hispanic Heritage Month Alaska Day Halloween **Literacy Connections:** "What If Everybody Did That?" by Ellen Javernick

2nd Quarter

Theme: Me and My World

Unit: Seasons and Holidays

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. *S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	Students will determine and apply strategies for having productive conversations and working together to make group decisions. **Suggested Activities:** *See 1st Quarter or Appendix for suggestions.	Veteran's Day Attendance Awareness Month Election Day American Education Week Thanksgiving Alaska Native and American Indian Heritage Month
History Standard(s):	**Content Objectives:**	**Literacy Connections:**
SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground. *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	Students will demonstrate the importance of listening to others' points of view in both classroom and playground settings by showing respect, asking questions, and responding appropriately during conversations. **Suggested Activities:** Classroom Listening Pledge-Create a simple class pledge with student input (e.g., "We listen, we ask, we respect"). Display it visibly and refer to it before group or recess time.	"The Sandwich Swap" by Queen Rania Al Abdullah & Kelly DiPucchio "Two Speckled Eggs" by Jennifer K. Mann

2nd Quarter

Theme: Me and My World

Unit: Seasons and Holidays

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.K.2.7.1 Demonstrate respect for people in the school community.	**Content Objectives:** *See 1st quarter or Appendix. **Suggested Activities:**	**Notes:** Holidays Around the World First Day of Winter/Winter Solstice
Geography Standard(s): SS.K.3.16.1 Name environmental characteristics of the area surrounding the school. SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.	**Content Objectives:** Students will identify and name environmental features (such as landforms, plants, and bodies of water) in the area surrounding the school. With support, students will describe seasonal weather patterns in their local community using observations and descriptive language. **Suggested Activities:** Map It: Using a basic aerial view of the school, guide students in drawing nearby features (e.g., "Here's where the trees are," "Here's the parking lot"). Daily Weather Chart: Each day, a student helper records the weather on a chart using words and symbols (e.g., sunny, cloudy, cold). Discuss patterns weekly.	**Literacy Connections:** "The Shortest Day" by Susan Cooper "Hello, Arctic!" by Theodore Taylor III "Goodbye Autumn, Hello Winter" by Kenard Pak
History Standard(s): SS.K.2.21.1 Describe an event from the student's own perspective. *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask*	**Content Objectives:** Students will describe a personal event or experience from their own point of view, using details to express their thoughts and feelings. **Suggested Activities:** Story Retelling with a Twist: After reading a story, ask students to retell a similar story from their life and describe how their experience was the same or different from the character's.	"They All Saw a Cat" by Brendan Wenzel

clarifying questions to better understand others' opinions and perspectives.		

3rd Quarter

Theme: Me and My World

Unit: Exploring My Town

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks. SS.K.2.7.1 Demonstrate respect for people in the school community. *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will participate in guided discussions to explain how people in a community work together to complete common tasks and solve problems. **Suggested Activities:** Read: *What If Everybody Did That?* by Ellen Javernick then discuss: "Who worked together in the story?", "What problems did they solve as a team?" Community Helpers Role-Play Set up a dramatic play area with props for different community roles (e.g., doctor, firefighter, teacher, grocery clerk). Students act out how these people work together and solve problems.	**Notes:** New Year's Day Review Class and School Expectations
Economics Standard(s): SS.K.1.11.1 With support, identify examples of goods and services. SS.K.1.12.1 With support, explain the difference between needs and wants. SS.K.2.12.1 Explain why people have to make choices between needs and wants.	**Content Objectives:** With support, students will identify examples of goods and services in their community and daily lives. With support, students will explain the difference between needs and wants by sorting or discussing examples from personal experiences. Students will explain why people must make choices between needs and wants due to limited resources. Students will explain the purpose of saving and identify examples of saving behavior from personal experiences or literature, with teacher guidance and support.	Martin Luther King Jr.'s Birthday *100th Day of School **Literacy Connections:** "If You Give a Goat a Donut" by Laura Numeroff

SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.3.2 With support, classify statements as facts or opinions.*	**Suggested Activities:** Needs vs. Wants Bag: Show mystery items (toy, food, coat, candy) and discuss if they're a need or a want. Wants and Needs Chart: Students draw or paste images in a T-chart labeled "Needs" and "Wants." Piggy Bank Journal: Students draw or write about something they would save for and where they would keep their money.	"The Scrambled States of America" by Laurie Keller "How Did That Get in My Lunchbox?" by Chris Butterworth
Geography Standard(s): SS.K.3.16.1 Name environmental characteristics of the area surrounding the school. SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community. SS.K.2.17.1 With support, explain that products come from both local and distant places. SS.K.1.19.1 With support, discuss how	**Content Objectives:** Students will identify and name environmental features in the area surrounding the school. With support, students will participate in discussions about the physical and cultural characteristics of their local community. With support, students will explain that products can come from both nearby and faraway places. With support, students will discuss how and why goods are transported to their local community. **Suggested Activities:** All About Our Community Posters: Students bring or draw a picture of a place or event they've been to (e.g., parade, powwow, playground, store) and describe it to the class. Product Labels Investigation: Bring in food boxes, clothing tags, and toy labels. Read where items were made and mark them on a simple world or U.S. map.	

and why goods travel to the local community. *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	Field Trip or Guest Speaker: Visit a local grocery store, post office, or invite a delivery driver or store worker to explain how things get to the community.	

3rd Quarter

Theme: Me and My World

Unit: Mapping My Town

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.K.1.9.1 Identify symbols used at home and school. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	**Content Objectives:** Students will recognize and describe common symbols found in their home and school environments, such as flags, logos, or safety signs. **Suggested Activities:** Symbol Scavenger Hunt: Walk around the school and identify symbols like the school logo, restroom signs, exit signs, or recycling labels. Students can draw what they find. Create a Personal Symbol: Students design their own symbol that represents them or their family and explain its meaning to the class.	**Notes:** Black History Month Groundhog Day Valentine's Day Yukon Quest Elizabeth Peratrovich Day
Economics Standard(s): SS.K.2.11.1 Participate in discussions about goods and services in the local community.	**Content Objectives:** Students will talk about different kinds of jobs and services in their community and how they help people. Students will explore and discuss how family members earn a living and contribute to their households.	Iditarod President's Day *100th Day *Leap Year

SS.K.4.11.1 Participate in discussions about how people work to support their families. SS.K.1.14.1 Describe goods that are produced in the local geographic region. SS.K.1.15.1 Demonstrate how sharing and bartering are basic economic systems. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	Students will learn about items that are made or grown in their local area and how they are used by the community. Students will explore simple ways people exchange goods, like sharing and trading, through play-based or real-life examples. **Suggested Activities:** Community helper role play: students act out different professions. Job sorting activity (Tree Map): use a variety of job images and have students sort into categories.	**Literacy Connections:** "The Berenstain Bears and the Trouble with Strangers" by Stan & Jan Berenstain "Iditarod: The Greatest Win Ever" by Monica Devine "Kiana's Iditarod" by Shelley Gill
Geography Standard(s): SS.K.1.18.1 With support, create a map of the classroom. SS.K.2.19.1 Identify different types of communities. SS.K.3.19.1 With support, describe the physical environment of the local community. SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to	**Content Objectives:** Students will create a simple map of the classroom with teacher guidance, including key features and spatial awareness. Students will describe elements of the local physical environment, such as landforms, bodies of water, and natural features, with support. Students will identify and compare different types of communities, such as rural, urban, and suburban. With guidance, students will recognize and name a significant geographic feature in their local community and locate it in images and on a map. **Suggested Activities:** Classroom Map Drawing: Students draw a simple map of the classroom with key items like desks, rug, door, and windows.	

identify it in a photograph and on a map. *S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.*	Treasure Hunt: Hide an object in the room and have students use their maps to describe or locate it. Neighborhood Walk: Take a guided walk around the school or nearby area to observe and talk about physical features (trees, hills, rivers, etc.). Field Trip or Virtual Visit: Visit or virtually explore a local landmark or natural feature.	
History Standard(s): SS.K.3.23.1 Ask questions about local and school history. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will develop curiosity about the past by asking questions related to the history of their school and local community. **Suggested Activities:** Photo Time Travel: Show old and current photos of the school or town. Have students ask questions about the changes they notice. Classroom Interview: Invite a long-time teacher, staff member, or local elder to visit. Before the visit, help students generate questions they want to ask about "what school was like back then."	"School's First Day of School" by Adam Rex "C is for Chinook: An Alaska Alphabet" by Gayle J. Gifford

4th Quarter

Theme: Me and My World

Unit: Alaska's Peoples and Traditions

<table>
<tr><td colspan="3">*See appendix for additional suggested activities, materials, and resources.</td></tr>
<tr><td rowspan="2">Civics Standard(s):
SS.K.2.7.1
Demonstrate respect for people in the school community.</td><td>Content Objectives:
*See 1st quarter or Appendix</td><td rowspan="2">Notes:

Read Across America

St. Patrick's Day

First Day of Spring

Spring Break</td></tr>
<tr><td>Suggested Activities:</td></tr>
<tr><td rowspan="2">Geography Standard(s):

SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.

S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.

SS.K-2.3.2 With support, classify statements as facts or opinions.</td><td>Content Objectives:
Students will explore and talk about the unique places, people, and traditions that make their local community special, with teacher support.</td><td rowspan="2">International Women's Day

Music in Our Schools Month

Literacy Connections:

"Over in the Meadow" by Ezra Jack Keats

"The Raven" by Gerald McDermott

*See Appendix for list of Fairbanks and Alaska related texts.</td></tr>
<tr><td>Suggested Activities:
Community Collage: Students create a collage using pictures that show local landmarks, traditional clothing, foods, homes, and natural features. Use it as a discussion starter.
Local Traditions Show & Tell: Students bring in (or draw) something from home that reflects a family or community tradition, and explain its significance.</td></tr>
</table>

History Standard(s): SS.K.3.23.1 Ask questions about local and school history. SS.K.1.25.1 Explore traditions of local cultural groups. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will develop curiosity about the past by asking thoughtful questions about their school and community history. Students will explore and learn about the customs, celebrations, and traditions of local cultural groups through shared stories and experiences. **Suggested Activities:** Classroom Time Capsule: Create a time capsule and have students ask, "What would someone in the future want to know about us?" Cultural Celebration Day: Highlight a local tradition (e.g., a dance, food, or holiday) and invite students to participate. Art from Tradition: Create simple crafts inspired by local cultural practices (e.g., patterns, animals, or natural materials).	

4th Quarter

Theme: Me and My World

Unit: The United States and the World

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. *SS.K-2.4.3 Ask clarifying questions to better understand others'*	**Content Objectives:** Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together. **Suggested Activities:** Decision-Making Chart: Present a simple class decision (example; what color to use on a bulletin board, what to have for snack, choose two different books) and model how to share ideas, listen, and vote or come to consensus.	**Notes:** Month of the Military Child April Fool's Day Earth Day School Library Month **Literacy Connections:**

opinions and perspectives.		"Me on the Map" by Joan Sweeney
Geography Standard(s): SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.*	**Content Objectives:** Students will identify a significant local landform or geographic feature and locate it in both photos and on a simple map with guidance. **Suggested Activities:** Draw and Label: Students draw the feature and label it using a simple map or picture guide. Map Puzzle: Assemble a simple map of the local area highlighting the feature.	"Mapping Penny's World" by Loreen Leedy "This is the Way We Go to School" by Edith Baer *Combine these books with local images and books recommended in Appendix
History Standard(s): SS.K.1.22.1 Identify different types of documents. SS.K.3.22.1 With support, engage with historical sources. SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events. SS.K.2.23.1 Describe a past event. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will recognize and name examples of historical documents, such as photographs, letters, newspapers, and maps. Students will explore historical sources like photos, objects, or simple documents with teacher support to learn about the past. Students will begin to understand that events happen in order by exploring and creating simple visual timelines. Students will talk about a past personal or community event using descriptive language and sequence. **Suggested Activities:** Classroom Poster: Create a "Types of Documents" poster with labeled visuals. Artifact Exploration Station: Display real or replica historical items (books, tools, toys) and discuss their use. Daily Routine Timeline: Create a class timeline of daily events (e.g., morning meeting, lunch, recess). Memory Share Circle: Students bring in a photo or drawing of a past event and share about it with the class.	

4th Quarter

Theme: Me and My World

Unit: The United States and the World

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.K.4.7.1 Identify the student's own point of view on a topic. *SS.K-2.4.2 Differentiate their own opinion from others.*	**Content Objectives:** Students will express their own point of view on a familiar topic and explain their thinking using simple language and examples. **Suggested Activities:** Opinion Sharing Circle: Pose simple, age-appropriate questions like “What is your favorite school lunch?” or “Should we have more recess?” and have students share their opinion and why. "I Think Because" Chart: Students complete sentence starters such as “I think ___ is best because ___,” with teacher modeling and support. Think-Pair-Share	**Notes:** May Day Mother’s Day Memorial Day **Literacy Connections:** “A Tale of Two Beasts” by Fiona Roberton “Lilly’s Purple Plastic Purse” by Kevin Henkes
History Standard(s): SS.K.2.21.1 Describe an event from the student’s own perspective. SS.K.1.24.1 Explain how the student’s own actions may affect others. SS.K.2.24.1 Describe a time when the student’s own actions affected othersown actions may affect others.	**Content Objectives:** Students will describe a personal experience by sharing their thoughts, feelings, and actions during the event. Students will begin to recognize that their actions can have positive or negative effects on others and explain how. Students will reflect on a personal experience and describe how their behavior impacted someone else. **Suggested Activities:** Story Drawing: Students draw a picture of something that happened to them (e.g., birthday, field trip) and describe what they saw and felt.	“Have You Filled a Bucket Today?” by Carol McCloud

SS.K.2.24.1 Describe a time when the student's own actions affected others *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.*	Experience Journal: Use sentence starters like "One time I…" or "I felt…" to help students write about an event. Classroom Scenarios: Present short stories or puppet skits and ask, "What did the character do?" and "How did that make the other person feel?" Kindness Chain: Students name kind actions they've done and how it helped someone else; link these into a paper chain. Peer Interviews: In pairs, students ask and answer: "What is something you did that made someone else feel good?"	

First Grade

My Place in the World

First grade learners will explore families and schools from the past and present, gaining an understanding of how they have changed over time. They will compare their own experiences with those of earlier generations to build historical awareness. Through discussions of civic issues at school, students will learn about rules, fairness, and group decision-making. They will also develop basic geographic and historical skills by creating and using simple maps and timelines.

1st Quarter

Theme: My Place in the World

Unit: Where We Live and Learn

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. SS.1.1.8.1 Summarize why rules may be needed to solve a problem. SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school. SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time. *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.* *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in*	Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. Learners will analyze classroom situations to explain how specific rules can help solve problems. Students will evaluate the relationship between classroom rules and consequences and justify why both are important for a safe learning space. Learners will generate and propose ideas for how they can work together to create a positive and supportive classroom community. **Suggested Activities:** What Rule Would Help? Scenario Sort: Present illustrated problem cards and a set of rule cards. Students work in pairs or groups to match problems to helpful rules, then explain their reasoning. If-Then-Rule & Consequence Chart: Students help build a classroom chart with teacher support. Better Together Idea Web: On chart paper or digitally, create a classroom idea web. Start with the prompt: "How can we make our classroom better?" Students contribute ideas.	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. **Literacy Connections:** "My Mouth is a Volcano" by Julia Cook "Do Unto Otters: A Book About Manners" by Laurie Keller "David Goes to School" by David Shannon "The Recess Queen" by Alexis O'Neill "I Wonder" by Annaka Harris "What Do You Do With a Question?" by Kobi Yamada

classrooms, schools, and/or communities.		
Geography Standard(s): SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose. SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area. SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.1 With support, identify sources that address a specific topic.*	**Content Objectives:** Students will construct a functional map of the school environment by applying spatial awareness and incorporating essential map elements such as a key, symbols, and a compass rose. Learners will interpret a local area map to classify and label natural landforms and bodies of water, including rivers, lakes, and mountains. Students will analyze geographic tools (maps and globes) to determine the location of Alaska in relation to the United States and the world. **Suggested Activities:** School Map Builders: Take a walk around the school. Back in class, they build their own simple maps with labeled rooms, add a symbol key, draw symbols (e.g., desk = classroom), and include a compass rose. **Assessment:** Students present their maps in small groups and explain: What each symbol represents; How the map could help someone new to the school Map Detective of Alaska: Provide a simplified local map (with natural features marked but not labeled). Students use clues and visuals to identify and label rivers, lakes, and mountains (e.g., “This blue squiggly line is a river – what’s its name?”). Include real, local features such as the Tanana River or Chena River, and Denali. Where Is Alaska? Map Hunt: Using wall maps, atlases, and classroom globes, students search for and mark Alaska on various representations. **Assessment:** Students will draw Alaska on a blank U.S. map and circle it on a printed globe view.	

History Standard(s):	Content Objectives:	
SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. SS.1.1.24.1 Describe cause-and- effect relationships based on an event in the classroom. SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.* *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.*	Students will organize and construct a personal timeline to illustrate significant life events in chronological order, demonstrating understanding of sequence and time progression. Learners will analyze classroom events to explain the relationship between actions and their outcomes, identifying clear cause-and-effect connections. Students will evaluate common classroom events to determine and justify reasonable explanations for why they occurred. **Suggested Activities:** My Life in Order Timeline Project: Learners select 3–5 personal milestones (e.g., birth, first steps, first day of school). They illustrate and label each on a timeline using provided templates. Include dates or ages if known. Teacher models with their own mini timeline. **Assessment:** Successful completion of timeline order. Teacher and students complete a Cause-and-Effect Graphic Organizer as a group **(Multi-Flow Map)**: One side- What happened (effect) Other side- What caused it (cause) Students must explain the link aloud. Why Did That Happen? Class Discussion: Present short videos or photos of classroom situations (e.g., a knocked-over plant or missing supplies). Ask learners to brainstorm and share possible explanations (“Maybe someone was running,” “Maybe it was an accident”). Support the use of “because” and “might have.”	

1st Quarter

Theme: My Place in the World

Unit: Goods, Services, and Trading in Alaska

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. **Suggested Activities:** [see first quarter]	**Notes:** Labor Day First Day of Fall Grandparent's Day Patriot Day Constitution Day
Economics Standard(s): SS.1.1.11.1 With support, explain the difference between producers and consumers. SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. SS.1.1.12.1 Identify situations where goods are in high or low demand. *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	**Content Objectives:** Students will differentiate between producers and consumers by analyzing their roles in the exchange of goods and services. Learners will compare and contrast locally produced goods with those from other regions, identifying similarities and differences in origin and purpose. Students will interpret classroom or community scenarios to evaluate when goods are in high or low demand and explain why. **Suggested Activities:** Producer or Consumer?: Mix-Pair-Share- Students each receive a card with a picture (e.g., farmer, shopper, baker, grocery store). Using Mix-Pair-Share, students walk the room, then pair up and ask, "Is your card a producer or a consumer? Why?". Create a Venn diagram as a class or in pairs showing shared traits and differences between local and non-local goods. Have students participate in a simple classroom market role-play where they experience what happens when demand for goods is high or low.	**Literacy Connections:** "The Berenstain Bears Get the Gimmies" by Stan and Jan Berenstain "Tops and Bottoms" by Janet Stevens "To Market, To Market" by Nikki McClure "Market Day" by Lois Ehlert "Fishing with Grandma" by Susan Avingaq and Maren Vsetula

SS.K-2.3.2 With support, classify statements as facts or opinions.		
Geography Standard(s): SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. SS.1.3.19.1 Describe local economic activities. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will examine the flow of goods to explain how buying and using products links their community to others nearby. Learners will analyze how people depend on their local environment—such as land, water, and weather—to meet basic needs like food, shelter, and clothing. Students will identify and describe economic activities in their community, such as providing goods or services, and explain how they contribute to daily life. **Suggested Activities:** Where Did it Come From?: Local Goods Investigation. Bring in or show pictures of familiar items (e.g., bread, salmon, milk, clothing). For each item, guide students to consider: Is this made here or brought in? Who might we get it from? Living From the Land, Local Needs Sort **(Tree Map)**: Show photos or real items related to Alaska (e.g., fish, furs, berries, driftwood, homes on stilts). Complete a class anchor chart with categories: Food, Shelter, Clothing, Tools with examples from the local environment. Students draw or write about one local job, describing: What the worker does, if they sell a good or offer a service, and how that helps the community.	
History Standard(s): SS.1.2.23.1 Illustrate how communities change over time. SS.1.1.25.1 Provide examples of customs,	**Content Objectives:** Students will interpret historical and contemporary sources to construct visual representations of how their community has changed over time.	

practices, and traditions unique to local Alaska cultures. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	Learners will explore and describe cultural traditions, practices, and customs unique to Alaska Native communities through stories, artifacts, and community connections. **Suggested Activities:** Learners create a "Then and Now" drawing with two panels; one showing the past and one the present labeling and describing the differences. Present side-by-side images of the local community then (past photos, maps, traditions, buildings) and now (current ones). Invite a local cultural bearer, Elder, or show authentic media (videos, photos, or artifacts) about Alaska Native traditions: dancing, subsistence hunting, blanket toss, storytelling, etc.	

1st Quarter

Theme: My Place in the World

Unit: Goods, Services, and Trading in Alaska

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. **Suggested Activities:** [see first quarter]	**Notes:** Dictionary Day Make a Difference Day Indigenous People's Day Hispanic Heritage Month Alaska Day Halloween

<table>
<tr>
<td rowspan="2">Economics Standard(s):

SS.1.4.11.1 Define income.
SS.1.3.11.1 Identify prices of products in a local market.
SS.1.1.13.1 Examine decisions that people make about spending and saving money.
SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.
SS.1.2.14.1 Sort resources into categories based on location of origin.
SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.

SS.K-2.2.1 Interact with a variety of primary and secondary sources.

SS.K-2.3.2 With support, classify statements as facts or opinions.

SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</td>
<td>Content Objectives:

Students will define income as money earned through work or services and analyze examples of how people receive income in the local community.
Learners will investigate local goods and identify their prices, using observations from real or simulated markets to compare values.
Students will evaluate different financial choices and explain reasons why people might choose to save or spend money.
Students will explain how and why communities trade to obtain resources that are not locally available.</td>
<td rowspan="2">Literacy Connections:

“Lemonade in Winter: A Book About Two Kids Counting Money” by Emily Jenkins

“A Day’s Work” by Eve Bunting</td>
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<td>Suggested Activities:

Students draw or label a person who earns income and describe what they do to earn it.
Classroom Market Walk: Create a pretend market in the classroom with labeled price tags (e.g., apple $1, fish $3). Students visit each "booth" with play money and record prices on a market price sheet. Discuss: What’s expensive? What’s cheap? Why might that be?
Spend or Save? Money Decision Sort:
Provide cards showing different scenarios (e.g., “You want a toy” vs. “You need a winter coat”). Students sort the cards into “Spend Now” or “Save for Later” categories and justify their thinking in small groups.
Trading for What We Need Simulation: Divide class into small “communities” with different resource cards (e.g., salmon, bananas, lumber, oranges). Some groups don’t have what they need (e.g., no fruit).
Students negotiate and trade with other “communities.”
Assessment: Group reflection on why trading was necessary.</td>
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2nd Quarter

Theme: My Place in the World

Unit: Our Local Community

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities. SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community. SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.4.2 Differentiate their own opinion from others.*	Students will analyze the responsibilities of local community leaders and construct a visual or written representation that shows how these leaders support the community. Students will compare and contrast roles in various settings and justify how responsibilities change depending on context (home, school, community). **Suggested Activities:** Community Leader Interview Project: Students brainstorm questions, then (with help) interview a local leader (e.g., teacher, principal, nurse, librarian, soldier, firefighter). They create a drawing, or short booklet illustrating the leader's job and how it helps the community. Quiz-Quiz-Trade with community helper cards to reinforce leader roles. Responsibility Venn Diagram **(Double Bubble Map)**: Students complete a Venn diagram comparing their roles at home vs. school, then add a third circle (community). **Assessment:** discuss with a partner and present one way their responsibilities shift across these places.	Veteran's Day Attendance Awareness Month Election Day American Education Week Thanksgiving Alaska Native and American Indian Heritage Month **Literacy Connections:** "Helpers in Your Neighborhood" by Shira Evans "Officer Buckle and Gloria" by Peggy Rathmann "Clothesline Clues to Jobs People Do" by Kathryn Heling & Deborah Hembrook "Me on the Map" by Joan Sweeney "Benny's Flag" by Phyllis Krasilovsky

Geography Standard(s): SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics. SS.1.1.19.1 Identify people and goods that travel from the local community to another place. SS.1.3.19.1 Describe local economic activities. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will analyze a local map to determine environmental features and identify cultural elements (such as schools, parks, or community centers) that reflect their community's values and traditions. Students will classify goods and services that originate in their local community and explain how and why they are transported to other regions. Students will investigate economic activities in their community (such as fishing, crafting, or tourism) and illustrate how these activities support people's needs and wants. **Suggested Activities:** Community Map Detective: Provide a simple map of your local community or school area. Students work in pairs to highlight and label natural/environmental features and cultural features. Then, have them discuss what these features tell us about how people live in the area. Where Does It Go? Sorting Game: Prepare cards with local goods (e.g., fish, berries, artwork) and community workers (e.g., pilot, delivery driver, artist). Students match the goods with their likely destinations. **Assessment:** Students present one match and explain why it travels. Community Jobs Mini-Book: Students choose or are assigned a local job (e.g., fisherman, store owner, artist, postal worker). They create a picture and sentence(s) showing what that person does and how it helps the community. Combine into a class book or wall display of "Our Local Economy."	

History Standard(s):	Content Objectives:	
SS.1.3.23.1 Ask questions about significant figures in local history. *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	Students will formulate relevant questions to guide learning about significant figures from local history and justify why these individuals are important to the community. **Suggested Activities:** What Do You Wonder?: Show a Photo or Tell a Short Fact. Example: "This is Elizabeth Peratrovich. She helped pass a law to stop discrimination in Alaska." Ask: "What do you wonder about her?" Write "What do you wonder?" at the top of a chart or board. Students Think-Pair-Share: Students share out and teacher records questions. As students share, write their questions on the board. Prompt with stems if needed.	

2nd Quarter

Theme: My Place in the World

Unit: Our Local Community

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.1.3.6.1 Explain the need for rules at home, at school, and in the community. SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals. SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.	Students will analyze the purpose of rules in different settings and evaluate how rules help maintain safety and fairness. Students will examine how tasks are shared in their community and construct a simple plan showing how dividing responsibilities helps achieve goals. Students will compare their own opinions with those of others and articulate similarities and differences respectfully.	Holidays Around the World First Day of Winter/Winter Solstice **Literacy Connections:** "Whose Hands Are These? A Community Helper Guessing Book" by Miranda Paul

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Suggested Activities:** Rule Role-Play: In small groups, students act out scenarios with and without rules (e.g., crossing the street, sharing toys). Afterwards, they discuss how rules made the situation better or worse. Community Task Sorting: Provide picture cards representing community jobs and tasks (e.g., firefighter, teacher, garbage collector). Students sort cards into groups that show how people share jobs to keep the community running. **Assessment**: In pairs, students create a poster or drawing showing a community goal and how tasks are divided. Opinion Circle: Present a simple, relatable question (e.g., "What is the best school lunch?" or "Should recess be longer?"). In a circle, students take turns sharing their views and then listen actively to a peer's opinion. Students can also RallyRobin: alternate sharing opinions. **Assessment:** Students write one way their opinion was similar or different.	"Mama, Do You Love Me?" by Barbara M. Joosse "The Salmon Princess" by Mindy Dwyer "Arctic Lights, Arctic Nights" by Debbie S. Miller "When I Was Eight" by Christy Jordan-Fenton & Margaret Pokiak-Fenton "Berry Magic" by Teri Sloat "Dance on a Sealskin" by Barbara Winslow
Geography Standard(s): SS.1.3.16.1 Identify cultural characteristics of the local community. SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.	**Content Objectives:** Students will describe cultural characteristics such as traditions, language, foods, and celebrations that are unique to their local community. Students will compare and contrast how two Alaskan communities are similar and different in terms of geography, culture, and daily life. Students will explain how people in their community depend on local natural resources for food, shelter, transportation, and activities. **Suggested Activities:** Culture in Our Community Collage:	

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.3.2 With support, classify statements as facts or opinions.*	Students bring in or draw pictures that represent aspects of their family or local community's culture (foods, festivals, clothing, stories, languages, etc.). The class builds a shared collage or cultural mural and discusses common themes and differences. Comparing Alaska Venn Diagram **(Double Bubble Map)**: Choose one other Alaskan community (e.g., Nome Juneau, or Anchorage). Use images or short videos to explore food, homes, clothing, and landscape. Students then complete a Venn diagram with teacher support as a class. From the Land Sorting Activity **(Tree Map)**: Students receive picture cards of items (e.g., fish, blueberries, wood, furs, boats). They sort into categories: Food, Shelter, Clothing, Transportation. Discuss as a class how these resources are gathered or used locally and how that connects to the natural environment.	
History Standard(s): SS.1.2.23.1 Illustrate how communities change over time. SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will analyze how communities grow and change by exploring changes in buildings, transportation, technology, and traditions. Students will identify and describe traditions, stories, practices, and celebrations unique to Alaska Native cultures and other local groups. **Suggested Activities:** Cultural Traditions Quilt: After reading about or discussing local customs (e.g., potlatches, subsistence hunting, Native languages), students draw one tradition in a square. Combine into a class quilt (paper or felt). **Assessment:** Have students present their square to the class. Consider inviting a local elder, culture bearer, or parent to share a family tradition or story. Then and Now Picture Sort/Timeline Craft:	

SS.K-2.2.1 Interact with a variety of primary and secondary sources. *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	Show historical vs. modern images of your local area (e.g., homes, boats, clothing, communication). Students sort the pictures into "Then" and "Now." Students then create a simple illustrated timeline (3–4 parts) showing how one aspect of the community has changed over time (e.g., schools or how food is gathered).	

3rd Quarter

Theme: My Place in the World

Unit: Living the Alaska Way

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.1.1.9.1 Identify symbols used locally. SS.1.2.9.1 Explain that government systems determine the rules of a society. SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	**Content Objectives:** Students will identify and interpret symbols in their local community (e.g., state flag, tribal symbols, signs) and explain their meanings. Students will explain how local government leaders and systems create rules to keep communities organized and safe. **Suggested Activities:** Local Symbol Scavenger Hunt- Show pictures of familiar symbols: Alaska state flag, tribal flags or logos, stop signs, fish & wildlife symbols, etc. Students complete a matching activity or go on a scavenger hunt (in school or via images). **Assessment:** Students draw and explain their favorite symbol's meaning and purpose. Who Makes the Rules?: Sorting Game Create cards with real-life situations (e.g., "Someone litters in the park" or "You cross the street safely"). Students sort them by who makes the rule: school, family, government. Follow up with discussion or drawings of community helpers (mayor, police officer, tribal council) and how they support rules.	**Notes:** New Year's Day Review Class and School Expectations **Literacy Connections:** "Know and Follow Rules" by Cheri J. Meiners "I Pledge Allegiance" by Pat Mora "Whose Tools Are These?" by Sharon Katz Cooper "Needs and Wants" by Gillia M. Olson

Economics Standard(s): SS.1.2.12.1 Explain how and why households make choices between needs and wants. SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community. *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will differentiate between needs and wants and analyze why families must make choices when resources are limited. Students will identify examples of public and private goods and services in the community and compare how each meets community needs. **Suggested Activities:** Family Budget Basket: Give each group a pretend "budget basket" with a set number of tokens (e.g., 10 coins). Present a mix of illustrated items (e.g., food, toys, clothes, video games, medicine). Students discuss and choose which items to "buy," justifying their choices and labeling each as a need or want. Thumbs Up, Thumbs Out: Explain the terms “public” (provided for everyone, usually by the government like a library or fire station) and “private” (run by individuals or companies like a store or restaurant). Say a place or service aloud, one at a time (e.g., “post office,” “coffee shop,” “school,” “grocery store”). Students give: Thumbs up if it’s public. Thumbs out to the side if it’s private. Pause to quickly clarify or reinforce the reason after each one. For example: “Yes, the library is public because it’s free for everyone to use and paid for by taxes.”.	Martin Luther King Jr.’s Birthday *100th Day of School
Geography Standard(s): SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community. SS.1.1.19.1 Identify people and goods that travel from the local community to another place.	**Content Objectives:** Students will compare and contrast the landforms, weather, and cultural traditions of their community with those of another Alaskan community. Students will identify and describe how people, goods, and services move from their community to other parts of Alaska or beyond. **Suggested Activities:** Where Does It Go? Movement Map: Draw or display a simple Alaska map. Ask students to brainstorm goods or people that leave your community (e.g., fish, crafts, pilots, mail). Place	

SS.K-2.2.1 Interact with a variety of primary and secondary sources. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	pictures or labels on the map showing where they go (e.g., salmon from Valdez to Fairbanks). Alaska Community Venn Diagram **(Double Bubble Map)**: Choose a second community (e.g., compare Anchorage withFairbanks). Show simple images or videos of the landscape, buildings, clothing, transportation, and seasonal activities from each place. Students work in pairs or small groups to fill in a class Venn diagram, then share one similarity and one difference they noticed.	
History Standard(s): SS.1.2.23.1 Illustrate how communities change over time. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will identify ways their community has changed over time and illustrate those changes through images and descriptions. **Suggested Activities:** Then and Now Drawing Booklet: Show side-by-side images of your local community "then" (historical photos or drawings) and "now" (recent photos). As a class, discuss what's changed (buildings, transportation, clothing, activities) and what has stayed the same. Give each student a folded booklet or plain paper with 3 sections: Past, Present, Future. Students draw or label what their community looked like long ago, what it looks like today, and what they think it might look like in the future. Scaffold: Use a sentence frame—	

	"In the past, people used ___." "Today, people use ___." "In the future, people might use ___."	

3rd Quarter

Theme: My Place in the World

Unit: Seasons and Traditions

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. **Suggested Activities:** [see first quarter]	**Notes:** Black History Month Groundhog Day Valentine's Day Yukon Quest Elizabeth Peratrovich Day
Geography Standard(s): SS.1.3.19.1 Describe local economic activities. SS.1.1.16.1 Describe local weather and how it affects individuals and their activities. SS.1.2.16.1 Identify human activities that affect the local environment. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	**Content Objectives:** Students will identify and describe ways people in their community earn a living and contribute to the local economy through jobs, services, and production. Students will describe local weather patterns and explain how daily activities, clothing, and transportation are influenced by weather conditions. Students will identify and explain how everyday human actions—like littering, building, and transportation—can positively or negatively impact the local environment. **Suggested Activities:** Who Works Here? Community Job Web **(Circle Map)**: As a class, brainstorm jobs people have in your local community (e.g., fisherman, teacher, store clerk, soldier, airman, postal worker, pilot, hunter, car mechanic). Write or draw them on chart paper in a web around the title "Local Jobs" or "How People Help Our Community". Discuss what goods or services	Iditarod President's Day *100th Day *Leap Year **Literacy Connections:** "Snowy Day" by Ezra Jack Keats "Weather Words and What They Mean" by Gail Gibbons "Whose Hands Are These?: A Community Helper Guessing Book" by Miranda Paul

SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	each job provides, and whether it involves natural resources, helping people, or selling something. Weather & Me Journal Page: As a class, observe the day's weather. Students complete a drawing and sentence: "Today it is ____. I will wear ____. I can/can't do ____." Over several days or weeks, students begin to analyze patterns and how weather changes what they do. What Helps? What Hurts? Chart: Use pictures or quick drawings. Sort them into two categories as a class: Helps the Environment / Harms the Environment. Assessment: Students then draw one thing they do that helps the environment or write a sentence (with support): "I help the environment when I ____."	
History Standard(s): SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will identify and describe examples of cultural traditions, language, stories, and seasonal practices that are unique to Alaska Native and other local cultural groups. **Suggested Activities:** Alaska Traditions Story Circle: Read a short traditional Alaska Native story or watch a short video clip of a local custom (e.g., drumming, dancing, subsistence fishing, potlatch, Native Youth Olympics). In a circle, invite students to share something they've seen, done, or learned about that connects to a local tradition. **Assessment:** Students draw or write one tradition to share. Consider inviting a local elder, culture bearer, or parent to speak about a tradition.	

4th Quarter

Theme: My Place in the World

Unit: Where We Live; Taking Care of the Land and Water

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. **Suggested Activities:** [see first quarter]	**Notes:** Read Across America St. Patrick's Day First Day of Spring Spring Break International Women's Day Music in Our Schools Month **Literacy Connections:** "Michael Recycle" by Ellie Bethel
Geography Standard(s): SS.1.3.17.1 Describe types of natural disasters common to the local region. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. SS.1.2.16.1 Identify human activities that affect the local environment. *SS.K-2.1.1 Construct a variety of questions about social studies*	**Content Objectives:** Students will identify and describe natural disasters that occur in their region (such as earthquakes, floods, wildfires, or volcanic eruptions) and explain how they affect people and the environment. Students will describe how people use natural resources from their environment—such as water, plants, animals, and land—for food, shelter, clothing, and transportation. Students will identify and discuss how everyday human actions—such as building, transportation, recreation, and waste disposal—positively or negatively impact the environment in their community. **Suggested Activities:** Disaster Detective Discussion: Show pictures or name several natural disasters (e.g.,	"10 Things I Can Do to Help My World" by Melanie Walsh "The Raven and the Totem" by Kristina Rodanas "The Salmon Princess" by Mindy Dwyer "Arctic Hunter" by Diane Hoyt-Goldsmith "Earthquakes" by Franklyn M. Branley "Wildfire" by Ashley Wolff

topics with guidance from adults and/or peers. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	earthquake, wildfire, volcanic eruption, blizzard). For each one, ask: "Has this happened in Alaska?" "What happens when this occurs?" "How do people stay safe?" On the board or chart paper, sort disasters into "Common in Alaska" and "Not Common in Alaska". **Assessment:** Students draw one natural disaster and write one way people respond to it. Disaster Sound & Motion Match: Teach 3–4 local natural disasters (e.g., earthquake, wildfire, blizzard, volcanic eruption). For each one, assign: A motion (e.g., shaking hands for earthquake, fanning arms for wildfire, swirling arms for blizzard) and sound effect or word (e.g., "rumble!" "crackle!" "whoosh!"). Call out the name of a disaster. Students respond with the correct motion and sound. Then ask: Where might this happen in Alaska?, How do people stay safe during this?. From the Land Picture Match & Share: On the board list needs- food, shelter, clothing, transportation. Ask students to brainstorm or observe what resources from the environment are used to meet those needs in Alaska (e.g., salmon, berries, logs, animal skins, boats, sleds). As a group, match each item to a need and discuss how the environment provides for people. **Assessment:** Students draw a scene showing people using the land, water, or animals to meet a need. Community Cause & Effect Match- On the board or a large chart, write a list of human actions on one side and a mix of effects on the other (out of order). Examples: People plant trees, People leave trash near the river, People ride bikes instead of driving, Cleaner air and less noise, Water becomes polluted, More shade and less erosion. As a class or in small groups, students match each action to its effect. Discuss: Which of these are helpful?	

	Which might harm the environment? What could we do differently? **Assessment:** Students choose one action and draw or write how it changes the environment.	

4th Quarter

Theme: My Place in the World

Unit: People and Places in Alaska's History

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. **Suggested Activities:** [see first quarter]	**Notes:** Month of the Military Child April Fool's Day Earth Day School Library Month **Literacy Connections:** "A Salmon for Simon" by Betty Waterton "Mail Carriers" by Julie Murray "Fishing with Dad" by Rebekah Raye
Geography Standard(s): SS.1.1.19.1 Identify people and goods that travel from the local community to another place. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*	**Content Objectives:** Students will identify people and goods that leave their local community and explain where they go and how they travel. **Suggested Activities:** Where Does It Go? Movement Map: Draw or project a simple Alaska map (or a map of your region). Ask students- "What goods do we make, grow, or catch here?" "What jobs do people have that involve travel?"	"Shanyaak'utlaax: Salmon Boy" (Tlingit story) "If You Lived Here: Houses of the World" by Giles Laroche

SS.K-2.2.1 Interact with a variety of primary and secondary sources. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	Have students write ideas on sticky notes (e.g., fish, mail, nurse, pilot, arts and crafts, berries). Have them place them on the map starting from your town, then draw arrows or lines to show where they might go (e.g., Anchorage, Seattle, other villages). Label the type of transportation that may be used (plane, boat, truck, snowmachine).	
History Standard(s): SS.1.1.21.1 Describe an event from two different perspectives. SS.1.1.22.1 Review various types of historical documents. SS.1.3.22.1 With support, use historical sources to ask questions about events. SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. SS.1.2.23.1 Illustrate how communities change over time. SS.1.3.23.1 Ask questions about significant figures in local history. SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. *SS.K-2.4.2 Differentiate their own opinion from others.*	**Content Objectives:** Students will analyze a single event and describe how two different people may have experienced it. Students will examine simple historical sources such as photos, maps, or artifacts and identify what they can learn from each. Students will generate questions about past events based on images, stories, or objects shared. Students will organize key events from their lives in sequence to understand the concept of time. Students will illustrate and describe how their community has changed (e.g., buildings, roads, traditions). Students will ask and discuss questions about important people from their community's past. Students will identify and share traditions and practices specific to Alaska Native and local cultures (e.g., storytelling, food, celebrations). **Suggested Activities:** Point of View Picture Sort: Describe a classroom scenario (e.g., two students want the same toy). Have students discuss how each person might feel and why. **Assessment:** Students then draw the event from both perspectives in a split-page sketch. History Detective: Show students old local photos, simple maps, or tools. Ask-	

SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	What do you notice?, What was this used for?, What questions do you have? Record responses in a group chart. What Do You Wonder? After looking at a photo, story, or artifact, students turn and talk: "What do you wonder about this?" Write down a few class questions to model inquiry. My Life Timeline **(Flow Map)**: Fold a sheet into four squares- When I was a baby, When I was 3, Last year (kindergarten), This year. **Assessment:** Students draw and label events, then share in small groups. Then, Now, Future Chart: Create a class chart with three sections. Students draw or dictate something about the community in the past, now, and what they think it might be like in the future. Question the Hero: Choose a local figure and read or tell their story, then brainstorm questions students might ask that person. Record them as a class. If possible, mail questions to individual. Tradition Show & Tell (with pictures or stories): Ask students ahead of time (send a family note) to bring in or describe something from home that represents a tradition or cultural activity. Have students take turns showing or describing their item/picture/story and tell.	

4th Quarter

Theme: My Place in the World

Unit: America, Our Home, Our History

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.1.1.10.1 Identify some of the rights of American citizens and residents.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	**Notes:** May Day Mother's Day

SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. *SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.* *SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.*	Students will identify and discuss basic rights that all American citizens and residents share, such as the right to speak freely, go to school, vote (as adults), and feel safe. **Suggested Activities:** Rights We All Have Circle Sort: Prepare a list or visual cards of different actions (some rights, some not)- Going to school, Having a safe place to live, Choosing what to say, Breaking the rules, Telling others they can't talk, Helping choose leaders (voting). Read each one aloud and have students give a thumbs up if it sounds like a right and thumbs down if it's not a right. Create a class chart titled: "Rights We All Have" and post the correct ones with pictures. **Assessment:** Students draw one right they think is important and explain why.	Memorial Day **Literacy Connections:** "We the Kids: The Preamble to the Constitution of the United States" by David Catrow "Voices in the Park" by Anthony Browne "A Picture Book of Martin Luther King Jr." by David A. Adler
History Standard(s): SS.1.1.21.1 Describe an event from two different perspectives. SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event. SS.1.1.22.1 Review various types of historical documents. SS.1.3.22.1 With support, use historical sources to ask questions about events. SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. *SS.K-2.4.2 Differentiate their own opinion from others.*	**Content Objectives:** Students will analyze and compare different perspectives by describing the same event from their own and another person's point of view. Students will examine primary sources (photos, objects, maps, and short texts) and generate questions about past events using evidence from those sources. Students will sequence key personal life events and describe how they occurred over time. **Suggested Activities:** Story Swap: After a shared experience (e.g., a fire drill, class game, or story), students draw or write what happened from their point of view. Pair students and have them share their versions of the same event. As a class, discuss- What was the same? What was different? Why might people see or remember it differently? Emphasize that different doesn't mean wrong, just different perspectives! History Mystery Photos: Display 2–3 local or historical photographs (e.g., early Alaska village life, traditional tools, classrooms long	"The Keeping Quilt" by Patricia Polacco

SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	ago). Record student observations and questions on chart paper using "I see / I think / I wonder" columns and discuss/compare. Timeline Gallery Walk: Give each student a single sheet of paper. Have them draw and label 3–4 events from their life (e.g., "I was born," "I lost my first tooth," "I started school," "I learned to ride a bike"). They place their page on their desk or tape it to the wall. Students walk around the room in pairs and view each other's timelines, noticing similarities and differences in life events and order. After everyone has done the Gallery Walk, discuss: "What is something you saw that is the same as your timeline?", "What is something you saw that is different?".	

Second Grade

My Local Community

In second grade, students explore community through the lens of social studies. Their Fairbanks community will serve as a framework to introduce key domains: history, geography, civics, economics, and government. Students will investigate how people, places, geography, and historical events have shaped their local area, while also learning about local government and current issues.

1st Quarter

Theme: My Local Community

Unit: Our School, Our Place in Alaska

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school. SS.2.1.7.1 Apply civic virtues when participating in school settings. SS.2.2.7.1 Define democratic principles of equality, fairness, and respect. SS.2.1.8.1 Explain how people can work together to make decisions in the classroom. *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better*	Students will analyze and explain the reasons for rules in different settings and evaluate their role in creating order and safety. Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities. Students will define and illustrate the concepts of equality, fairness, and respect in classroom and community contexts. Students will describe and model ways groups make decisions and evaluate the outcomes of collective choices. **Suggested Activities:** Rule Hunt and Sort: Brainstorm (Circle Map) rules found in school, home, and community. Provide pictures or scenarios (e.g., crossing guard, library, playground, grocery store). Students sort (Tree map) the rules by setting and discuss: What is the rule for?, What would happen if it didn't exist? Civic Virtue Charades: Teach vocabulary: respect, responsibility, kindness, patience. Students act out a civic virtue while the class guesses. Discuss: How did this behavior help others? or Where do we see this in real life? Fair or Not Scenario Sort (Tree Map): Read short real-life classroom scenarios. Students decide: Is this fair, equal, respectful? Sort them into categories and discuss how to make each situation more fair. Vote for the Day" Give students a classroom decision to make (e.g., book to read, brain break to try). Introduce options and allow open discussion. Take a vote and reflect on the process: Was it fair? How did we listen to each other? Did everyone have a voice?	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. **Literacy Connections:** "Do Unto Otters: A Book About Manners" by Laurie Keller "A Little Spot of Responsibility" by Diane Alber "The Recess Queen" by Alexis O'Neill "One" by Kathryn Otoshi "The Day the Crayons Quit" by Drew Daywalt

understand others' opinions and perspectives. *SS.K-2.4.1 Respectfully ask and answer questions.*		
Geography Standard(s): SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places. *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.1 With support, identify sources that address a specific topic.*	**Content Objectives:** Students will analyze and describe how Alaska's land and cultures are different from other U.S. states, and compare these features to other places they've learned about. **Suggested Activities:** Alaska vs. the Lower 48 Comparison Chart or Venn Diagram (Double Bubble): As a class, brainstorm Alaska's features-glaciers, permafrost, caribou, tundra, Inupiaq or Tlingit cultures, subsistence fishing, Northern Lights, etc. compare to another U.S. region (e.g., Hawaii, Texas, or New York). Geography: forests vs. deserts vs. tundra. Culture- different foods, holidays, clothing. Record comparisons in a T-chart or Venn diagram. **Assessment:** Have students draw or write about one way Alaska is special. *Consider inviting students to share any family or community connections to Alaska Native traditions. Think-Pair-Share with Talking Chips: Use structured discussion to help students process and verbalize Alaska's distinct features. Think – Students individually reflect on: "What makes Alaska different from other places?" Pair – Students turn and talk to a partner, using Talking Chips (each gets 2 chips; one chip = one turn to talk). *This ensures equal participation.* Share – Pairs share out one key idea with the class. Chart responses under Geography and Culture headings.	

1st Quarter

Theme: My Local Community

Unit: Weather, Nature, and How We Live

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.2.1.7.1 Apply civic virtues when participating in school settings.	**Content Objectives:** Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities. **Suggested Activities:** [see first unit]	**Notes:** Labor Day First Day of Fall Grandparent's Day Patriot Day Constitution Day
Geography Standard(s): SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region. SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region. SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance*	**Content Objectives:** Students will describe how local weather and the environment affect what people wear, what they do for fun, and how they live. Students will identify how natural disasters like earthquakes or wildfires can change people's lives and what people can do to stay safe. Students will explain how people get what they need from places nearby and far away, and how that might be different for other groups of people. **Suggested Activities:** Quiz-Quiz-Trade: Students each get a card with a weather-related question (e.g., "What do people wear when it's cold in Alaska?" or "How does snow affect how we get to school?"). They quiz a partner, trade cards, and move on to another partner. Emergency Preparedness: Create an emergency plan poster for a type of disaster common in Alaska. Include "What to do," "What to pack," and "How to stay safe.". Near and Far Picture Sort (Tree Map): Use pictures or actual items (e.g., salmon, bananas,	**Literacy Connections:** "Snowflake Bentley" by Jacqueline Briggs Martin "On the Same Day in March" by Marilyn Singer "Earthquakes" by Seymour Simon "What's for Lunch? How Schoolchildren Eat Around the World" by Andrea Curtis

from adults and/or peers. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	snow boots, oranges) and sort them into two groups: things that come from Alaska and things that come from other places. Discuss who uses what and why. RallyCoach: Students pair up (or make pairs according to teacher preference). One solves a picture sort (e.g., local vs. distant resources), while the other coaches, then they switch roles.	

1st Quarter

Theme: My Local Community

Unit: Map It Out!

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.2.1.7.1 Apply civic virtues when participating in school settings.	**Content Objectives:** Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.	**Notes:** Dictionary Day Make a Difference Day Indigenous People's Day Hispanic Heritage Month
	Suggested Activities: [see first unit]	

Geography Standard(s): SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe. SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.1 With support, identify sources that address a specific topic.*	**Content Objectives:** Students will construct and explain maps and graphs to represent and interpret important locations in their community. Students will analyze and interpret visual representations to explain how people interact with and shape different places. Students will differentiate between environmental and cultural characteristics of global regions using evidence from a globe. Students will evaluate how Alaska's unique geography and culture compare to other places, and justify what makes it distinct. **Suggested Activities:** My Community Map Book: Students create a mini book with- A map of their school, A neighborhood map (label key places: post office, park, etc.), A bar graph showing where classmates live or how they get to school, A photo + caption of an important place (can be drawn if photos unavailable). Spin the Globe Discovery Challenge: Students spin a globe or point to a region on a map. In small groups, they research or receive a card about that place's climate, land, animals, and culture. Each group presents the region using a drawing and 3 key facts. **Assessment:** RallyCoach- In pairs, students take turns helping each other describe and label the region before sharing with the group. Alaska vs. the Lower 48 Compare & Contrast Poster (Double Bubble Map): Discuss features of Alaska, compare another region (e.g. Southwest U.S., or Florida). In groups, students create a side-by-side poster and label: Geography, weather, wildlife, culture. Include illustrations, labels, and captions. Use a Gallery Walk to view and compare/reflect on each other's posters.	Alaska Day Halloween **Literacy Connections:** "My Map Book" by Sara Fanelli "Arctic Lights, Arctic Nights" by Debbie S. Miller "Children of the First People" by Tricia Brown

2nd Quarter

Theme: My Local Community

Unit: Money in My World

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. SS.2.1.7.1 Apply civic virtues when participating in school settings. *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. **Suggested Activities:** Opinion Corners: Pose a simple, open-ended question with multiple valid opinions. Label 3–4 corners of the room with possible answers or viewpoints. Students choose a corner and go there. In corners, students discuss why they chose that answer. StandUp–HandUp–PairUp: Partners then switch roles and listen to the other's point of view.	**Notes:** Veteran's Day Attendance Awareness Month Election Day American Education Week Thanksgiving Alaska Native and American Indian Heritage Month **Literacy Connections:** "The Sandwich Swap" by Queen Rania & Kelly DiPucchio
Economics Standard(s): SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets. SS.2.4.11.1 Explain how and why people earn money. SS.2.5.11.1 Describe examples of costs of production for local goods and services.	**Content Objectives:** Students will compare and evaluate the prices of goods produced locally and elsewhere, identifying factors that may affect those prices. Students will explain how people provide goods or services in exchange for money and identify why earning money is important. Students will identify the resources and materials needed to make local goods and describe the costs involved in producing them. Students will discuss how banks help people keep money safe, save for goals, and borrow for big purchases.	"The Salmon Princess" by Mindy Dwyer "Lemonade in Winter" by Emily Jenkins "The Berenstain Bears' Trouble with Money" by Stan & Jan Berenstain "A Chair for My Mother" by Vera B. Williams

SS.2.6.11.1 Participate in discussions about the role of banks in the local economy. SS.2.1.13.1 Classify savings goals as short-term or long-term. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peeSS.* *K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.1 With support, identify sources that address a specific topic.*	**Suggested Activities:** Price Tag Detectives (Tree Map): Show photos of real grocery items. Students sort into categories: local vs. non-local. Discuss: Which costs more? Why? RallyRobin: Partners take turns listing reasons local goods might cost more or less. Job Match: Display pictures of community helpers. Students match each to what they do and how they earn money. **Assessment:** Students draw or write about what job they might want and why. Build a Business- (Discussion) Present a pretend local business. Ask: What would they need to buy? Ingredients, tools, workers? Students list or draw the input costs for one product. Bank Role-Play: Set up a pretend bank: teller, customer, savings account, borrowing desk. Students role-play different banking tasks (e.g., depositing money, saving for a bike). Timed-Pair-Share: Students describe to a partner one thing banks do. Savings Sort- Provide images of savings goals. Students sort into two columns: short-term vs. long-term. **Assessment:** Students write and draw something they are saving for, how much they need to save, and why they are saving for that item.	
Geography Standard(s): SS.2.3.19.1 Explain the connections between the local physical environment and the	**Content Objectives:** Students will analyze how the natural environment affects the types of work people do in their community and explain how people depend on local resources.	

economic activities found there. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Suggested Activities:** Environment to Economy Match: Match a local physical feature (e.g., ocean, tundra, forest, river, mountain) to a matching economic activity (e.g., fishing, guiding, logging, farming, shipping). Introduce each feature and discuss: Why would people work near water? What jobs exist in forested areas? Give each student a card with either a feature or an economic activity. Quiz-Quiz-Trade: Students quiz each other (e.g., "What job might go with this feature?"). Then they trade cards and move to a new partner.	

2nd Quarter

Theme: My Local Community

Unit: Then and Now: Our Changing Town

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.2.3.8.1 Describe how people have tried to improve the local community over time. SS.2.1.9.1 Determine the meaning and importance of local and state symbols. *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in*	**Content Objectives:** Students will analyze ways people have worked to improve their community and explain the impact over time. Students will interpret the meanings of state and local symbols and evaluate why they are important. **Suggested Activities:** Then and Now Community Changemakers: Students view pictures or hear stories about local parks, roads, libraries, or cultural centers and learn who helped create or improve them. **Assessment:** Students write/draw one way they can help improve their community. Symbol Search Scavenger Hunt- Students use a checklist to locate local and Alaska state symbols in the classroom, library, or around school (flag, flower, moose, etc.). Quiz-Quiz-Trade: Students quiz each other on symbols and what they represent.	**Notes:** Holidays Around the World First Day of Winter/Winter Solstice **Literacy Connections:** "The Little House" by Virginia Lee Burton "Alaska's Flag Song" illustrated book "The House on Maple Street" by Bonnie Pryor "When I Was Young in the Mountains" by Cynthia Rylant

classrooms, schools, and/or communities. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*		"A Day's Work" by Eve Bunting "Miss Bridie Chose a Shovel" by Leslie Connor
Economics Standard(s): SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. SS.2.3.13.1 Describe local examples of capital goods and human capital. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in*	**Content Objectives:** Students will assess how personal choices can benefit or harm the community and vice versa. Students will identify and describe examples of capital goods and human capital in their town or region. **Suggested Activities:** Decision Dominoes: Read a short scenario (e.g., choosing to litter, planting a garden, recycling) and students discuss costs and benefits of that choice for themselves and the community. People + Tools = Work: Students sort pictures into capital goods (tools, trucks, machines) vs. human capital (workers: fishermen, bakers, nurses).	

classrooms, schools, and/or communities. *SS.K-2.3.1 With support, identify sources that address a specific topic.*		
Geography Standard(s): SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will examine how human activities influence the cultural and environmental features of their local area. Students will recognize and describe cultural and environmental characteristics that define their local community. **Suggested Activities:** Our Town Culture & Environment Collage: Using magazines or printed images (find yourself or have students bring in several from home), students create a collage showing human activity (roads, homes, fishing, buildings) and natural features (rivers, forests, mountains), labeling examples of each. Talk & Draw: Our Home: Students draw a quick scene of their town showing both natural features (mountains, rivers, snow) and cultural aspects (people fishing, wearing regalia, local buildings). **Assessment:** Pair up or work in small groups to share their drawings and explain what each part represents. Timed Pair Share: Each student gets 30 seconds to describe one part of their picture while their partner listens, then they switch.	
History Standard(s): SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.	**Content Objectives:** Students will compare community perspectives from the past and present on a shared issue or event. Students will generate questions using local historical sources and analyze how individuals and groups influenced events.	

SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community. SS.2.2.23.1 Compare life in the local community in the past to life in the local community today. SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events. SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past. SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options. *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	Students will compare life in their community today to life in the past. Students will develop and evaluate possible explanations for changes in the local community over time. **Suggested Activities:** Then & Now Photo Sort: Show students photos or drawings of a place in their community from the past (e.g., old schoolhouse, downtown, fishing dock) and a current photo. Students compare and contrast (Double Bubble Map): What's changed? What's stayed the same? How do you think people felt about this place then vs. now? (Optional: Think-Pair-Share) Local History Detective: Use short excerpts or teacher-read selections from local newspaper clippings, oral histories, or historical society materials (simplified). Students ask: Who was involved? Why is this important to our community? What questions do I have? **Assessment:** Students create "detective notebooks" with 2–3 questions per source. Past Problem, Modern Mind: Present a historical problem (e.g., "The community didn't have clean water" or "The ferry system changed"). Students brainstorm possible reasons the problem occurred, then evaluate which seem realistic or not. Use sentence frames like: "This seems like a real reason because…", "I don't think this would work because…" Community Timeline Walk: Create a large wall timeline with key local events (based on your region's history: new school built, fish cannery opened, dog sled races began, etc.). Look at and discuss each event as a class. **Assessment:** Each student selects one event to research, generate a question, and describe who was involved and why it mattered.	

SS.K-2.2.1 Interact with a variety of primary and secondary sources. *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.*		

3rd Quarter

Theme: My Local Community

Unit: How We Learn About the Past

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. SS.2.1.7.1 Apply civic virtues when participating in school settings. *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. **Suggested Activities:** [see first quarter]	**Notes:** New Year's Day Review Class and School Expectations
Economics Standard(s): SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers*	**Content Objectives:** Students will analyze how their personal choices affect others and evaluate how community decisions impact them in return. **Suggested Activities:** Decision Dominoes: Present 2–3 relatable personal decision scenarios- A student throws away a half-full water bottle. A student picks up someone else's trash. A student shares school supplies with a classmate. As a class, identify the benefits and costs to: The student, their classmates, the	Martin Luther King Jr.'s Birthday *100th Day of School **Literacy Connections:** "What If Everybody Did That?" by Ellen Javernick

SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	school or community. Optional: Use Dominos to visually track how one small action can ripple out to affect many others.	"Because Amelia Smiled" by David Ezra Stein "If You Lived Here: Houses of the World" by Giles Laroche
History Standard(s): SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community. SS.2.1.22.1 Differentiate between primary and secondary sources. SS.2.2.22.1 Explain how historical sources can be used to study the local community's past. SS.2.1.23.1 Create and explain a chronological sequence of multiple events. SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events. *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others'*	**Content Objectives:** Students will compare and evaluate multiple versions of a historical event, identifying different perspectives and the reasons behind them. Students will distinguish between primary and secondary sources by examining their characteristics and explaining how each contributes to understanding the past. Students will explain how different historical sources help us learn about people, places, and events in their local community. Students will construct a timeline and explain the sequence of local or personal historical events. Students will generate questions and describe how local figures and groups have influenced community change over time. **Suggested Activities:** Primary or Secondary?: Create a mini "source station" with real or replica sources. Primary: Photos, diary entries, oral histories, artifacts. Secondary: Children's biographies, news articles, textbooks. Students sort the sources and explain which kind each is and what we can learn from it. Quiz-Quiz-Trade: Students quiz each other: "Is this a primary or secondary source?" and explain why before trading cards.	

opinions and perspectives. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	Two Sides of the Story: Share two different retellings (e.g., from a student and a community elder) of an event. Students compare the two accounts and discuss- How are they the same? What's different? Why might that be? My Community Timeline Task (Flow Map): Students build a timeline of events that shaped their town or school (e.g., founding year, big storm, cultural celebration). Add pictures and short labels. **Assessment:** Have students present to the class or in small groups. Who Helped Shape Our Town?: Students choose or are assigned a community figure and generate 2–3 questions to ask or research. **Assessment:** Students write or draw 3 ways this person shaped the local area.	

3rd Quarter

Theme: My Local Community

Unit: Subsistence and Living the Alaska Way

**See appendix for additional suggested activities, materials, and resources.*		
Economics Standard(s): SS.2.1.12.1 Define scarcity and explain how it affects decision-making. SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services. SS.2.2.11.1 Describe the goods and services that people in the local community produce	**Content Objectives:** Students will identify and describe examples of goods and services provided by local governments and explain their purpose. Students will define and analyze the concept of scarcity and explain how it influences decisions about needs and wants. Students will describe and evaluate the skills and knowledge required to produce specific goods and services in their community. Students will compare goods and services produced locally with those produced elsewhere and explain why communities specialize.	**Notes:** Black History Month Groundhog Day Valentine's Day Yukon Quest Iditarod President's Day *100th Day

and those that are produced in other communities. SS.2.2.13.1 Identify examples of the goods and services that local governments provide. SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*	Students will explore and explain traditional economic practices used in the local region, including bartering, subsistence activities, and sharing. **Suggested Activities:** Government Match-Up: Prepare cards with examples of local services (trash collection, fire station, road plowing, library, police, water treatment, schools). Students match them to government departments or sort by "goods" vs. "services." Quiz-Quiz-Trade: Students quiz each other on what service each picture provides and who provides it. Scarcity Simulation: Set out limited classroom items (e.g., 3 scissors for 6 students, 4 pencils for 8). Have students discuss how to decide who gets what and how it feels when things are limited. Discuss: How does scarcity affect our decisions?" StandUp–HandUp–PairUp: Students pair with classmates and explain how they made a choice during scarcity. Skills Match-Up Career Sort:Show images of local jobs (e.g., fisher, teacher, baker, pilot, carver). Students match each job to a list of necessary skills or tools. **Assessment:** Students write or discuss: Which job do you think takes the most training? Where Is It Made? Sorting Chart: Students sort goods into "Made in our community" vs. "Made somewhere else." Use real items (milk, fish, fruit, clothes) or images. Discuss: "Why do we need goods from other places?" Tradition Tracker: Share a story or short video about a traditional practice (e.g., berry picking, subsistence fishing, hunting, or trading handmade goods).	*Leap Year Elizabeth Peratrovich Day **Literacy Connections:** "A Chair for My Mother" by Vera B. Williams "What Do People Do All Day?" by Richard Scarry "The Kids' Guide to Money in Alaska" by Alaska Council on Economic Education

SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.	**Assessment:** Students draw or write about one traditional practice and explain why it's important today. RoundRobin: In small groups, each student names one traditional practice and how it supports a community.	
Geography Standard(s): SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*	**Content Objectives:** Students will analyze the ways human actions influence the cultural and environmental characteristics of their local area. Students will explain how and why people, goods, and ideas move into and out of their local community. **Suggested Activities:** Our Impact Photo Sort & Talk: Show students photos of local human activities (construction, hunting, fishing, festivals, recycling, logging, pollution). Students sort into: Helps the environment, hurts the environment, changes our culture. Discuss: How does this activity affect the way people live here? Travel Tracker Movement Map: Create a local-to-beyond movement map. Give students sticky notes or picture icons to map how things move: A truck carrying groceries,a plane carrying people to Anchorage, Internet messages, a boat taking salmon out of town. Students explain the reasons behind each kind of movement.	

SS.K-2.2.1 Interact with a variety of primary and secondary sources.		
History Standard(s): SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	**Content Objectives:** Students will compare and contrast the customs and traditions of two Alaska Native cultural groups, identifying local connections. **Suggested Activities:** Tradition T-Chart Cultural Comparison (Double Bubble Map): Choose two Alaska cultural groups. Use visuals, books, or a short teacher-read passage. Students work in pairs or groups to compare: language, food, tools, homes, clothing, traditions.Can be completed using a simple T-Chart or Venn Diagram. **Assessment:** RoundTable- Each group member adds one comparison detail aloud before passing the paper.	

4th Quarter

Theme: My Local Community

Unit: Leaders and Laws

**See appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities. SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate. SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.	**Content Objectives:** Students will analyze the responsibilities of local and state leaders and explain how their decisions affect the community. Students will evaluate the voting process and justify why it's important in choosing leaders. Students will explain the purpose of rules in different settings and reflect on how they promote fairness and safety. Students will describe the basic functions of government and discuss how it serves the community. Students will apply group roles during a class activity and demonstrate responsibility in collaboration.	**Notes:** Read Across America St. Patrick's Day First Day of Spring Spring Break International Women's Day Music in Our Schools Month **Literacy Connections:**

SS.2.4.6.1 Explain what governments are and some of their functions. SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom. *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better*	**Suggested Activities:** Vote for a Class Celebration: Students nominate 2–3 celebration ideas (e.g., extra recess, PJ day). Create ballots and hold a vote. Connect to real elections—Why do we vote? What makes it fair? RallyRobin: Pairs or students name the benefits of voting. Who's in Charge?: Create a sorting game with photos/names of real leaders (mayor, governor, president) and descriptions of their jobs. As a class, discuss and match. **Assessment:** Write a "day in the life" story from a leader's point of view. Mix-N-Match: Students walk around and find matching role/job cards. Rules Matter Classroom Museum: In small groups, students create a poster showing what would happen with and without a specific rule (e.g., lining up, raising hands). Display around the room. Have students walk with their groups and compare to other groups. Build-a-Government Graphic Organizer: Use a simple organizer to show- Who makes rules? Who enforces rules? How do they help us? Discuss school, city, and state examples. Team Challenge Roles: During a collaborative task (e.g., build a bridge with classroom materials), assign students different roles- leader, recorder, reporter, encourager. After allowing time for the activity, have students come back together as a class and discuss: How did each role help?	"Officer Buckle and Gloria" by Peggy Rathmann "We the Kids" by David Catrow "I Am a Good Citizen" by Mary Small "What Do You Do With an Idea?" by Kobi Yamada

understand others' opinions and perspectives.		
Geography Standard(s): SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community. *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. solutions, in classrooms, schools, and/or communities.*	**Content Objectives:** Students will analyze reasons why people, goods, and ideas move between places and explain how these movements impact their local community. **Suggested Activities:** Movement Match-Up: Introduce 3 categories of movement: people, goods, ideas. Show examples that travel into and out of the local community. Students match what is moving with how it moves (e.g., salmon → by boat; mail → by plane). Class discussion: Why did this need to move? How does it help the community? Fan-N-Pick: One student fans cards, another picks, a third answers, and the last praises or adds on. Rotate roles.	
History Standard(s): SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will generate meaningful questions about influential individuals or groups from their community and explain how their actions shaped local history. **Suggested Activities:** As a class, read a story or short text about the person or group. In small groups, students generate 2–3 questions they would ask this person (e.g., "Why did you help start the town fair?" "How did your group protect the land?"). **Assessment:** Each student draws a poster of the person/group with: Their name, what they did, a student-generated question, a sentence about their impact. RoundRobin: Each student in a small group takes a turn sharing one question aloud.	

4th Quarter

Theme: My Local Community

Unit: Leaders and Laws

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority. SS.2.2.8.1 Identify and explain how rules function in public settings. SS.2.2.9.1 Describe the government systems in place in the students' local community. SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way. *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.4.1 Respectfully ask and answer questions.*	Students will analyze how community roles of authority are fulfilled through cooperation and shared responsibilities. Students will explain the function of rules in public settings and their role in promoting safety and fairness. Students will describe the basic structure of local government and summarize how it serves the community. Students will participate in a class decision-making process and reflect on the importance of democratic participation. **Suggested Activities:** Build a Town Simulation: Students work in groups to design a simple town (paper map or blocks) and decide: Who will be the leaders? Who makes rules? Who enforces them? How will the town handle problems (e.g., lost dog, trash pickup)? Think-Write-RoundRobin: Each group member contributes one solution for a shared problem. Rules at the Library, Park, and Pool **(Tree Map and/or Double Bubble)**: Create a simple chart comparing rules at various public places. Students explain how rules help and which rules they would add or change. Classroom Voting Project: Class votes on a classroom privilege (extra recess, read-aloud choice, PJ day). Students campaign for options, cast ballots, and tally votes. After voting, discuss: Why is voting fair? What happens when we don't vote?	Month of the Military Child April Fool's Day Earth Day School Library Month **Literacy Connections:** "The Little Red Fort" by Brenda Maier "No David!" by David Shannon "Duck for President" by Doreen Cronin "Grace for President" by Kelly DiPucchio

SS.K-2.4.2 Differentiate their own opinion from others. *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.* *SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.*	StandUp–HandUp–PairUp: Students share why they voted for their choice and how it might benefit the group.	

4th Quarter

Theme: My Local Community

Unit: Our World, Our Neighbors

See appendix for additional suggested activities, materials, and resources.		
Economics Standard(s): SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries. SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	**Content Objectives:** Students will explain the purpose of international trade and analyze how different countries depend on one another for goods and services. Students will categorize imported and exported products and explain their origins and destinations. **Suggested Activities:** Product Passport **(Tree Map)**: Collect everyday items or pictures of them like bananas, sneakers, salmon, iPads, mukluks, etc. Students sort into: Made here, sold here, Made here, sold abroad, Made elsewhere, sold here. Add a world map with string or yarn showing where each product came from or went to. RallyCoach: One student sorts, the other coaches and explains, then switch. Around the World in One Bag: Create a "suitcase" with artifacts/images from another region including items or pictures such as clothing, buildings, food, landscapes. Students examine and compare: How is this place's land different? What cultural traditions do they have? What's similar to or different from Alaska?	**Notes:** May Day Mother's Day Memorial Day **Literacy Connections:** "How to Make an Apple Pie and See the World" by Marjorie Priceman "Same, Same but Different" by Jenny Sue Kostecki-Shaw
Geography Standard(s): SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.	**Content Objectives:** Students will describe how regions outside of Alaska differ and change over time in terms of physical and cultural characteristics. Students will illustrate how people in Alaska are connected globally through the products they use.	

SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places. *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.3.2 With support, classify statements as facts or opinions.*	**Suggested Activities:** How Goods Travel Drawing **(Flow Map)**: Students pick a product (e.g., chocolate, fish, jeans) and draw its journey from where it started to how it arrived in Alaska (e.g., farm → truck → ship → store → home). **Assessment:** Reflection Question Prompts-Exit Tickets or Writing Center. Why do we trade with other places? How does buying something made in another country connect us to that country? How might people in Japan or Mexico live differently from us in Alaska?	

Third Grade

U.S. Cultures and Regions
Alaska: Past, Present , and Future

In third grade, students will explore Alaska's past, present, and future. Students will learn about the state's diverse cultures and regions through the study of its history, geography, civics, economics, and government. Learning will focus on Alaska's Indigenous cultures, understanding how people first came to Alaska, the U.S. purchase, and the journey to statehood. Students will analyze the historical and contemporary impact of natural resources on Alaska's people and economy

1st Quarter

Theme: Alaska: Past, Present, and Future
Unit: Journeys to Alaska: Choices, Changes, and Communities

**See back of appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.3.4.6.1: Describe how rules can create responsibilities. SS.3.6.6.1: Describe ways in which people benefit from working together in families, households, and voluntary organizations. SS.3.1.7.1: Describe how civic virtues can be applied in school settings. SS.3.3.7.1: Discuss the importance of having processes for making decisions as a group. *SS.3-5.1.2: Categorize questions according to the social studies disciplines.* *SS.3-5.2.2: Determine whether a source is primary or secondary.* *SS.3-5.1.1: Construct compelling questions and explain the*	Students will be able to describe how rules create responsibilities and explain why those responsibilities are important. Students will be able to describe how people benefit from working together in families, at home and in groups that help the community. Students will be able to describe how civic virtues, such as fairness and respect, can be applied in a school setting to foster a constructive and positive learning environment. Students will be able to discuss the benefits and importance of using a process when groups make decisions. **Suggested Activities:** "Our Classroom Rules & Responsibilities" **(Circle Map)**: This activity teaches that rules create responsibilities and explains their importance. First some basic school rules will be introduced by the teacher. Next, as a class students will brainstorm classroom rules. Then in groups students will connect those rules to responsibilities and discuss why those responsibilities matter. Afterwards, the teacher will ask the groups to share their reflection on a chosen rule and its associated responsibility.	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. *** Important Days:** Labor Day (9/1) Grandparent's Day (9/7) Patriot's Day (9/11) Hispanic Heritage Month (9/15-10/15) Constitution Day (9/17) First Day of Fall (9/22) Johnny Appleseed Day (9/26) Indigenous People's Day (2nd Monday in October.) Dictionary Day (10/16) Alaska Day (10/18)

importance of the questions to self and others. *SS.3-5.4.2: Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.* *SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.* *SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.*	"Teamwork Benefits!" **(Circle Map)**: This activity begins with an introduction to teamwork, followed by a fun brainstorming session to come up with different ways people cooperate. Students will then take a closer look at these group efforts to see all the good things that come from them. The activity wraps up with each student thinking about a time they worked well with others and sharing the positive results. "The Virtues in Action!" **(Circle Map)**: This activity begins by introducing these key virtues, followed by a collaborative brainstorming session on their application in various school settings. Students then act as "virtue detectives," analyzing scenarios to determine how these positive habits can be effectively utilized. The activity concludes with individual reflection, where students select a virtue, outline how they will demonstrate it, and articulate its positive impact on fostering a constructive learning environment. "Our Class Story Starter"**:** This activity begins with students collaboratively writing the beginning of a class story, facing a decision point about what happens next. This activity allows them to experience the difference between impulsive choices and using a deliberate process for group decision-making. By implementing a simple method for deciding, students learn how a structured approach helps ensure all voices are heard, fosters consensus, and results in a more satisfying and cohesive creative output.	**Literacy Connections:** "Officer Buckle and Gloria" by Peggy Rathmann "What If Everybody Did That?" by Ellen Javernick "Stone Soup" (Various versions, e.g., by Jon J. Muth or Marcia Brown) "Last Stop on Market Street" by Matt de la Peña "The Keeping Quilt" by Patricia Polacco "Enemy Pie" by Derek Munson "Have You Filled a Bucket Today?" by Carol McCloud "The Juice Box Bully" by Bob Sornson and Maria Dismondy "Duck for President" by Doreen Cronin "The Great Fuzz Frenzy" by Janet Stevens and Susan Stevens Crummel

		"Grace for President" by Kelly DiPucchio
Economics Standard(s): SS.3.2.12.1: With support, generate a list of factors that influence the way that people make a particular decision. SS.3.2.11.1: Explain what it means for an individual and/or business to specialize and/or trade. *SS.3-5.1.3 Create supporting questions to help answer compelling questions*.	**Content Objectives:** Students will be able to list factors that influence how people make a specific decision. Students will be able to explain how both people and businesses benefit when they specialize and trade. **Suggested Activities:** "What Game Should We Play?": This activity explores decision-making by having students consider how a group of friends decides which game to play during recess. Students will brainstorm various factors that might influence this choice, such as the number of players, available space, time, familiarity with rules, group preference, and even the weather. Through discussion, the class will identify how these different situational elements can shape a decision. "Community Helpers & Their Trades": This activity helps students understand how people in our community, known as community helpers, excel at one specific job because they specialize. By drawing pictures students will explore examples like a baker who makes delicious bread or a farmer who grows fresh food. Then, in groups students will discuss how these individuals trade their specialized goods or services (often using money) to acquire other necessities, such as clothing or healthcare. This demonstrates how specialization benefits everyone by ensuring a wide range of high-quality goods	"The Most Magnificent Thing" by Ashley Spires "Alexander, Who Used to Be Rich Last Sunday" by Judith Viorst "Follow That Map!" by Scot Ritchie "Ox-Cart Man" by Donald Hall "Whose Hands Are These? A Community Helper Guessing Book" by Miranda Paul "The Goat in the Rug" by Charles L. Blood and Martin Link "To Market, To Market" by Nikki McClure "Boom Town" by Sonia Levitin

	and services are available, making our community function smoothly.	
Geography Standard(s): SS.3.1.20.2: Describe how the Alaska Native Population came to Alaska. SS.3.2.18.1: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics. SS.3.2.19.1: Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska. SS.3.1.16.1: Discuss how culture influences the way people modify and adapt to their environments in Alaska. *SS.3-5.1.2: Categorize questions according to the social studies disciplines.* *SS.3-5.3.3: Develop claims in response to compelling questions and*	**Content Objectives:** Students will be able to describe the journey undertaken by the first Alaska Native people to arrive in Alaska. Students will be able to explain how maps and images help us understand the connection between a place's location and its environment in Alaska. Students will be able to explain how the movement of people in Alaska relates to the search for or use of natural resources. Students will be able to discuss how Alaska Native cultures adapted to their environment to meet their needs. **Suggested Activities:** "Journey Story Starters": Let's become storytellers! After learning about the first Alaska Native people's journey and the challenges they faced, students will work together to write an exciting story about their trip to Alaska. The teacher will give the students a sentence starter, and then students will add ideas, making sure the story tells about the path they took and all the brave things they had to do to get here. It's like building a big, adventurous tale as a team! "Our Alaska Environment Book": This hands-on activity empowers students to create their own "Alaska Environment Book"	*Chia & the Fox Man: An Alaskan Dena'ina Fable* by Barbara & Ethan Atwater *Once Upon an Eskimo Time* by Edna Wilder *Let's Go! A Harvest Story* by Hannah Lindoff, illustrated by Michaela Goade *Salmon Summer* by Bruce McMillan *Fishing with Grandma* by Susan Avingaq & Maren Vsetula

identify evidence that draws information from multiple perspectives and sources in response to a compelling question. *SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.2.1: Determine whether a source is primarily fact or opinion.* *SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.*	pages or mini-booklets. Each student or small group will select a specific Alaskan environment (e.g., mountains, coast, tundra) to focus on. Using a map to identify and color their chosen area, they will then research or draw pictures of the plants, animals, and landforms characteristic of that environment. The completed page or booklet will visually demonstrate how maps indicate location and how corresponding images or drawings illustrate the unique environmental features, thereby explaining the connection between a place and its natural surroundings. **"**Resource Explorer Map": Get ready to be an explorer on a big map of Alaska! In small groups, students will be given a map and will look at where natural resources like gold, fish, oil, and trees can be found. Then, each student will get a little "person" to move around the map. Students will imagine that they are an early Alaskan, who needs to find a place to live where they can get something important, like fish to eat or trees for building. Each student will move their person to the right spot and tell *why* they chose to live there. This helps students see how people moved all over Alaska to be close to the natural things they needed! "Needs & Nature Match-Up": This activity helps students discover how Alaska Native people used nature to meet their basic needs like food, shelter, clothing, and transportation. The teacher will show students pictures of tools, homes, and clothes used by Alaska Native cultures and discuss what each item was for. Next the teacher will utilize the think-pair-share strategy by pairing students together to	

	discuss what natural things from Alaska's environment (like animals, plants, or water) were used to make or use those items, showing how clever people were at adapting to their surroundings. Then each pair of students will share their findings with the class.	
History Standard(s): SS.3.1.25.1: Explore the cultures of Alaska, including why and how indigenous and non-indigenous groups first came to Alaska. SS.3.2.22.1: Gather information from multiple historical sources about major events in Alaska's history. *SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3: Create supporting questions to help answer compelling questions.* *SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.*	**Content Objectives:** Students will be able to identify different cultural groups that live in Alaska, and explain why the first indigenous and non-indigenous people first came to Alaska. Students will be able to explain how information from different sources can help us learn about a major event in Alaska's history. **Suggested Activities:** "Then & Now: Who Came & Why": This activity helps students understand the different historical periods of migration to Alaska. Using two large charts labeled "Long, Long Ago (First Alaska Native People)" and "Later On (Non-Indigenous People)," the class will first discuss and place pictures representing the reasons why the very first Alaska Native people came (e.g., following mammoths for food). Subsequently, they will explore and illustrate the reasons why other groups, like explorers and miners, arrived later (e.g., for gold, furs, or exploration). The activity concludes with a comparative discussion, allowing students to clearly see how the motivations for migration differed between Indigenous and non-Indigenous groups over time.	*Julie of the Wolves* by Jean Craighead George *Sweet Home Alaska* by Carole Estby Dagg *Bo at Ballard Creek* by Kirkpatrick Hill *Children of the First People: Fresh Voices of Alaska's Native Kids* by Tricia Brown & Roy Corral *My Wilderness: An Alaskan Adventure* by Claudia McGehee *Pedro's Pan: A Gold Rush Story* by Matthew Lasley & Jacob Souva

SS.3-5.2.1: Determine whether a source is primarily fact or opinion. *SS.3-5.2.2: Determine whether a source is primary or secondary.* *SS.3-5.4.3: Critique the motives behind different perspectives.*	"Gold Rush Clue Hunt": This activity transforms students into history detectives on a "Gold Rush Clue Hunt!" Students will explore three different stations, each holding a unique piece of the puzzle about the Alaska Gold Rush: a map showing the miners' routes, a picture of a gold pan, and a fictional letter from a miner. As students gather clues from each source, they will write down what new information they discover. Afterwards, the class will come together to share their findings, discussing how combining clues from the map, picture, and letter helps students build a much fuller and clearer understanding of this exciting time in Alaska's past.	

2nd Quarter

Theme: Alaska: Past, Present, and Future
Unit: Alaska - Journeys, Cultures, and Community Futures

See back of appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.3.2.7.1: Recall core civic virtues that guide communities in Alaska. SS.3.4.7.1: Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska. SS.3.3.8.1: Identify and participate in ways that people can influence the local community and organize solutions through action.	**Content Objectives:** Students will be able to identify and describe instances where civic virtues influence community actions in Alaska. Students will be able to discuss and identify how different beliefs and values can lead to different points of view about civic issues in Alaska. Students will be able to identify and describe various methods by which individuals can effectively influence and actively participate in facilitating changes within their local	***Notable Dates:** Alaska Day (10/18) Halloween (10/31) Make a Difference Day (10/25) National Native American Heritage Month (November) Alaskan Heritage Month (November) Avalanche Awareness Month (November)

SS.3.2.6.1: List ways that people can participate in a democracy. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.* *SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.* *SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3 Develop claims in response to*	community (e.g., through proposing ideas, volunteering, or providing assistance). Students will be able to identify and explain different ways people can participate in a democracy. **Suggested Activities:** "Virtue Detectives: Alaskan Community Edition": This activity transforms students into "Virtue Detectives" as they examine pictures or descriptions of real Alaskan community actions, such as a park clean-up or people helping after a flood. After reviewing what civic virtues are, students will identify which virtues (like responsibility or cooperation) are being shown in each scenario. Students will then describe exactly *how* these virtues are demonstrated through the community's actions, helping them understand how good habits make a positive difference in their towns and villages. "Fish or Forest? An Alaskan Choice": In this activity, students will explore a common Alaskan civic issue: how to best use or protect natural resources. The class will be presented with a scenario, such as a debate about whether to allow more fishing in a river or protect the surrounding forest for animals. Students will take on simple roles (e.g., a "fisherman" who values providing food, a "wildlife protector" who values animal habitats, a "tour guide" who values tourism). They will then discuss their different points of view, helping them identify how their assigned "beliefs" or "values" about the environment lead to different ideas for the community.	Election Day (11/4) Veteran's Day (11/11) Thanksgiving) Holidays Around the World (Nov./Dec.) First Day of Winter/Winter Solstice (12/21) ***Literacy Connections:** *We Are Water Protectors* by Carole Lindstrom, illustrated by Michaela Goade *Berry Magic* by Betty Huffmon, illustrated by Terri Sloat *Freddie the Flyer* by Fred Carmichael & Danielle Metcalfe-Chenail *Kumak's Fish: A Tale of the Far North* by Michael Bania *We Are Better Together: A Book About Community* by Eileen Spinelli and illustrated by Ekaterina Trukhan *I Am One: A Book of Action* by Susan Verde

compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.*	"Helping Hands": A Community Service Brainstorm": In this activity, students will explore how "lending a hand" or volunteering helps their community. The class will brainstorm specific ways they can help at home, at school, or in their neighborhood, such as picking up trash or reading to younger students. For each idea, students will describe *how* they would participate and discuss the positive changes these actions bring, reinforcing that providing assistance is a direct way to influence and improve their community. "Our Classroom Voting Booth": This activity introduces students to the concept of voting as a key way to participate in a democracy. Students will experience a simple, low-stakes class decision by casting their own ballots in a mock voting booth. Through this hands-on process of voting, counting, and announcing results, students will learn how voting allows everyone to have a say and helps make collective decisions, thereby identifying and explaining how this method enables participation.	and illustrated by Peter H. Reynolds *Equality's Call: The Story of Voting Rights in America* by Deborah Diesen, illustrated by Magdalena Mora *I Voted: Making a Choice Makes a Difference* by Mark Shulman *Everyone Gets a Say* by Jill Twiss, illustrated by EG Keller
Economics Standard(s): SS.3.1.15.1: Analyze how various Alaska Native groups use and have used several natural resources to meet their needs. SS.3.1.12.1: Examine various ways that people in Alaska have met their needs for food, clothing, shelter, and how they have changed over time.	**Content Objectives:** Students will be able to describe how specific Alaska Native groups historically utilized natural resources to fulfill fundamental needs (such as food, shelter, and clothing), and how these methods have changed over time. Students will be able to compare and contrast historical and contemporary approaches to fulfilling basic needs in Alaska. Students will be able to describe how trade helped different Indigenous groups in Alaska	*Kitaq Goes Ice Fishing* by Margaret Nicolai, illus. David Rubin *The Girl Who Swam with the Fish* by Michelle Renner & Christine Cox https://alaskapublic.pblearningmedia.org/resource/mod19-soc-firstfish/first-fish-molly-of-denali/

SS.3.1.14.1: Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history. *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.1.2 Categorize questions according to the social studies disciplines.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.4.3 Critique the motives behind different perspectives*	rely on each other to get what they needed throughout Alaska's history. **Suggested Activities:** "Expert Groups: Jigsaw on Needs & Groups": This activity employs the Jigsaw strategy to dive deeper into how different Alaska Native groups met their needs historically and how those methods changed. Students will first be part of a "Home Group." Then, students will move to an "Expert Group" focused on one fundamental need (Food, Shelter, or Clothing). In their Expert Group, they'll research how various Alaska Native groups (like the Tlingit, Yup'ik, or Athabascan) historically met *that specific need* using natural resources, and look for examples of how those methods changed over time. Finally, students will return to their Home Group to teach their peers what they learned, creating a complete picture of resource use and adaptation across different Alaska Native cultures. "Needs Comparison Mat" **(RallyCoach & Double Bubble Map)**: This activity uses the RallyCoach strategy, where students work in pairs to compare and contrast specific items related to basic needs. Each pair will receive a "Comparison Mat" with categories like "Food Storage," "Warm Boots," or "Home Building." Partner A will describe a historical approach for one category, while Partner B listens and provides feedback. Then, Partner B will describe the contemporary approach for the same category, with Partner A listening and coaching. Together, they will discuss how the historical and contemporary methods are similar and different, reinforcing their	*Children of the First People: Fresh Voices of Alaska's Native Kids* by Tricia Brown & Roy Corral https://sealaskaheritage.org/wp-content/uploads/2024/03/SHI_Edu_Tli_GK-1_Berries.pdf *Anna's Athabaskan Summers* by Arnold Griese *Runaway Mittens* by Jean Rogers & Rie Muñoz *Recess at 20 Below* by Cindy Lou Aillaud *Houses of Snow, Skin and Bones* by Bonnie Shemie *Under Alaska's Midnight Sun* by Deb Vanasse & Jeremiah Trammell *Shanyaak'utlaax (Salmon Boy)* by Johnny Marks, illustrated by Michaela Goade *The Prince and the Salmon People* by Claire

	understanding of how basic needs are met in Alaska, both in the past and present. "Goods Exchange"**:** This activity uses the Think-Pair-Share strategy to introduce students to the concept of historical trade among Alaska Native groups. Students will first think individually while looking at pictures of different Alaska Native groups and the unique natural resources they had (like a coastal group with seals or an inland group with furs). Then students will consider what resources their assigned group might *need* that another group has. Next, students will pair up with a partner to discuss what goods their groups would trade and why, explaining the benefits of such an exchange. Finally, pairs will share their trade ideas with the whole class, helping everyone understand how different groups had different resources and why they would want to trade.	Rudolf Murphy & Duane Pasco
Geography Standard(s): SS.3.2.16.1: Describe how the cultural and environmental characteristics of Alaska change over time. SS.3.3.16.1: Describe how environmental and cultural characteristics influence population distribution in Alaska. SS.3.1.17.1: Describe why environmental characteristics vary among different regions in Alaska.	**Content Objectives:** Students will be able to compare and contrast cultural and environmental characteristics of Alaska from different historical periods. Students will be able to describe how specific environmental characteristics influence where people choose to live in Alaska. Students will be able to explain how geographic factors (like mountains or coastlines) contribute to environmental differences across Alaska. Students will be able to describe the location of cultural characteristics in Alaska using maps of appropriate scales.	*Arctic Lights, Arctic Nights* by Debbie S. Miller *Nanook and the Melting Arctic* by Ryan Mizzen *Sunrise Summer* by Matthew Swanson *A Child's Alaska* by Claire Rudolf Murphy *Arctic Son* by Jean Craighead George *Alaska (State Profiles)* by Colleen Sexton

SS.3.3.18.1: Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.2.1: Determine whether a source is primary or secondary.* *SS.3-5.4.4: Present*	**Suggested Activities:** "**Quiz-Quiz-Trade**: Then & Now in Alaska": Each student receives a card with a question on one side (e.g., "What did Alaska Native people traditionally use to build shelters?") and an answer on the other ("Sod, driftwood, animal skins"). Students mix around the room, find a partner, and take turns quizzing each other. After both have asked and answered, they trade cards and find new partners. This promotes repetition and active engagement while exposing students to various aspects of Alaskan change—such as housing, clothing, tools, transportation, and natural resource use. "Environmental Features & Me (Drawing & Sharing)": This activity encourages students to visually and verbally describe the influence of environmental features on where people live. Each student or pair will choose one specific Alaskan environmental feature, such as a large river or a dense forest, and draw it along with a small settlement nearby. Below their drawing, students will write a sentence or two explaining *how* that environmental feature influences why people would choose to live there. Students will then share their drawings and explanations with the class, articulating their understanding of the relationship between environmental characteristics and human settlement. "Alaska's Landform Relay Race": In this activity students will actively explore how various landforms (like mountains, rivers, and coastlines) create environmental differences across Alaska. Divided into small groups, each group will receive a set of cards, with each card	*Tundras* by Cathryn P. Sill and illustrated by John Sill https://school.teachingbooks.net/tb.cgi?lid=12757 *Gone Again Ptarmigan* by Jonathon London *A is for Alaska: Written by Kids for Kids* by the Boys and Girls Club of Alaska

opinions and explanations using a variety of print, oral, and digital technologies.	featuring a specific Alaskan geographic factor (e.g.,"Tall Mountains," "Long Coastline," "Wide River Valley"). Each student in the group will take a turn: first, they will pick a card and describe the geographic factor, and then they will explain *one specific environmental difference* that geographic factor might cause in Alaska (e.g.,"Tall mountains can block clouds, making one side dry," or "A long coastline means more rain and milder winters"). This sequential sharing helps students articulate the direct links between geography and environment. "Alaska Culture Map Walk": Students will rotate through stations that display regional maps of Alaska. Each map highlights an Indigenous cultural group such as the Tlingit in the Southeast, the Yup'ik in the Southwest, or the Inupiaq in the North Slope region. At each station, students record in a "Map Passport" the name of the cultural group, a key cultural trait (such as food, clothing, or housing), and at least one geographic feature nearby (like a mountain range, tundra, or coastline). This activity builds familiarity with both cultural distinctions and the spatial reasoning needed to interpret maps.	
History Standard(s): SS.3.3.23.1: Generate questions about individuals and groups who have shaped Alaska History. SS.3.2.23.1: Explain how life in various eras of Alaska history compares to life today. SS.3.2.24.1: Identify and gather relevant	**Content Objectives:** Students will be able to identify key individuals and groups who have played a significant role in Alaska's history and discuss why asking questions about them is important for understanding that history. Students will be able to explain how specific changes over time have impacted daily life in Alaska.	*Benny's Flag* by Phyllis Krasilovsky *Alaska's Dog Heroes: True Stories of Remarkable Canines* by Shelley Gill *Freddie the Flyer* by Danielle Metcalfe-Chenail, Fred

evidence in support of a claim about an event in Alaska history. SS.3.1.23.1: Create timelines to show how events of Alaska history can be organized into time periods/eras. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.3: Create supporting questions to help answer compelling questions.* *SS.3-5.1.4: Explain how supporting questions help answer compelling questions.* *SS.3-5.3.2: Develop claims in response to*	Students will be able to locate relevant evidence from provided sources to support a given historical claim about an Alaskan event. Students will be able to create a simple timeline, organizing key historical events into appropriate time periods/eras in Alaska's history. **Suggested Activities:** "Who Shaped Alaska?": This activity uses the Think-Pair-Share strategy to help students identify important historical figures and groups in Alaska and begin discussing why they matter. Students will first think individually while looking at pictures or reading very short biographies of key individuals (like Elizabeth Peratrovich or William Seward) or groups (like early Alaska Native peoples or gold miners). They will consider who these people/groups are and what big things they did. Next, they will pair up with a partner to discuss their observations and share initial thoughts on why these individuals or groups were significant. Finally, pairs will share their insights with the whole class, introducing these history makers and briefly explaining their importance. "Then and Now Sorting Game" **(Tree Map)**: Provide students with picture or text cards depicting various aspects of daily life—such as clothing, homes, transportation, and tools—from both historical and modern Alaska. In small groups, students sort the cards into three categories: "Then," "Now," and "Both." After sorting, each group presents their reasoning to the class, sparking discussion on how certain elements of Alaskan life have stayed the same while others have evolved. This hands-on activity builds foundational	Carmichael, and Audrea Loreen-Wulf *Alaska Scrapbook: Moments in Alaska History, 1816-1998* by Stephen Haycox and Alexandra J. McClanahan ; foreword by Larry Persily ; introduction by Veldee Hall *Alaska: A Land in Motion* by Nancy Warren Ferrell *Berry Song* by Michaela Goade *Up on Denali: Alaska's Wild Mountain* by Shelley Gill & Shannon Cartwright

compelling questions and identify specific evidence that supports the claims. *SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them*	comparison skills in a fun and collaborative way. Evidence Scavenger Hunt: Provide students with several short texts, pictures, or primary source excerpts related to a specific Alaskan historical event (for example, the Klondike Gold Rush or the arrival of the first Alaska Native groups). Give students a simple historical claim such as, "The Gold Rush brought many new people to Alaska." Students work in pairs or small groups to find evidence in the sources that supports this claim. Have students highlight or underline the evidence and then share with the class. "Our Class Alaska History Line": This activity engages students in a collaborative effort to create a large classroom timeline of Alaska's history. After an introduction to what timelines and historical eras are, students will receive individual event cards (e.g., "First people cross land bridge," "Alaska becomes a state"). As a class, they will work together to sequence these events chronologically along a long strip of paper. Once the events are in order, students will then organize them further by placing pre-made era labels, such as "Ancient Times" or "Russian Era," above the corresponding sections of the timeline. This hands-on process helps students collectively understand how historical events fit into broader time periods in Alaska's past.	

3rd Quarter

Theme: Alaska: Past, Present, and Future
Unit: Alaska's Dynamic Landscape: Cultures, Economies, and Governance in Action

**See back of appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.3.4.8.1: Illustrate historical and contemporary means of changing society in Alaska. SS.3.5.6.1: Explain the origins, functions, and structures of state and Tribal governments in Alaska. SS.3.1.9.1: Explore and describe various government structures within Alaska. SS.3.1.6.1: Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government. *SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3: Develop claims in response to compelling questions*	Students will be able to compare and contrast historical and contemporary means of changing society in Alaska. Students will be able to explain the origins, identify the basic features, and describe the basic structure of Tribal and state governments in Alaska. Students will be able to identify and describe different types of government structures found in Alaska (e.g., state, Tribal, local city/borough). Students will be able to describe how leaders work together across government types to solve problems in their communities. Students will be able to describe key responsibilities and identify basic powers held by leaders in local, Tribal, and State governments. **Suggested Activities:** **"**Then & Now Change Makers": This activity uses the Think-Pair-Share strategy to help students compare historical and modern ways people have changed society in Alaska. Students will first think individually while looking at pairs of pictures or short descriptions: one showing a historical example of social change (e.g., a	Review Class and School Expectations **Important Days:** New Year's Day (1/1) Alaska Law Enforcement Officers' Day (1/9) Martin Luther King Jr.'s Birthday (1/19) *100th Day of School Black History Month (2/1-3/1) Yukon Quest (Feb.) Groundhog Day (2/2) Ernest Gruening Day (2/6) Valentine's Day (2/14) President's Day (2/16) Elizabeth Peratrovich Day (2/16) *Leap Year/Day (2/29)

and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. *SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.* *SS.3-5.1.2: Categorize questions according to the social studies disciplines.* *SS.3-5.2.2: Determine whether a source is primary or secondary.* *Alaska's Governments SS.3-5.1.4: Explain how supporting questions help answer compelling questions.* *SS.3-5.2.1: Determine whether a source is primarily fact or opinion.* *SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2: Develop*	community building a school long ago, or a group advocating for a new law in the past) and another showing a contemporary example (e.g., a modern climate change rally, or a food drive organized today). They will consider *how* people tried to make change in each example. Next, they will pair up with a partner to discuss the similarities and differences in the methods used. Finally, pairs will share their comparisons with the whole class, explaining how the means of changing society have evolved over time in Alaska. Government Comparison Flipbook activity: Students will create a flipbook with two sections—one for state government and one for Tribal government. Under each flap, they will illustrate and describe who leads the government (e.g., governor vs. Tribal council or chief), what their responsibilities are (such as making laws, preserving culture, or delivering services), and who helps them govern (like legislators, elders, or judges). Students can also include a simple explanation of how each government began, such as Alaska gaining statehood in 1959 and the long-standing traditional governance of Alaska Native communities, reinforced by recognition through laws like the Alaska Native Claims Settlement Act (ANCSA). Compare and Contrast Graphic Organizer **(Double Bubble Map or Tree Map)**: Using a Venn diagram or a three-column chart, students list the features of each government type. They can include who leads it, who it serves, how leaders are chosen, and what services it provides. As a class, students discuss which services overlap and what makes each structure unique. This helps students visually organize and	Women's History Month (3/1-31) Alaskan History Week (1st week in March) Read Across America (Dr.Seuss's Birthday–3/2) Iditarod (March) **Literacy Connections:** *If You Lived in the Alaska Territory* by Nancy Smiler Levinson and illustrated by Bryn Barnard *We Are Still Here!: Native American Truths Everyone Should Know* by Traci Sorell https://vilda.alaska.edu/digital?page=1 *Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present* by Adrienne Keene and illustrated by Ciara Sana https://www.cdc.gov/injury-tribal/media/pdfs/StarsthatConnectUs-508.pdf

claims in response to compelling questions and identify specific evidence that supports the claims.	deepen their understanding of governmental roles in Alaska. Create a Government Leader Comic Strip: Students design a simple comic strip showing a leader performing one or two key duties—like a mayor fixing a playground or a Tribal council member protecting cultural sites. Comics help students visualize leaders' powers and responsibilities in a creative way.	*Alaska (Portraits of the States)* by William David Thomas *Alaska (Celebrate the States)* by Rebecca Stefoff
Economics Standard(s): SS.3.4.13.1: Define and illustrate examples of capital goods and human capital. SS.3.2.14.1: Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska. SS.3.1.11.1: Define and provide examples of human capital, physical capital, and natural resources in Alaska. *SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.*	**Content Objectives:** Students will be able to explain in their own words what capital goods and human capital are. Students will be able to explain how geography, natural resources, climate, and available workers helped in the exploitation of a specific resource in Alaska. Students will be able to explain how natural resources, human capital, and physical capital work together in Alaska to produce goods or services. **Suggested Activities:** "Tools & Brains": This activity uses the Think-Pair-Share strategy to introduce and differentiate between capital goods and human capital. Students will first think individually about a simple job, like a baker. They'll consider: "What *things* does a baker use to do their job (like an oven or mixing bowls)?" (Capital Goods). And "What *skills or knowledge* does a baker need (like knowing recipes or how to mix dough)?" (Human Capital). Next, they will pair up with a partner to discuss their ideas for both "things" and "skills" for the baker. Finally, pairs will share their examples with the whole class,	*Mike Mulligan and His Steam Shovel* by Virginia Lee Burton *Snowflake Bentley* by Jacqueline Briggs Martin *Oil* by Jonah Winter, illustrated by Jeanette Winter *Prince William* by Gloria Rand and illustrated by Ted Rand *A King Salmon Journey* by Debbie S. Miller et al. *Kumak's Fish: A Tall Tale from the Far North* by Michael Bania *The Giant Cabbage: An Alaska Folktale* by Chérie B. Stihler

SS.3-5.1.2: Categorize questions according to the social studies disciplines. *SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.4.3: Critique the motives behind different perspectives.* *SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.*	and together, the class will begin to define "capital goods" as the tools/things and "human capital" as the skills/knowledge. “Resource Detective Booklet” activity: Each student selects a natural resource important to Alaska’s history—such as gold, salmon, oil, or timber—and creates an illustrated booklet titled *“Resource Detectives: How [Resource] Was Used in Alaska.”* The booklet is divided into simple sections that guide students in exploring how that resource was found and used. Students describe what the resource is, where it is located in Alaska, how geography and climate made it easier or harder to access, and what types of workers were involved in gathering or producing it. They can include drawings, maps, or diagrams to support their explanations. This activity helps students apply concepts of geography, labor, and natural resources to real-world situations in Alaska’s past and present, while reinforcing literacy and organizational skills through writing and illustration. "Alaska's Production Line”: This activity uses the Think-Pair-Share strategy to help students understand how natural resources, human capital, and physical capital combine to produce goods or services in Alaska. Students will first think individually about a specific Alaskan industry or product, such as catching fish, building a log cabin, or making a piece of Alaska Native art. Students will consider what natural resources are used (like fish, trees, or clay), what human capital (skills and knowledge) the people need (like knowing how to fish, carpentry skills, or artistic talent), and what physical capital (tools, machines, or buildings) they use (like a fishing boat, saw, or carving tools). Next, they will pair up with a partner to discuss their ideas for each type of capital. Finally, pairs will share	

	their explanations with the whole class, describing how all three types of capital work together in their chosen example.	
Geography Standard(s): SS.3.1.20.1: Identify and explain the relationship between the resources found in Alaska and becoming a state. SS.3.1.18.1: Make maps of Alaska and accurately represent its northern position relative to the contiguous United States. SS.3.1.19.1: Describe how cultural and environmental characteristics affect the distribution and movement of people. goods, and ideas within Alaska. *SS.3-5.1.2: Categorize questions according to the social studies disciplines.* *SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.*	**Content Objectives:** Students will be able to explain why Alaska's natural resources were important to the United States. Students will be able to accurately draw or place Alaska in its northern position relative to the contiguous United States on a blank map. Students will be able to explain how cultural and environmental characteristics affect the movement of people, goods and ideas within Alaska. **Suggested Activities:** "Alaska's Treasure Chest": In this activity, students will actively explain the importance of various Alaskan natural resources to the United States. Divided into small groups, each group will receive a "treasure chest" (a box or bag) containing cards, with each card featuring a different Alaskan natural resource (e.g., "Gold," "Salmon," "Oil," "Trees"). Each student in the group will take a turn: first, they will pick a card from the treasure chest. Then, they will explain *why* that specific resource was important to the United States (e.g., "Gold was important because it made the country rich," or "Salmon was important because it provided food and could be sold"). This sequential sharing helps students articulate the value of different resources. "Pin the State": In this activity students will actively practice accurately placing Alaska on a map. Divided into small groups, each group will have a large blank outline map of the contiguous	*Exploring Alaska: A Fun and Educational Guide to the Last Frontier* by Matthew Sorenson *A is for Alaska: Written by Kids for Kids* by Boys & Girls Clubs Alaska Map of Alaska Map of the United States Map of North America

SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. *SS.3-5.2.1: Determine whether a source is primarily fact or opinion.* *SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3: Create supporting questions to help answer compelling questions.*	United States. They will also have a cut-out shape of Alaska. Each student in the group will take a turn: first, they will try to accurately place the Alaska cut-out in its correct northern position relative to the rest of the U.S. on the blank map. The next student will then either confirm the placement or gently adjust it, explaining *why* they think it should be there (e.g., "It's above Washington and Canada"). This sequential practice helps reinforce the correct geographical relationship. "Alaska's Travel Challenges & Choices": This activity uses the Think-Pair-Share strategy to help students understand how both environmental and cultural characteristics influence the movement of people in Alaska. Students will first think individually about different scenarios where people need to travel in Alaska (e.g., visiting family in another village, going to a historical trading post, getting supplies from a bigger town). They will consider: "How would the land (mountains, rivers, coastlines) make this journey easier or harder?" (environmental). And "How might the way people live or their traditions (like using dog sleds, having traditional trails, or where communities are located) affect how they travel?" (cultural). Next, they will pair up with a partner to discuss their ideas, explaining how these different factors influence movement. Finally, pairs will share their explanations with the whole class, describing how both the environment and culture shape how people move around Alaska.	

History Standard(s):	Content Objectives:	
SS.3.3.22.1: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history. SS.3.1.24.1: Identify and describe probable causes and effects of events and developments in Alaska's history. SS.3.2.21.1: Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples. *SS.3-5.2.1: Determine whether a source is primarily fact or opinion.* *SS.3-5.2.2: Determine whether a source is primary or secondary.* *SS.3-5.4.3: Critique the motives behind different perspectives.* *SS.3-5.1.3: Create supporting questions to help answer compelling questions.*	Students will be able to explain why it is important to ask questions when looking at different historical sources about the same event. Students will be able to explain the cause-and-effect relationship between a historical event and its outcome in Alaska's history. Students will be able to explain how a historical event led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples in Alaska. **Suggested Activities:** "Two Sides of the Story": In this activity students will actively explore why asking questions is important when looking at *multiple* sources. Divided into small groups, each group will receive two different simple historical sources about the same Alaskan event (e.g., for the Gold Rush, one source might be a diary entry from a miner, and another a newspaper clipping about the town's growth; for the 1964 earthquake, a photo of damage and a short quote from a survivor). Each student in the group will take a turn: first, they will identify one piece of information from *one* source. Then, they will pose a question that *could be answered by the other source* or a question that *arises because the two sources are slightly different*. The group will discuss how asking these questions helps them get a fuller picture or notice different details. "Earthquake Chain Reaction": In this activity students will actively explain cause-and-effect	*I Survived the Great Alaska Earthquake, 1964 by Lauren Tarshis* *https://www.threadalaska.org/thread-blog/2018-earthquake-recovery-center-3/*

SS.3-5.1.4 Explain how supporting questions help answer compelling questions. *SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.*	relationships related to a major Alaskan event, like the 1964 earthquake. Divided into small groups, each group will receive a set of cards. Some cards will describe "causes" (e.g., "Two big pieces of Earth's crust rubbed together") and others will describe "effects" (e.g., "Buildings fell down," "Roads cracked," "Ocean waves got very big"). Each student in the group will take a turn: first, they will pick a "cause" card and then find a matching "effect" card. Then, they will explain *how* that cause led to that effect, articulating the relationship (e.g., "Because the Earth shook (cause), the buildings fell down (effect)"). This sequential sharing helps students articulate multiple cause-and-effect pairs. "Event Reactions": In this activity students will actively explain how various historical events led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples. Divided into small groups, each group will receive a set of "Event Cards" (e.g., "The arrival of Russian traders," "Alaska becomes a U.S. territory," "The building of the Alaska Pipeline"). For each event, they will also have simple picture prompts or keywords representing Indigenous and non-Indigenous reactions. Each student in the group will take a turn: first, they will pick an event card. Then, they will explain *one way* an Indigenous person might have thought or felt about that event, and *one way* a non-Indigenous person might have thought or felt, describing the differences. This sequential sharing helps students articulate contrasting perspectives.	

4th Quarter

Theme: Alaska: Past, Present, and Future
Unit: Alaska Then and Now: Many Voices, Big Changes, and the Stories That Shaped Our State

**See back of appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.3.3.6.1: Identify key documents on which local and state laws are based and where to find them. SS.3.2.8.1: Describe how Alaska's laws are created at multiple organization levels. SS.3.1.8.1: Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have. SS.3.1.10.1: Describe and define the rights, roles, and responsibilities of residents of Alaska. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.* *SS.3-5.2.2 Determine whether a source is primary or secondary.*	Students will be able to explain that local and state laws are written down in important documents, and that these documents can be found in specific places. Students will be able to explain how laws are made at the different levels of government (state, local, and Tribal) in Alaska and describe the main steps involved in creating the laws for each. Students will be able to identify ways individuals can influence or have an impact on decisions made at the local, Tribal, and state government levels. Students will be able to describe key rights, roles, and responsibilities of residents of Alaska (e.g., following laws, helping the community, voting when they are older). **Suggested Activities:** "Law Hunt: Matching Documents to Places": In this interactive activity, students receive sets of cards—one set listing important legal documents (like the Alaska State Constitution, city ordinances, or Tribal resolutions) and another set showing locations where these documents are stored (such as the State Capitol, City Hall, Tribal Council Office, or public	**Important Dates:** Women's History Month (3/1-31) International Women's Day (03/8) St. Patrick's Day (3/17) Spring Break (Mar.) First Day of Spring Great Alaska Good Friday Earthquake Remembrance Day (3/27) Seward's Day (Last Monday in March) School Library Month (4/1-4/30) April Fool's Day (4/1) Bob Bartlett Day (4/20) Earth Day (4/22) Vic Fischer and Jack Coghill Constitution of

SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.1 Clearly communicate opinions*	library). Working in pairs or small groups, students match each document to its appropriate location. Afterward, Afterward, the class discusses why each law is written down and why it's important to know where it can be found, and organize their ideas into a concept map. "Lawmaking Role-Play": In this Jigsaw activity, students are divided into three groups, with each group representing a different level of government in Alaska: state, local, or Tribal. Each group is tasked with creating a simple classroom law that reflects their assigned level—for example, the state group might create a rule about environmental responsibility, the local group a rule about playground safety, and the Tribal group a rule about honoring cultural events. Students walk through a simplified version of the legislative process, including proposing an idea, discussing it, voting, and final approval. Each group then presents its law to the class and explains the steps they followed, helping all students understand both the similarities and differences in how laws are made across different types of governments. "Our Community Voice": This activity uses the Think-Pair-Share strategy to help students understand how individuals can speak up and influence decisions at different levels of government in Alaska. Students will first think individually about a simple problem or idea that affects people in Alaska (e.g., "Our town needs a new crosswalk," "Our Tribal community wants to build a new community garden," "The state is deciding about new rules for parks"). They will consider: "If I had this idea or problem, how could I, as a kid, tell the people in charge about	the State of Alaska Day (4/24) Asian Pacific American Heritage Month (5/1-5/31) May Day (5/1) Alaska Agriculture Day (5/1) Cinco de Mayo (5/5) Alaska Mining Day (5/1) Mother's Day (May) Red Cross America Day (5/21) **Literacy Connections:** *Why Do We Need Rules and Laws?* by Jessica Pegis *C is for Constitution* by Baby Professor *Government in Your City or Town* by Karen Latchana Kenney *There Ought to be a Law-A Bright Day at the State Capitol* by Portia Bright Pittman and Calvin Mercer *Tribal Governments* by Connor Stratton

and the underlying facts supporting them.	it? Who would I tell?" Next, they will pair up with a partner to discuss their ideas, linking their actions to local, Tribal, or state leaders. Finally, pairs will share their suggestions with the whole class, explaining how individuals can use their voices to make an impact at different government levels. "My Alaskan Citizen Role Call": In this activity students will first individually think about their daily lives in Alaska, considering what they are allowed to do or have (rights), the parts they play in their family, school, or neighborhood (roles), and their jobs or duties (responsibilities). Next, they will pair up with a partner to discuss their ideas for each category, sharing examples from their own experiences. Following this, in small groups, students will receive a set of "Citizen Cards" featuring specific rights (e.g., "Right to go to school"), roles (e.g., "Student"), or responsibilities (e.g., "Following safety rules"). Each student will take a turn to pick a card, describe what it means, and explain if it's a right, a role, or a responsibility of someone living in Alaska. This combined approach helps students build a collective understanding and actively describe the different aspects of being an Alaskan resident.	*Native American Governments: From Tribal Councils to Constitutions* by Sarah Machajewski *The Little Book of Government* by Laurie Friedman & Zack Bush ***You can find more resources here:** https://www.startwithabook.org/summer-reading-learning/civics-and-our-government https://www.startwithabook.org/summer-reading-learning/civics-and-our-government https://lam.alaska.gov/sled/research/elementary https://library.alaska.gov/forStudents/forStudents.html
Economics Standard(s): SS.3.1.13.1: With support, generate a list of scenarios that may include borrowing money. SS.3.2.13.1: Define unemployment and explain why the number of unemployed	**Content Objectives:** Students will be able to identify common reasons why people might borrow money. Students will be able to explain unemployment and identify common reasons why the number of unemployed individuals might decrease in an area (e.g., new businesses opening, existing businesses growing, people finding jobs)	*The Berenstain Bears' Trouble with Money* by Stan & Jan Berenstain *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway

individuals in a given area may increase or decrease. SS.3.3.13.1: Explain the ways in which Alaska's government pays for the goods and services it provides. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.*	Students will be able to explain how Alaska's state government pays for the goods and services it provides (e.g., schools, roads, police, parks). **Suggested Activities:** "Borrowing Reasons Brainstorm" activity: Working in small groups, they will list as many reasons as they can think of for why someone might need to borrow money. The teacher will provide guiding questions such as, "What if your family wanted to buy something expensive?" or "What could happen in an emergency?" Afterward, groups will share their lists with the class, and the teacher will help compile a master list on chart paper. Cause-and-Effect Anchor Chart **(Multi-Flow Map)**: As a whole-class activity, students will help create a large anchor chart that visually displays the causes and effects related to unemployment. The teacher will guide students in brainstorming reasons why unemployment might decrease, such as a new business opening or a factory hiring more workers. These will be listed on one side of the chart. On the other side, students will describe the effects of these changes, like more people finding jobs or the economy improving. This visual helps solidify understanding of how economic events influence employment levels. "Paying for Alaska" Sorting Game **(Tree Map)**: In this activity, students will participate in a sorting game where they are given picture and word cards representing various government services (like public schools, roads, police, and parks) and sources of revenue (such as oil money, taxes, and tourism fees). Working in small	*Bunny Money* by Rosemary Wells *A Chair for My Mother* by Vera B. Williams *Lemonade in Winter* by Emily Jenkins *The Hard-Times Jar* by Ethel Footman Smothers *Uncle Jed's Barbershop* by Margaree King Mitchell *Something Special for Me* by Vera B. Williams *The U.S. Government: How It Works* by Syl Sobel *Follow the Money!* by Loreen Leedy *Money Madness* by David A. Adler *The Salmon Princess: An Alaska Cinderella Story* by Mindy Dwyer *Arctic Lights, Arctic Nights* by Debbie S. Miller *Alaska ABC Book* by Charlene Kreeger

	groups or as a class, students will sort the cards into two categories: “Goods and Services the Government Provides” and “How the Government Pays for Them.” After sorting, the teacher will guide a discussion about how Alaska’s government uses money from different sources to fund the things communities need. This activity helps students visually and conceptually connect services with their sources of funding.	
Geography Standard(s): SS.3.2.17.1: Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places. S.S.3.3.17.1: Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.) S.S.3.3.19.1: Discuss the effects of catastrophic events on human settlements and migration in Alaska. *SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.*	**Content Objectives:** Students will be able to describe spatial patterns and explain how interactions with nearby places (like other towns in Alaska or neighboring countries) have caused changes in where economic activities happen in Alaska. Students will be able to describe how human-made and natural catastrophic events in Alaska affected people living outside Alaska. Students will be able to describe how catastrophic events in Alaska's history affected where people lived or moved. **Suggested Activities:** "Trade Routes & New Jobs”: In this activity students will actively explain how interactions with nearby places led to changes in where economic activities happen. Divided into small groups, each group will receive a simplified map of a region in Alaska (or a map showing Alaska and parts of Canada/Russia). The map will have a few key locations marked. Each student in the group will take a turn: first, they will identify an economic activity in one location (e.g., "There's a fur trading post here"). Then, they will suggest a *nearby place* that might have traded with it (e.g., "Maybe people from this village across the	*Maps* by Aleksandra Mizielinska and Daniel Mizielinski *Follow That Map! A First Book of Mapping Skills* by Scot Ritchie *Me on the Map* by Joan Sweeney *If You Lived Here: Houses of the World* by Giles Laroche *Alaska’s Three Bears* by Shelley Gill *North Country Night* by Daniel San Souci *The Lamp, the Ice, and the Boat Called Fish* by Jacqueline Briggs Martin *I Survived the Great Alaska Earthquake,1964* by Lauren Tarshis

SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. *SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.* *SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.* *SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.* *SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3: Create supporting questions to help answer compelling questions.*	river traded furs here"). Finally, they will explain *how* that interaction (the trade) might have caused the trading post to grow or caused other new jobs to appear in that location. This sequential sharing helps students articulate how nearby interactions change economic patterns. "Far-Away Feelings": In this activity, students will actively describe how people outside Alaska might have been affected by these events. Divided into small groups, each group will receive "Event Cards" (e.g., "1964 Alaska Earthquake," "Exxon Valdez Oil Spill"). They will also have "Impact Cards" with simple descriptions of effects on people outside Alaska (e.g., "People on the coast of California saw big waves," "Fishermen in other states worried about fish prices," "Scientists in other countries learned about earthquakes," "People everywhere heard the news and felt sad for Alaska"). Each student in the group will take a turn: first, they will pick an "Impact Card." Then, they will explain *how* that specific impact relates to the Alaskan event and affected people living outside Alaska. This sequential sharing helps students articulate various far-reaching consequences. "Migration Story Cards": In this activity, students will actively describe how different catastrophic events might cause people to move or change their settlements. Divided into small groups, each group will receive a set of "Event Cards" (e.g., "A big earthquake shakes the ground," "A huge oil spill pollutes the fishing waters," "A volcanic eruption covers a village in ash," "A major flood washes homes away"). Each student in the group will take a turn: first, they will pick an "Event Card." Then, they will describe *how* that specific catastrophic event	*Oil* by Jonah Winter and Jeanette Winter *I Am the Storm* by Jane Yolen and Heidi E. Y. Stemple *Prince William* by Gloria Rand and illustrated by Ted Rand *The Bravest Dog Ever: The True Story of Balto* by Natalie Standiford *The Great Serum Race: Blazing the Iditarod Trail* by Debbie S. Miller **Another Source:** https://alaskahistoricalsociety.org/discover-alaska/for-teachers-and-students/#:~:text=With%20the%20website%2C%20UAA's%20library,and%20preparedness%20activities%20in%20Alaska.

SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	might have caused people to leave their homes or move to a new place, explaining the impact on where people lived. This sequential sharing helps to build a collective understanding of various reasons for migration due to disasters.	
History Standard(s): SS.3.1.21.1: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history. SS.3.3.21.1: Describe how people's perspectives shaped the historical sources they created in Alaska. SS.3.4.22.1: Describe the purpose of an Alaska historical document. SS.3.5.22.1: Identify the maker, date, and place of origin of sources about a historical topic. *SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.2.1: Determine*	**Content Objectives:** Students will be able to reflect on the importance of understanding multiple perspectives when learning about Alaska's history. Students will be able to explain how a person's perspective (their feelings, experiences, or what was important to them) could influence the types of historical sources that people created in Alaska (e.g., diaries, photographs, drawings, stories), and what they put into those sources. Students will be able to describe the purpose of a specific Alaska historical document (e.g., a letter written to share news, a map to show a route, a photograph to capture a moment). Students will be able to locate the maker, date, and place of origin for a given historical source. **Suggested Activities:** Alaska Artifact Mystery Box: The teacher will present a "mystery box" containing pictures or replicas of artifacts important to Alaska's history, such as a traditional fish trap, a gold nugget, an oil barrel, or a sled. Working in small groups, students will select one item and discuss what it might represent to different people throughout history—such as an Alaska	*Mama, Do You Love Me?* by Barbara M. Joosse *The Lamp, the Ice, and the Boat Called Fish* by Jacqueline Briggs Martin *Berry Magic* by Teri Sloat and Betty Huffmon (Yup'ik Elder) *Children of the Midnight Sun: Young Native Voices of Alaska* by Tricia Brown *A Native American Thought of It: Amazing Inventions and Innovations* by Rocky Landon and David MacDonald *The Children of the Midnight Sun: Young Native Voices of Alaska* by Tricia Brown *Arctic Lights, Arctic Nights* by Debbie S. Miller

whether a source is primarily fact or opinion. *SS.3-5.2.2: Determine whether a source is primary or secondary.* *SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.3: Critique the motives behind different perspectives.*	Native family, a prospector, or a modern business owner. Each group will then share how their item could have a different meaning or use depending on the person. This activity helps students recognize that history is shaped by many perspectives, not just one. History Museum Walk: Whose Story Are We Telling?: The teacher sets up a "museum walk" with stations that show simplified versions of different historical sources from Alaska—like photographs of villages, quotes from settlers, and traditional Alaska Native stories. Students walk through the stations in pairs, writing down whose perspective is shown and what is important to that person. At the end, the class discusses which voices were heard the most, which were missing, and why it matters to include many perspectives in history. This activity promotes empathy and critical reflection. Alaska Document Detective **(Tree Map)**: In this activity, students become "document detectives" by examining simplified versions of historical documents from Alaska—such as a gold miner's letter, a black-and-white village photo, or a traditional Native story. Working in small groups, students complete a chart identifying who created the document, when and where it was made, and why it might have been created. After investigating, each group shares their findings and explains what they think the document's purpose was. This activity encourages critical thinking and helps students understand that people created these records to share information, preserve memories, or tell their stories.	*River's Journey* by Sally M. Walker *Down the Yukon* by Will Hobbs *I Am Inuit* by Brian Adams and Julie Decker *My Wilderness: An Alaskan Adventure* by Claudia McGehee *The Year of Miss Agnes* by Kirkpatrick Hill *Ada Blackjack: A True Story of Survival in the Arctic* by Jennifer Niven *We Feel Good Out Here* by Julie-Ann André and Mindy Willett *Sweet Home Alaska* by Carol Estby Dagg *A Native American Thought of It: Amazing Inventions and Innovations* by Rocky Landon *Alaska The Last Frontier* by Marcia Amidon Lusted

	"Historical Fact Finders": In this activity, students will actively locate and identify the maker, date, and place of origin for multiple historical sources. Divided into small groups, each group will receive a set of different historical source examples (e.g., a simple old map with a cartographer's name and date, a drawing with an artist's signature and year, a newspaper clipping with a publication date and city). Each student in the group will take a turn: first, they will pick a source card. Then, they will point to and state the maker, the date, and the place of origin for that source. This sequential sharing helps students practice finding these key details across various types of documents.	*Our Alaska : Personal Stories about Life in the North* by Mike Doogan *Big Alaska: Journey Across America's Most Amazing State* by Debbie S. Miller and illustrated by Jon Van Zyle *Alaska in Maps: A Thematic Atlas* by Roger Pearson *A is for Anaktuvuk by Naomi Gaede-Penner* *A is for Alaska: Written by Kids for Kids* by Boys & Girls Clubs Alaska *Once Upon Alaska: A Kid's Photo Book* by Mark Kelley and Nick Jans *Children of the First People: Fresh Voices of Alaska's Native Kids* by Tricia Brown **Resources:** http://www.ankn.uaf.edu/iks/HAIL/index.html https://www.youtube.com/watch?v=ONgMvO90ovI

		https://alaskahistoricalsociety.org/discover-alaska/primary-source-material/#:~:text=Alaska's%20Digital%20Archives%20presents%20a,in%20Alaska%20history%20and%20culture.

Fourth Grade

U.S. Cultures and Regions

Fairbanks North Star Borough School District

Fourth-grade students will build foundational knowledge in U.S. geography, including continents, oceans, and regional characteristics, while integrating Alaska Native perspectives. They will explore civic and financial responsibilities, examining how rules, decision-making, and economic choices impact communities. Through an inquiry-based approach, students will develop essential skills such as questioning, using disciplinary tools, analyzing sources, and communicating informed conclusions—preparing them for active, responsible citizenship and continued social studies learning.

1st Quarter

Theme: United States Physical and Cultural Geography
Unit: Foundations of American Governance & Regions

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.4.2.6.1 Explain how democracies rely on responsible participation. SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles. SS.4.4.6.1 Explain how groups of people make rules to create responsibilities. SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States. SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces. SS.4.1.7.1 Demonstrate civic virtues in school settings.	Students will explain the fundamental ways in which democratic systems depend on the active and responsible participation of their citizens. Students will identify and explain the core principles embedded within significant civic documents at the local, state, and national levels. Students will explain the processes by which groups establish rules and the corresponding responsibilities that arise from these regulations. Students will describe the historical origins, operational functions, and organizational structures of municipal and state governments within the United States. Students will describe the advantages and disadvantages individuals encounter when collaborating in professional environments. Students will exhibit and apply core civic virtues, such as respect, responsibility, and fairness, within their school community. Students will identify the foundational civic virtues and democratic principles that guide societal norms in both Alaska and the broader United States.	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. **Notes:** Labor Day First Day of Fall Patriot Day Constitution Day Grandparent's Day Dictionary Day Make a Difference Day Indigenous People's Day Alaska Day Halloween **Literacy Connections:**

SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States. SS.4.3.7.1 With teacher guidance, create a process for group decision-making. SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas. SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.* *SS.3-5.1.2 Categorize questions according to the social studies disciplines.*	With instructor guidance, students will develop and implement a systematic process for making collective decisions within a group context. Students will investigate the Indigenous land ownership, inherent rights, and acknowledgement in Alaska and other geographical contexts. Students will continue to examine the historical and contemporary issues surrounding Indigenous land ownership, rights, and acknowledgement, specifically focusing on cases in Alaska and comparing them to other regions. **Suggested Activities:** Students will engage in a **Think-Pair-Share** activity to brainstorm what active citizens do. Then, in small groups, they'll create and perform short skits demonstrating responsible citizen participation (e.g., voting, community service, following laws). Provide students with simplified excerpts from local (e.g., school rules), state (e.g., Alaska state motto), and national (e.g., Preamble to the Constitution) civic documents. Students will work in **RoundRobin** teams to identify key principles and then use a **Bubble Map** to visually represent the core ideas of one document. Set up stations around the classroom, each with information (simplified text, pictures) about municipal and state government functions and structures (e.g., mayor, city council, governor, state legislature). Students will participate in a "Gallery Walk" to learn about each station. Afterwards, they'll create a	"Grace for President" by Kelly DiPucchio

SS.3-5.2.2 Determine whether a source is primary or secondary. *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.1.4 Explain how supporting questions help answer compelling questions.*	**Brace Map** to show the organizational structure of either their municipal or state government. Students will engage in an **Inside-Outside Circle** to discuss their experiences working in groups (both positive and negative). Then, they'll use a **Double Bubble Map** to compare and contrast the advantages and disadvantages of collaborating in professional environments. Provide scenario cards depicting various situations (e.g., a student finding a lost item, a student sharing supplies, a student disagreeing respectfully). Students in **Fan-N-Pick** teams will read the scenarios and identify which civic virtues (respect, responsibility, fairness) are being demonstrated or are needed. They'll then create a **Circle Map** to brainstorm examples of civic virtues they can apply in their school community.	
Geography Standard(s): SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States. SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.	**Content Objectives:** Students will explain how cultural practices influence human adaptation to and modification of diverse environments across the regions of the United States. Students will explain how the cultural and environmental characteristics of the United States undergo transformation over time. Students will discuss how environmental and cultural attributes impact population distribution throughout the United States. Students will employ maps of varying scales to identify and describe the locations of cultural	

SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States. SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States. SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States. SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.*	and environmental characteristics within each region of the United States. Students will discuss how cultural and environmental characteristics influence the distribution and movement of people, goods, and ideas within and among the regions of the United States. Students will discuss the relationship between human settlements and movements and the locations and utilization of various natural resources in the United States. **Suggested Activities:** how cultural (e.g., music styles, food traditions) and environmental (e.g., rivers for transport, mountains as barriers) characteristics influence the movement of people, goods, and ideas within and among US regions. Students will create a **Flow Map** to trace the journey of a specific good or idea, showing howStudents will engage in a **Think-Pair-Share** activity to brainstorm different ways people live in various environments (e.g., desert, mountains, coast). Afterwards, the class will collectively create a **Tree Map** categorizing different cultural practices (e.g., housing, clothing, food) and how they adapt to or modify specific environments across US regions. Provide pairs of "Then and Now" images or short descriptions showing a specific US region or cultural characteristic (e.g., a historical farm vs. a modern agricultural community, or an old city street vs. a new one). Students will work in **RallyCoach** pairs to analyze the changes. They will then use a **Multi-Flow Map** to illustrate the causes and effects of cultural and environmental transformations over time in	

SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.*	the US. Students will participate in an **Inside-Outside Circle** to discuss factors that might make people want to live in certain places (e.g., good weather, jobs, natural beauty) or avoid others. Following this, they'll create a **Double Bubble Map** comparing and contrasting how a specific environmental attribute (e.g., water availability) and a cultural attribute (e.g., historical settlement patterns) impact population distribution in different US regions. Provide various maps of the United States (physical, climate, population density, cultural regions, etc.). Students in **Numbered Heads Together** teams will analyze the maps to identify and describe cultural (e.g., major cities, language groups, specific industries) and environmental (e.g., mountain ranges, rivers, deserts) characteristics within each US region. They'll then use a **Circle Map** to brainstorm everything they know about a specific region based on the maps. Initiate a **Turn and Talk** about how things they use or ideas they hear about might have traveled from different parts of the US. Then, provide examples of cultural and environmental factors impacted its movement. Divide students into **Jigsaw** groups, with each group becoming an expert on a different natural resource in a specific US region (e.g., timber in the Pacific Northwest, oil in Texas, farming in the Midwest). Groups will research how human settlements developed near these resources and how the resources are utilized. After sharing their expertise, the class will collectively create a **Brace Map** for a chosen	

	region, showing the natural resources and their connection to local settlements and industries.	
History Standard(s): SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups. SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created. *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.2.2 Determine whether a source is primary or secondary.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.*	**Content Objectives:** Students will explain how historical events in the U.S. have contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including various Alaska Native groups. Students will describe how the perspectives of both Indigenous and non-Indigenous individuals influenced the historical sources they produced. **Suggested Activities:** Read a short, age-appropriate historical account of an interaction between Indigenous and non-Indigenous peoples in the U.S. (e.g., early settlement, a specific treaty event, or the gold rush in Alaska). After reading, students will do a **Think-Pair-Share** on how the event might have felt from different perspectives. Then, using a **Double Bubble Map**, they will compare and contrast the likely feelings, motivations, and experiences of an Indigenous person and a non-Indigenous person involved in the event. Provide pairs of contrasting historical sources (simplified excerpts) related to a US historical event involving Indigenous and non-Indigenous groups (e.g., a diary entry from a settler and a traditional story or oral history from an Indigenous perspective about the same time period). Students will work in **RallyCoach** pairs to analyze each source, identifying what information is presented and who created it. They'll then use a **Flow Map** to show the "journey" of how a historical event might be recorded differently based on the perspective	

SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.*	of the person creating the source.	

2nd Quarter

Theme: United States Physical and Cultural Geography
Unit: Federal Government & Economic Principles

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government. SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue	**Content Objectives:** Students will analyze and differentiate the powers and responsibilities allocated to officials within the diverse levels and branches of the federal government. Students will recognize and analyze the underlying beliefs, experiences, perspectives, and values that inform another individual's viewpoint on a civic issue. Students will describe the established procedures for decision-making at the federal level in the United States, including how individual citizens can influence these processes. Students will explain the legislative process for creating laws at the federal level in the United States, specifically noting the influence of	**Notes:** Veteran's Day Attendance Awareness Month Election Day Alaska Native and American Indian Heritage Month American Education Week Thanksgiving Holidays Around the World First Day of Winter/Winter Solstice

the United States, including the impact individuals can have SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections. SS.3.4.8.1 Explain how policies are developed to address public problems. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address*	electoral voting in initiating change. Students will explain the methodologies used to formulate policies designed to address public problems. **Suggested Activities:** Introduce the three branches of the federal government (briefly: Executive, Legislative, Judicial) and give simple examples of their roles. Students will engage in a **Think-Pair-Share** about different types of rules they encounter (school, home, city). Afterwards, as a class, they'll create a **Tree Map** categorizing federal government powers and responsibilities, branching out to the Executive (President, Cabinet), Legislative (Congress), and Judicial (Courts) branches, with simple descriptions of each. Present a simple, age-appropriate civic issue (e.g., Should the school cafeteria serve more healthy snacks? Should the park have a new playground?). Students will participate in an **Inside-Outside Circle** to discuss their initial opinions on the issue. Then, they'll be given two different viewpoints from fictional "citizens" about the issue. Using a **Double Bubble Map**, they will compare and contrast the underlying beliefs, experiences, and values that might lead to these differing viewpoints. Provide simplified information or a short video explaining the basic steps of how a bill becomes a law at the federal level. Students will work in **RallyCoach** pairs to sequence the steps. Then, they will use a **Flow Map** to visually represent the legislative process, including key points where citizens' electoral votes (choosing representatives) can influence	**Literacy Connections:** "Shh! We're Writing the Constitution" by Jean Fritz "House Mouse, Senate Mouse" by Peter W. Barnes and Cheryl Shaw Barnes "How Does the U.S. Government Work?: 3 Branches of Government" by Baby Professor "Baseball Saved Us" by Ken Mochizuki "Lillian's Right to Vote" by Jonah Winter, illustrated by Shane W. Evans "A Vote for Susanna" by Karen M. Greenwald bensguide.gpo.gov

compelling questions or research. *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.*	the process (e.g., electing people who support certain ideas). Divide students into **Jigsaw** groups, with each group focusing on a different "public problem" (simplified for 4th graders, e.g., litter in the park, too much traffic, not enough clean water in a fictional town). Each group will research or brainstorm potential solutions and how those solutions might become policies. After sharing their "expertise," the class will collectively choose one public problem and create a **Multi-Flow Map** showing the problem in the center, and the various causes leading to it, and potential policy solutions (effects).	
Economics Standard(s): SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade. SS.4.3.11.1 Explain the role of money in making exchange easier. SS.4.4.11.1 Explain the relationship between	**Content Objectives:** Students will compare examples of human capital (skills, knowledge), physical capital (tools, infrastructure), and natural resources across diverse U.S. regions. Students will provide specific examples, both within and outside Alaska, of individuals and businesses that engage in specialization and trade. Students will explain the fundamental role of money in facilitating economic exchange. Students will explain the correlation between investment in human capital, increased productivity, and future income potential, utilizing both Indigenous and non-Indigenous examples from across the United States. Students will determine how the prospect of profits influences the decisions of sellers	**Literacy Connections:** "The Story of Money" by Betsy Maestro, illustrated by Giulio Maestro "If You Made a Million" by David M. Schwartz, illustrated by Steven Kellogg "The Lemonade War" by Jacqueline Davies https://kids.usmint.gov/ juniorachievement.org

investment in human capital, productivity, and future incomes using Indigenous and non- Indigenous examples from across the United States. SS.4.5.11.1 Determine how profits influence sellers in markets. SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice. SS.4.2.12.1 Define positive and negative incentives. SS.4.1.13.1 Explain that interest is the price of using someone else's money. SS.4.2.13.1 Determine the difference between inflation and deflation. SS.4.3.13.1 Describe how people and businesses support federal government services through taxation. SS.4.4.13.1 Explain the	within market economies. Students will explain how the economic principles of scarcity and abundance necessitate an evaluation of the benefits and costs associated with a particular choice. Students will define and distinguish between positive incentives (rewards) and negative incentives (penalties) as factors influencing economic behavior. Students will explain the concept of interest as the cost incurred for borrowing or utilizing another entity's financial resources. Students will differentiate between inflation (a general increase in prices and fall in the purchasing value of money) and deflation (a general decrease in prices). Students will describe how individuals and businesses contribute to the funding of federal government services through taxation. Students will explain the importance of enhancing both capital goods (e.g., machinery, technology) and human capital (e.g., education, training) over time. Students will explain how trade fosters economic interdependence among different regions of the United States. Students will explain how geographical features, natural resources, climate, and available labor collectively contribute to the interconnected regional economies of the United States.	

importance of improving capital goods and human capital over time. SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States. SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States. SS.4.1.15.1 Explore the significance of various industries in Alaska. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.1 Cite evidence that supports a*	Students will explore the economic significance of various industries within Alaska. **Suggested Activities:** Students in "RoundRobin" teams will brainstorm examples of people or businesses that specialize in one thing (e.g., a baker, a fishing company, a car factory) and then trade their goods/services. Provide simple scenarios for Alaska (e.g., a fishing boat catching salmon that is then sent to other states) and other US regions (e.g., a farmer growing corn that is sold to a factory to make cereal). Teams will then create a **Flow Map** illustrating the process of specialization and trade for one example. Divide students into **Jigsaw** groups. Each group becomes an expert on a different type of tax (e.g., income tax, sales tax - simplified). They will learn how these taxes are collected and what federal government services they help fund (e.g., roads, schools, national parks). After sharing their expertise, the class will collectively create a **Tree Map** showing "Federal Government Services" and the "Taxes" that fund them. Use a **Think-Pair-Share** to discuss why having better tools (like a faster computer) or more knowledge (like learning to code) can help people do more work. Provide examples of improved capital goods (e.g., new machinery in a factory) and human capital (e.g., worker training programs). Students will then create a **Multi-Flow Map** illustrating how enhancing capital goods and human capital leads to increased productivity and economic growth. Students in **Numbered Heads Together** teams will be given information about different US	

response to supporting or compelling questions. *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.4.3 Critique the motives behind*	regions (including Alaska), focusing on their unique geographical features, natural resources, climate, and available labor. They will then discuss how these characteristics lead to specific industries and how regions depend on each other through trade. They'll create a **Brace Map** for a chosen region, breaking down its key features and how they connect to trade with other regions. Introduce one U.S. region (e.g., the Northeast or the Midwest) and its prominent geographical features, natural resources, climate, and common jobs. Students will **Think-Pair-Share** about how these elements might influence what people do for work or what goods are produced there. Then, as a class, create a **Tree Map** with the region name as the heading, and subheadings extending to "Geography," "Resources," "Climate," and "Labor," detailing how each contributes to the region's economy and its connections to other regions. Provide **RallyCoach** pairs with information or images about key Alaskan industries (e.g., fishing, oil and gas, tourism, timber, mining). Each pair will learn about one industry. Then, they'll use a **Multi-Flow Map** to show the economic impact of that industry: the causes (natural resources, human capital, physical capital) and the effects (jobs, goods/services produced, money earned for Alaska). Divide students into **Jigsaw** groups, with each group becoming an expert on a specific major industry in Alaska (e.g., fishing, oil, tourism, mining, military). Each group will research or be given information about their industry's economic importance, the resources it uses,	

different perspectives	and the jobs it provides. After sharing their expertise with the class, the whole class will create a **Tree Map** with "Alaska's Economy" as the main topic, branching out to the different industries and listing their key economic contributions.	
Geography Standard(s): SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities. SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.*	**Content Objectives:** Students will identify the specific economic activities that have contributed to the growth of each region within Alaska. Students will explain how Alaska's unique geographic resources have been instrumental in the state's economic development. **Suggested Activities:** Divide students into **Jigsaw** expert groups, with each group focusing on a different region of Alaska (e.g., Southeast, Southcentral, Interior, Arctic, Southwest). Provide simplified information, maps, and images about the primary economic activities and the geographic features of their assigned region (e.g., fishing/tourism in Southeast, oil/gas/transportation in Southcentral, mining/tourism/subsistence in Interior, oil/gas/subsistence in Arctic, fishing/wildlife in Southwest). After becoming "experts," groups will teach their region to other groups. Finally, the class will collaboratively create a **Tree Map** with "Alaska's Regional Economies" as the main topic, branching out to each region and listing its key economic activities and the contributing geographic features/resources. Present **RallyCoach** pairs with pictures or descriptions of Alaska's unique geographic resources (e.g., vast coastline, oil reserves, glaciers, mountains, long summer daylight, cold climate). Each pair will discuss how one specific resource has contributed to an economic activity in Alaska (e.g., coastline for fishing, oil for energy industry, glaciers for tourism). They will then use a **Multi-Flow Map**	**Literacy Connections:** "Arctic Son" by Jean Craighead George

	to show how that geographic resource (cause) has led to a particular economic development (effect). Begin with a **Turn and Talk** about what products they think come from Alaska. Show a map of Alaska. Select a key Alaskan product (e.g., salmon, oil, an item made by an Alaska Native artist from local materials). Students will then, with guidance, use a **Flow Map** to trace the journey of this product from its natural resource origin in Alaska (linking to geographical features) through its processing or creation, to how it gets to other parts of Alaska or the world. This highlights how resources drive economic activity and trade.	

3rd Quarter

Theme: United States Physical and Cultural Geography
Unit: Historical Change & Social Movements

See appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information*	**Content Objectives:** Students will illustrate both historical and contemporary methods employed to effect societal change across different regions of the United States.	**Notes:** New Year's Day Review Class and School Expectations Martin Luther King Jr.'s Birthday *100th Day of School Black History Month Groundhog Day Valentine's Day Elizabeth Peratrovich Day Yukon Quest Iditarod

from multiple perspectives and sources in response to a compelling question. *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.*	**Suggested Activities:** Introduce the idea that people work to make changes in society. Present a few simplified examples of historical and contemporary social changes in different U.S. regions (e.g., historical: women gaining the right to vote; contemporary: a community group cleaning up a park, a student-led initiative to recycle more at school). Students will engage in a **Think-Pair-Share** to brainstorm ways people bring about change. Then, as a class, choose one example and create a **Flow Map** illustrating the steps or actions taken to bring about that social change.	President's Day *Leap Year Read Across America Day International Women's Day Music in Our Schools Month **Literacy Connections:** "Sometimes People March" by Tessa Allen "Peaceful Fights for Equal Rights" by Rob Sanders, illustrated by Jared Andrew Schorr "Sit-In: How Four Friends Stood Up By Sitting Down" by Andrea Davis Pinkney, illustrated by Brian Pinkney "Miss Paul and the President: The Creative Campaign for Women's Right to Vote" by Dean Robbins, illustrated by Nancy Zhang "Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote" by Tanya Lee Stone, illustrated by Rebecca Gibbon "City Green" by DyAnne Disalvo-Ryan

History Standard(s):	Content Objectives:	Literacy Connections:
SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history. SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States. SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past. SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history. SS.4.4.22.1 Infer the intended audience of a historical source. SS.4.5.22.1 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for	Students will recognize the diverse individual and group perspectives related to significant historical events across the United States. Students will utilize a range of primary and secondary sources to summarize key historical events from various cultural regions throughout the United States. Students will gather different types of historical sources and summarize how they are used to explain past events. Students will analyze the interrelationships between multiple historical sources pertaining to a single event or development in U.S. history. Students will infer the intended audience for a given historical source. Students will utilize information about a source's creator, date, and place of origin to assess its usefulness for studying a particular historical topic. Students will use timelines or other chronological representations to compare simultaneous historical developments. Students will compare and contrast a historical local cultural practice with a historical cultural practice from another region of the United States. Students will formulate questions about individuals and groups who have significantly shaped history across the United States. Students will describe and explain the	"The Story of Ruby Bridges" by Robert Coles "Encounter" by Jane Yolen "If You Lived At The Time Of The American Revolution" by Kay Moore "The Declaration of Independence" "Coming to America: The Story of Immigration" by Betsy Maestro & Giulio Maestro "Sarah, Plain and Tall" by Patricia MacLachlan "You Wouldn't Want to Be an American Colonist!" by Jacqueline Morley "A Story to Tell: Traditions of a Tlingit Community" by Richard Nichols, illustrated by D. Bambi Kraus “Stolen Words” by Melanie Florence, Gabrielle Grimard “Children of the First People: Fresh Voices of Alaska’s Native Kids” by Tricia Brown & Roy Corral

studying a particular historical topic. SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time. SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States. SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States. SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska. SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how	probable causes and effects of an event or development in the United States, including its effect on Alaska. Students will gather evidence from multiple sources to substantiate a claim regarding how contributions from various cultural and ethnic groups have influenced the history of both Alaska and the United States. Students will explain how national and global events have impacted Alaska, both historically and in the contemporary era. **Suggested Activities:** Present students with a simplified historical event from U.S. history (e.g., the building of the Transcontinental Railroad, the Gold Rush). Provide short, age-appropriate primary or secondary source excerpts reflecting different perspectives (e.g., a railroad worker, a Native American whose land was impacted, a business owner). Students will **Think-Pair-Share** how different people might have felt about or experienced the event. Then, using a **Double Bubble Map**, they'll compare and contrast two different perspectives, highlighting their beliefs, experiences, or values. Present students with two short, simplified primary source excerpts about the same historical event (e.g., a short quote from a general and a short quote from a soldier about a battle; a newspaper headline and a diary entry about a new invention). Each source should clearly have a different creator and a likely different intended audience. Students will **Think-Pair-Share** what each source says and who they think wrote it. Then, using a **Double Bubble Map**, they'll compare and contrast the two sources, focusing on the	"Salmon Summer" by Bruce McMillan "Balto and the Great Race" by Elizabeth Cody Kimmel "Grandfather's Journey" by Allen Say "Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation" by Duncan Tonatiuh https://inquirygroup.org/ https://www.anchoragemuseum.org/programs/for-educators/ americanindian.si.edu/nk360

contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States. SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.2.2 Determine whether a source is primary or secondary.* *SS.3-5.4.3 Critique the motives behind different perspectives.* *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.*	creator, what information they offer, and who their likely intended audience was. Prepare cards with different historical questions or topics (e.g., "What was daily life like for kids during the Civil War?", "How did people travel across the country in the 1800s?"). Also, prepare cards with various historical sources (e.g., a picture of a schoolhouse, a train ticket, a map of the Oregon Trail, a speech from a politician). Students will **Mix-Pair-Share** to find a partner. Each pair gets a historical question and a source card. They discuss: "Is this source useful for answering this question? Why or why not?" focusing on the creator, date, and place. The class can then collectively create a **Tree Map** with "Useful Sources" and "Less Useful Sources" for a specific topic, listing examples and their reasoning. Provide **Numbered Heads Together** teams with cards depicting significant historical events across different U.S. regions (e.g., the California Gold Rush, construction of the Erie Canal, Alaska Purchase, building of a specific fort). Teams will work to place these events on a large class timeline, noting simultaneous developments. They can then use a **Flow Map** to trace the chronological sequence and connections of a few selected simultaneous events. Divide students into **Jigsaw** groups, with each group becoming an expert on a significant U.S. national or global historical event (e.g., World War II, the Civil Rights Movement, the invention of the automobile). Their task is to research or be provided with simplified information about how that event specifically	

SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.4 Explain how supporting questions help answer compelling questions.* *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.* *SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.*	impacted Alaska, both historically and in contemporary times. After sharing their expertise, the class will collectively create a **Multi-Flow Map** for one event, showing its causes, the event itself, and its specific effects on Alaska.	

4th Quarter

Theme: United States Physical and Cultural Geography
Unit: Global Connections & Environmental Impact

**See appendix for additional suggested activities, materials, and resources.*

Geography Standard(s):	Content Objectives:	Notes:
SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions. SS.4.2.17.1 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places. SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world. SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world. SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental	Students will discuss the reasons for variations in environmental characteristics across different global regions. Students will discuss how the geographic patterns of economic activities globally have changed over time, due to connections with both local and far-off places. Students will discuss how natural and human-induced catastrophic events in one global region can impact populations in other regions. Students will construct maps and other graphical representations depicting various regions around the world. Students will utilize maps, artwork, and other visual representations to analyze the relationships between the geographical locations of places worldwide and their respective environmental characteristics. Students will explain the impacts of catastrophic environmental and technological events on human settlements and migration patterns within and among the regions of the United States.	Traditional Chiefs Week St. Patrick's Day First Day of Spring Spring Break April Fool's Day Month of the Military Child School Library Month Earth Day May Day Mother's Day Memorial Day Statewide Assessments
	Suggested Activities: Introduce several diverse global regions (e.g., desert, rainforest, arctic, temperate forest). Students will **Think-Pair-Share** what they imagine the environment is like in each place. As a class, using a large world map, they'll collaboratively create a **Circle Map** for a chosen region, with the region in the center and information to include different environmental characteristics (temperature, rainfall, landforms, plants, animals), discussing	**Literacy Connections:** "Here We Are: Notes for Living on Planet Earth" by Oliver Jeffers "A River Ran Wild" by Lynne Cherry "One Plastic Bag: Isatou Ceesay and the Recycling Women of

characteristics. SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.* *SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional*	the reasons for these variations (e.g., distance from equator, mountains). Provide **RallyCoach** pairs with simplified historical and modern examples of global economic activities (e.g., spice trade routes vs. modern shipping of electronics; ancient silk road vs. today's global clothing industry). Pairs will analyze how the patterns of economic activity have changed and how connections between places (local and far-off) have influenced this. They'll then use a **Flow Map** to illustrate the evolution of a global economic activity over time, showing its transformation and new connections. Students will participate in an **Inside-Outside Circle** to discuss a local natural disaster they might know about (e.g., a big snowstorm, a power outage) and its immediate effects. Then, introduce simplified examples of catastrophic events in other global regions (e.g., a major flood in one country, a volcanic eruption affecting air travel worldwide). The discussion will focus on how such events, even far away, can impact populations in other regions (e.g., affecting food supply, travel, goods). The class will then create a **Multi-Flow Map** for one global catastrophic event, showing its immediate local effects and then its wider impacts on other regions. Divide students into **Jigsaw** expert groups, with each group assigned a different major world region (e.g., Africa, Asia, Europe, South America, Antarctica, Oceania). Provide them with large blank paper, basic map outlines, and simple visual cues (artwork, photos of landmarks, animals, or people). Each group will "construct" a simplified map/graphical	the Gambia" by Miranda Paul "The Day the Crayons Quit" by Drew Daywalt "Me on the Map" by Joan Sweeney "What Do You Do with a Problem?" by Kobi Yamada "The Dust Bowl" by David Booth kids.nationalgeographic.com pbslearningmedia.org kids.britannica.com historyforkids.net redcross.org/kids ready.gov/kids mapmaker.nationalgeographic.org earthobservatory.nasa.gov history.com nps.gov

problems or issues. *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.* *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.*	representation of their region, including key geographical features or symbols representing cultural aspects. After sharing their "regions," students will use a **Bubble Map** to describe the key characteristics of one of the presented world regions. Begin with a **Turn and Talk** about how big events (like a powerful storm or a wildfire) might make people move or change where they live. Present age-appropriate examples of catastrophic environmental or technological events within the U.S. (e.g., a major hurricane, a large-scale oil spill). Discuss how these events impact human settlements and migration patterns within and between U.S. regions. Students will then use a **Brace Map** to break down one event, showing the event, its immediate impacts on settlements, and how it might cause people to move within or out of affected regions.	

SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.		

Fifth Grade

Foundations and History of the U.S.

Fifth grade learners will deepen their understanding of the United States' place in the world by exploring geography, government, history, civics, and economics. They will study continents and oceans using both relative and absolute location, gain new perspectives on the polar regions, and consider how geography shapes our global relationships. Students will examine the foundations of the U.S. government, including how it functions today and ways individuals can participate in civic life. They will also explore early U.S. history, focusing on European colonization, interactions with Indigenous peoples, and the development of democratic principles that continue to shape our nation. Additionally, learners will develop a foundational understanding of economics, including how money works and how economic systems connect with culture, society, and the environment. This broad overview prepares students for a more in-depth study of U.S. history in eighth grade.

1st Quarter

Theme: Foundations and History of the U.S.

Unit: Foundations of American Government & Civic Life-Building a Community – Rules, Rights, and Responsibilities

See back of appendix for additional suggested activities, materials, and resources.		
Civics Standard(s): SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy. SS.5.1.7.1 Apply civic virtues and democratic principles in school settings. SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. SS.5.2.6.1 Assess the importance of participation in democracy. SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities.	**Content Objectives:** Students will describe key rights and responsibilities of U.S. citizens and explain basic principles of American democracy, such as popular sovereignty, limited government, rule of law, and separation of powers, while identifying the roles citizens play in a democratic society. Students will demonstrate civic virtues, including respect, responsibility, and fairness, in school interactions and apply democratic principles like majority rule, minority rights, and the rule of law to decision-making within the school environment. Students will analyze different procedures used for making decisions in various settings, such as the classroom, school, government, and society, and compare the strengths and weaknesses of these different decision-making procedures. Students will be able to identify different ways citizens can participate in a democracy, including voting, expressing opinions, and volunteering, and explain why citizen participation is important for a healthy democracy, ensuring voices are heard, holding leaders accountable, and improving communities, while also providing examples of how such participation can lead to positive changes.	**Notes:** *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. Labor Day First Day of Fall Dictionary Day Patriot Day Make a Difference Day Indigenous Peoples' Day Constitution Day Hispanic Heritage Month Alaska Day Halloween

SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws. SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group. SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process. SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms. SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues. SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy. SS.5.6.6.1 Describe ways in which people	Students will identify core civic virtues, such as honesty, compassion, and courage, that are important for effective government and society, and explain core democratic principles, including justice, equality, and liberty, that guide government, society, and communities. Students will evaluate the impact of specific rules and laws on society and explain how individuals and groups can influence the creation and modification of rules and laws. Students will participate in deliberative processes, discussing, listening to different perspectives, and evaluating information to make group decisions, and contribute to reaching judgments as a group through respectful discussion and consideration of various viewpoints. Students will research a specific public problem or issue and propose potential solutions to the identified problem or issue, utilizing an appropriate public process, such as writing a letter to an official or presenting to a school board. Students will be able to identify examples of rules that exist in various groups, including the classroom, school, community, and country, explain why rules are made by groups of people, to keep order, ensure fairness, and solve problems, and analyze how specific rules create responsibilities for individuals and/or help to protect the freedoms of group members. Students will identify beliefs, experiences, perspectives, and values that influence their own point of view on a civic issue and	

benefit from and are challenged by working together through government. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.* *SS.3-5.2.2 Determine whether a source is primary or secondary.*	recognize and consider the beliefs, experiences, perspectives, and values that influence others' points of view on civic issues. Students will summarize the historical origins of selected rules and laws and identify and describe both formal, such as legislation and court decisions, and informal, such as public opinion and advocacy groups, factors that have shaped public policy. Students will describe ways people benefit from working together through the government and identify challenges people face when working together through the government.	
SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those*	**Suggested Activities:** Students use **Fan-N-Pick** cards to explore the relationship between rights and responsibilities in a democracy. Teams match rights (e.g., freedom of speech) with corresponding responsibilities (e.g., respecting others' opinions) and discuss their importance in a democratic society. **Circle map**: brainstorm different civic virtues (e.g., “respect”, “cooperation”, “courage”), focusing on what the virtue looks like, sounds like, and feels like in a school setting. Students create **Flow Maps** for different decision-making scenarios (classroom, school, government) to compare and contrast the steps involved, highlighting similarities and differences in processes. For example, a classroom decision might have "Problem -> Discussion -> Vote, while a government decision might be "Problem -> Bill Introduced -> Debate -> Vote -> Signed into Law."	**Literacy Connections:** ● "The Juice Box Bully" by Bob Sornson and Maria Dismondy ● "Say Something!" by Peter H. Reynolds ● KidCitizen.net ● "The Important Book" by Margaret Wise Brown ● "Lillian's Right to Vote" by Jonah Winter ● "Each Kindness" by Jacqueline Woodson ● "Martin's Big Words: The Life of Dr. Martin Luther King, Jr." by Doreen Rappaport ● "What Can a Citizen

actions.	**Multi-Flow Map**: Cause and effects of responsible citizen participation. Brainstorm what leads to responsible participation, and brainstorm the results or implications of responsible participation. **Bridge Map**: Create analogies to demonstrate understanding of responsible participation (ex., Voting is to democracy AS a steering wheel is to a car.) **Flow Map**: Show the process of how a bill becomes a law. **Turn & Talk**: “What if there were no rules/laws?” Students discuss hypothetical scenarios. Students work in small groups to propose revisions to existing classroom rules or suggest new ones. Using a **Multi-Flow Map**, each group identifies a classroom issue, its causes, and then proposes a rule as a solution with its anticipated positive effects. Groups then share their proposals in a **Round Robin** discussion. The class collectively discusses and evaluates each proposal for fairness and feasibility, ultimately voting or reaching a **consensus** on which rule(s) to adopt. Students will be presented with various scenarios where a rule is either present or absent (e.g., a chaotic playground without a "no running" rule, a fair game with clear rules). In small groups, they will briefly role-play the scenario with and without the rule, demonstrating the impact. Afterwards, they will participate in an **Inside-Outside Circl**e to share their observations and explain why the rules made a difference in their scenarios.	Do?" by Dave Eggers ● "What Do You Do with a Problem?" by Kobi Yamada ● "Just Help! How to Build a Better World" by Sonia Sotomayor ● "We the People" ● “Officer Buckle and Gloria” by Peggy Rathmann ● “A Fine, Fine School” by Sharon Creech ● "Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation" by Duncan Tonatiuh ● "If Everybody Did" by Jo Ann Stover ● "Grace for President" by Kelly DiPucchio ● "Sofia Valdez, Future Prez" by Andrea Beaty

	Thinking Map - **Multi-Flow Map**: Introduce a historical "problem" or situation that led to a specific rule or law (e.g., a community issue that led to a local ordinance, a conflict that led to a national law like the Emancipation Proclamation, or even school rules that came from past problems). After reading, pairs create a **Multi-Flow Map**. In the center, they write the historical "problem." On the left, they list the causes or historical events that led to the problem. On the right, they list the rule/law that was created as a result and its immediate effects.	

2nd Quarter

Theme: Foundations and History of the U.S.
Unit: Early American History – Colonization to Republic-Shaping a Nation – Exploration, Settlement, and the Birth of a Government

**See back of appendix for additional suggested activities, materials, and resources.*		
Civics Standard(s): SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy. SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska. SS.5.3.6.1 Identify and explain the importance of	**Content Objectives:** Students will be able to identify and describe the main responsibilities and powers of key government officials within the Legislative (Congress), Executive (President), and Judicial (Supreme Court) branches of the early federal government, differentiate between the primary powers held by the early federal government and those reserved for state governments, and explain how the division of power among these branches and between federal and state governments was designed to function in the early days of American democracy. Students will compare and contrast the	**Notes:** Veteran's Day Attendance Awareness Month Election Day Alaska Native and American Indian Heritage Month American Education Week Thanksgiving Holidays Around the World

key national documents and determine their impact on governance.
 	
SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.
 	
SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.
 	
SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.
 	
SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.
	roles and responsibilities of the legislative, executive, and judicial branches of the U.S. national government and describe specific examples of how each branch impacts the state of Alaska.
	
	Students will be able to identify key early American national documents, including the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution (including the Bill of Rights), explain the main purpose or big idea of each document, and describe how these documents laid the foundation for or directly impacted the structure and functions of the early American government.
	
	Students will describe the historical origins of the U.S. federal government, identify the primary functions of each branch, and explain its basic structure, including the three branches and their relationship.
	
	Suggested Activities:
	
	Draw a **Tree Map**: classify the 3 branches of government. Label the headings: Federal, State, Local (though "local" was less formalized in early democracy, you can discuss the idea of town/county governance). As a class, brainstorm responsibilities and powers that would have existed at each level in early America (e.g., Federal: national defense, coining money; State: education, regulating commerce within the state; Local: town meetings, maintaining roads).
	
	For comparison, use a **Double Bubble Map** to compare two branches at a time (e.g., Legislative vs. Executive). Students can
		First Day of Winter/Winter Solstice
		
		Resources:
		● icivics.org
		● pbslearningmedia.org
		● archives.gov/education
		● DocsTeach.org
		● loc.gov/teachers
		● constitutioncenter.org/education
		● Guest speakers from the city, borough, and/or state level government representatives
		● DocsTeach.org
		● constitutioncenter.org/education
		● capitolhistory.org
		  ● pbslearningmedia.org
		  ● archives.gov/education
		  ● DocsTeach.org
		  ● loc.gov/teachers
		  ● constitutioncenter.org/education
		
		Literacy Connections:
		● "We the Kids: The Preamble to the Constitution" by

	work in pairs to fill in similarities and differences. In small groups, students create a short news report (could be a skit, poster presentation, or digital presentation) showcasing a specific instance where one or more national government branches impacted Alaska. Create a **Brace Map** of pieces of different excerpts or simplified versions of important national documents. Take apart key components or famous phrases, and include brief explanations or visual symbols. Create a **Multi-Flow map** of important documents. The document would be in the middle, students brainstorm causes why it was written and the effects of its creation. We the People congressional hearings simulation (https://civiced.org/we-the-people/hearings) Students will work in teams using a **Mix-N-Match** Kagan structure to connect key terms, functions, and roles with the appropriate branch of government (Legislative, Executive, Judicial). Cards will have definitions, scenarios, and images related to each branch.	David Catrow ● "Shhh! We're Writing the Constitution" by Jean Fritz ● "A More Perfect Union: The Story of Our Constitution" by Betsy Maestro & Giulio Maestro ● "Our Government: The Three Branches" by Shelly Buchanan ● "Shh! We're Writing the Constitution" by Jean Fritz ● "A Kid's Guide to the Bill of Rights" by Kathleen Krull
History Standard(s): SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.	**Content Objectives:** Students will summarize the differing perspectives of at least two individuals or groups regarding a major event in early U.S. history and identify reasons why they held different viewpoints on the same historical	**Resources:** ● Library of Congress - Teachers Page (loc.gov/teachers ● pbslearningmedia.org ● "Liberty's Kids"

SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States. SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history. SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history. SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies. SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history. SS.5.2.23.1 Analyze life in early American time periods as it compares to life today. SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how	event. Students will compare and contrast information presented in primary and secondary sources about a significant historical event in the United States, then analyze that event using information from both types of sources. Students will create a chronological sequence of related events from early U.S. history and use that sequence to compare developments that occurred concurrently. Students will analyze a significant event or development in early American history to identify its probable causes and explain its probable effects. Students will analyze how the historical context, including the time period, social norms, and prevailing beliefs, influenced people's perspectives in the American colonies and explain connections between specific historical circumstances and the viewpoints expressed by individuals or groups. Students will gather information from different historical sources about a topic in early American history and compare the information provided by these sources, noting similarities and differences. Students will analyze aspects of daily life, such as housing, transportation, communication, education, and work, in an early American time period and compare and contrast these aspects with life today.	● readwritethink.org/classroom-resources/student-interactives/timeline **Literacy Connections:** ● "If You Lived in Colonial Times" by Ann McGovern

individuals and groups shaped early American history. SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States. SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history. SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history. SS.5.3.24.1 Summarize the central claim in a secondary work of early American history. SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document. SS.5.5.22.1 Use information about a	Students will gather relevant evidence from different historical sources about how individuals or groups influenced early American history and develop a clear claim about their impact, supported by evidence from multiple sources. Students will compare how the perspectives of individuals influenced the content and purpose of different historical sources from early U.S. history and explain how the perspectives of their authors shaped the foundational documents of the United States, such as the Declaration of Independence and the U.S. Constitution. Students will formulate questions about the content or context of multiple historical sources related to a U.S. historical event or development and identify the relationships between historical sources and the particular historical events or developments they address. Students will generate questions about specific individuals or groups who contributed to significant historical changes in early American history and about those who contributed to historical continuities (things that stayed the same or evolved slowly). Students will identify the central claim or main argument presented in a secondary historical work, such as a textbook chapter or article, about early American history and summarize that central claim in their own words. Students will infer the intended audience	

historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular historical topic. *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.*	and the primary purpose of an early American historical source. Students will identify key contextual information about a historical source, including its maker, date, place of origin, intended audience, and purpose, analyze primary and secondary historical sources by using this contextual information to understand them, and evaluate the reliability and relevance of each source for studying specific historical events or periods based on the identified information.	
SS.3-5.2.2 Determine whether a source is primary or secondary. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.3 Critique the motives behind different perspectives.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.*	**Suggested Activities:** Students create a **Flow Map** to sequence a historical event, adding speech bubbles to depict the diverse perspectives of individuals or groups involved (e.g., Boston Tea Party from a Son of Liberty, British merchant, and indigenous person's view). Students physically arrange themselves to create a **Human Timeline** of early U.S. events. They then **Turn and Talk** about contemporary events and use a **Double Bubble Map** to compare and contrast their event with a contemporary one from a different domain. Students work in pairs to research a significant early American historical event (e.g., the Boston Tea Party, the American Revolution). Using a **Multi-Flow Map** as a planning tool, they identify and categorize the causes and effects. They then create an accordion book with flaps, dedicating one section to causes and another to effects, labeling each with specific details and illustrations. During the process, they use	

SS.3-5.1.4 Explain how supporting questions help answer compelling questions. *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.*	RallyCoach to explain their thinking to their partner, and frequent **Turn and Talks** allow for peer feedback and discussion. Students are assigned colonial perspectives (e.g., Loyalist, Patriot) for a historical dilemma. They **Turn and Talk** to brainstorm arguments, then develop and present their viewpoints in a structured debate, highlighting how historical context influences their perspective. Pairs create a **Double Bubble Map** to compare and contrast a specific aspect of early American life with life today, sharing similarities and surprising differences in a **Turn and Talk**. Students research an early American job, then use **RallyRobin** to share facts. They **Think-Pair-Share** to reflect on how these jobs have evolved or been replaced by modern professions. Students **Turn and Talk** about how they would handle various "If I lived in early America..." scenarios (e.g., "If you needed new shoes," "If you wanted to send a message to a friend," "If you got sick"), contrasting with how they would handle the same situation today. Students work in pairs to compare two primary source excerpts related to a foundational document (e.g., excerpts from a Loyalist's letter and a Patriot's pamphlet about the Declaration of Independence). Each pair uses a **Double Bubble Map** to visually represent similarities and differences in the authors' perspectives,	

	supporting details, and how their viewpoints influenced their writing. After completing their maps, partners **Turn and Talk** to discuss their findings, then share with another pair or the whole class. Small groups create a **Circle Map** with a historical change in the center (e.g., the American Revolution, westward expansion), brainstorming individuals/groups who were causes or affected by it. They then **Turn and Talk** to generate "What if...?" or "How did...?" questions.	

3rd Quarter

Theme: Foundations and History of the U.S.
Unit: Geography and Human-Environment Interaction-Where We Live – Landscapes, Resources, and Human Impact

See back of appendix for additional suggested activities, materials, and resources.		
Geography Standard(s): SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies. SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States. SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region. SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.	**Content Objectives:** Students will analyze how the cultural beliefs and practices of various groups in the early American colonies, such as European settlers and Native Americans, influenced their methods of modifying the environment, including farming techniques and resource use, and how these cultural characteristics also influenced their adaptations to the diverse environments, affecting housing, clothing, and food production. Students will explain why the climate, landforms, and natural resources differ significantly across various regions of the United States and identify the diverse environmental characteristics present in those different regions. Students will create different types of maps, such as political, physical, and thematic, of various U.S. regions and develop other graphic representations, including charts, graphs, and diagrams, to display information about each U.S. region. Students will explain how cultural characteristics, including religious beliefs, economic practices, and social structures, influenced where people settled and how they moved within the early American colonies, and how environmental characteristics, such as	**Notes:** New Year's Day Review Class and School Expectations Martin Luther King Jr.'s Birthday *100th Day of School Black History Month Groundhog Day Valentine's Day Elizabeth Peratrovich Day Yukon Quest Iditarod President's Day *Leap Year Read Across America Day International Women's Day Music in Our Schools Month

SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time. SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries. SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics. SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies. SS.5.3.17.1 Explain how natural and	waterways, fertile land, and climate, influenced the distribution and movement of people, goods, and ideas in the early American colonies. Students will analyze how the cultural characteristics, including traditions, social structures, and beliefs, of the early American colonies evolved from their founding through key periods, and how the environmental characteristics, such as land use, natural resources, and the impact of human settlement, changed over time. Students will explain how the location and distribution of economic activities, including agriculture, manufacturing, and services, within the United States have changed over time, and describe how both internal interactions, such as transportation networks and technological advancements, and external interactions with other countries, like trade and globalization, have influenced these changes in spatial patterns. Students will use maps, satellite images, and photographs to identify the locations of specific places and regions in the United States and analyze the relationships between the locations of these places/regions and their environmental characteristics, such as how mountains influence climate or how rivers affect settlement patterns, using various representations. Students will explain how the establishment of human settlements in the early American colonies was related to the presence and use of natural resources, including timber, fish, furs, and arable land, and how the movement	**Literacy Connections:** ● A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840 by Barbara Greenwood ● Explore the Wild West! by Anita Yasuda ● Reasons for Westward Expansion ● The Celestials' Railroad by Bruce Watson

human-made catastrophic events in one region of the United States affect people living in other regions. SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies. SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies. SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3 Create*	of people within and between early American colonies was influenced by the desire to access or utilize various natural resources. Students will explain how a natural catastrophic event, such as a hurricane, earthquake, or wildfire, or a human-made catastrophic event, like an oil spill, industrial accident, or widespread infrastructure failure, in one U.S. region can impact people and resources in other U.S. regions. Students will use maps of varying scales to identify the locations of different groups of people and their cultural characteristics, as well as the locations of natural surroundings and significant environmental characteristics, in the early American colonies, explain how the environment shaped were communities formed and how people lived, and examine how the locations of these cultural and environmental characteristics are depicted differently across maps of various scales. Students will analyze how both catastrophic environmental events, such as severe weather, disease outbreaks, or resource depletion, and catastrophic political events, including conflicts with Native Americans, inter-colonial disputes, or major shifts in British policy, impacted human settlements and patterns of migration in the early American colonies. Students will examine how both environmental characteristics, such as the availability of fertile land, access to water, climate, and natural resources, and cultural characteristics, including economic activities, social structures, religious freedom, and relationships with Native Americans, influenced where and how	

supporting questions to help answer compelling questions. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.4.4 Present*	populations were distributed in the early American colonies. **Suggested Activities:** Divide the class into "expert groups," each assigned a specific U.S. region (e.g., Northeast, Southwest, Pacific Northwest, Midwest, Southeast). Each group researches their region's unique environmental characteristics (climate, landforms, vegetation, water sources). They'll use a **Brace Map** to organize their findings, showing the region as the whole and its various environmental components as the parts. After becoming experts, students "**jigsaw**" into new mixed groups, with one expert from each region. Each expert then teaches their region's characteristics to their new group. Pairs research a specific U.S. region, using a **Circle Map** to organize information on geography, climate, and landmarks. They then create a specialized map of their region and use a **Think-Pair-Share** to discuss their map creations and learning with another pair. Small groups create a **Flow Map** to illustrate the movement of specific groups (e.g., Puritans, enslaved Africans) to and within early American colonies. The map highlights the cultural/environmental causes of migration and the effects of their settlement. Groups then **Think-Pair-Share** their maps with others, identifying similarities and differences in migration patterns. Students will work in teams, each team receives a set of cards, with each card listing either a good (e.g., tobacco, furs, rum, timber) or an idea (e.g., religious freedom,	

opinions and explanations using a variety of print, oral, and digital technologies.	self-government, new farming techniques). They also receive cards with various cultural or environmental characteristics (e.g., fertile land, cold climate, diverse population, coastal access). Teams will work collaboratively to sort the goods and ideas according to the characteristics they believe most influenced their distribution and movement. Students create "character profiles" for specific early American colonies or groups (e.g., Puritan, Quaker, Jamestown settler, Native American tribe), focusing on cultural aspects and environmental interactions. These profiles are posted, and students rotate, using a **Bubble Map** to brainstorm descriptive words for cultural and environmental characteristics. A **Think-Pair-Share** follows each rotation to discuss observations and connections. Analyzing how different colonial groups adapted and changed over time based on their environment and evolving cultures. In **Think-Pair-Share** groups, students act as "detectives" using various types of maps (physical, topographic, climate) and satellite images of a specific U.S. state or region. They use a **Bubble Map** to describe observed environmental characteristics and then **Turn and Talk** about how these features influence human activities like city location or farming. Imagining they are early colonists, students choose a natural resource and create a **Flow Map** detailing their journey, settlement location, and how they would use that resource. They then share their "story" with a partner or small group. In pairs, students use a **Double Bubble Map** to	

	compare "before and after" U.S. maps related to a catastrophic event (e.g., Dust Bowl), focusing on how changes in one region created impacts in others. A **Turn and Talk** follows to discuss indirect impacts. Students work in small groups as "colonial town planners." Each group is assigned a specific environmental characteristic (e.g., "located on a wide, navigable river," "dense forests and rocky coastline," "vast, fertile plains"). Their task is to design an ideal early American settlement around this characteristic, considering how it would attract or deter different types of settlers and thus influence population distribution. They must also incorporate cultural elements (e.g., "our town will be founded on religious freedom," "our town will be a trading hub," "our town will focus on large-scale agriculture"). Groups will create a Collaborative Poster showcasing their town design, highlighting the environmental features and cultural values, and explicitly explaining how these elements would impact who would settle there and why (i.e., the population distribution). Each group will also create a **Circle Map** around the name of their fictional town, brainstorming all the environmental and cultural characteristics that define it and influence its potential population. Groups will then present their posters and **Circle Maps**, explaining their rationale.	

4th Quarter

Theme: Foundations and History of the U.S.
Unit: Economics & Global Connections-Resources, Choices, and Interdependence

**See back of appendix for additional suggested activities, materials, and resources.*		
Economics Standard(s): SS.5.1.11.1 Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services. SS.5.1.12.1 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants. SS.5.1.13.1 Explain what interest rates are and how they work. SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries. SS.5.1.15.1 Examine economic systems that have impacted	**Content Objectives:** Students will identify examples of human capital, physical capital, and natural resources from both historical and current contexts, then compare and contrast how these resources were used in the past versus how they are used today to produce goods and services. Students will analyze the potential benefits and costs, including trade-offs and consequences, of personal choices made by historical figures in the U.S. to meet their needs and wants. Students will define what an interest rate is and explain how interest rates function in relation to borrowing and saving money. Students will define economic interdependence and explain how international trade, the exchange of goods and services between countries, contributes to increasing economic interdependence among nations. Students will identify and describe different economic systems that have played a significant role in Alaska's history, such as traditional/subsistence, market, command elements, traditional bartering, the fur trade, and the oil industry, and examine how these economic systems have impacted the lives and livelihoods of Alaskans at different points in the state's history.	**Notes:** Traditional Chiefs Week St. Patrick's Day First Day of Spring Spring Break April Fool's Day Month of the Military Child School Library Month Earth Day May Day Mother's Day Memorial Day Statewide Assessments

Alaskans throughout the state's history. SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded. SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make. SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time. SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations. SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies. SS.5.3.13.1 Compare the British taxation	Students will summarize multiple reasons why individuals have specialized in specific tasks and why businesses have engaged in trade throughout U.S. history. Students will identify incentives and negative incentives that can influence people's decisions and explain how these incentives can impact choices. Students will define inflation, deflation, and unemployment, and investigate and describe at least one way each of these has impacted the U.S. economy at different points in history. Students will explain both the positive and negative effects of increasing economic interdependence on different groups within participating nations, such as consumers, producers, and specific industries. Students will examine and describe the key characteristics of the current exchange system and the exchange system in place during the American colonial period, and identify and explain at least two significant differences between these two systems. Students will describe key British taxation policies implemented in Colonial America and current taxation practices in the United States, then compare and contrast them, noting similarities and differences. Students will explain the concept of investment in human capital, describe the relationship between investment in human capital and increased productivity, and connect increased productivity to higher future	

policies in Colonial America to the current taxation practices in the United States. SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history. SS.5.4.13.1 Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity. SS.5.5.11.1 Explain how profits influenced sellers in early American markets. SS.5.6.11.1 Identify examples of external benefits and costs. SS.5.7.11.1 Describe the role of other financial institutions in an economy. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.*	incomes, using examples from U.S. history. Students will describe ways that people in the past utilized improved capital goods, such as tools and machinery, to increase productivity, and ways that people in the present utilize improved capital goods and human capital, including skills and knowledge, to increase productivity. Students will define what profit means in an economic context and explain how the desire for profits motivated sellers and influenced their decisions in early American markets. Students will identify examples of external benefits, which are positive effects on third parties not directly involved in a transaction, and external costs, which are negative effects on third parties not directly involved in a transaction. Students will describe the general role of financial institutions, such as banks and credit unions, in an economy, and identify and explain the function of other financial institutions beyond just banks.	

SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.* *SS.3-5.4.3 Critique the motives behind different perspectives*	**Suggested Activities:** Students create a **Flow Map** to illustrate production steps in various historical eras or a **Multi-Flow Map** to analyze the cause-and-effect relationship between technological advancements and resource use. Discussions (e.g., "What was harder/easier in the past?") accompany the mapping. To synthesize learning, students create a **Bridge Map** showing analogous relationships between historical and modern resources used to produce a good (e.g., "A hand loom is to a colonial tailor AS a sewing machine is to a modern clothing factory worker"). Pairs use **RallyCoach** to analyze loan offers with varying interest rates. They create a **Multi-Flow Map** showing the cause (interest rate) and effects (total cost, payments) and **Turn and Talk** to discuss the best offer, considering principal and interest. Students are divided into "countries" with limited resources. They use a **Flow Map** to plan production and exports, then engage in negotiations and trades to acquire needed resources, demonstrating interdependence and specialization. Students receive cards with Alaskan economic periods (e.g., fur trade, Gold Rush) and arrange themselves in a **Human Timeline**. They then **Think-Pair-Share** about their assigned period's impact on Alaskans. Students act out scenarios representing inflation (e.g., "gallon of milk costs $10"), deflation (e.g., "house prices drop dramatically"), or unemployment (e.g., "many	

SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	people lost their jobs"). After each charade, the class uses **Stand-Up, Hand-Up, Pair-Up** to **Turn and Talk** about the economic concept portrayed and its potential effects on people. Students examine "Made In..." labels on items and **Mix-N-Match** to find partners with items from the same country. They **Turn and Talk** about reasons for production location. As a class, they create a **Tree Map** illustrating global product origins and economic interdependence. Students create a **Double Bubble Map** to compare and contrast the "Current Exchange System" with the "Colonial Exchange System," focusing on their differences after individual work and a **Pair-Share**. In small teams, students create a **Tree Map** for "Human Capital," brainstorming examples from U.S. history and present day under branches like "Education," "Training," and "Experience." They then **Think-Pair-Share** on how human capital boosts productivity in specific historical industries.	
Geography Standard(s): SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States. *SS.3-5.1.2 Categorize questions according to the social studies disciplines.*	**Content Objectives:** Students will analyze ways Alaska's geographic location has provided strategic advantages for the United States throughout history and explain how Alaska's resources or geopolitical position have contributed to its strategic importance for the United States. **Suggested Activities:** Students are assigned roles as various stakeholders interested in Alaska's future strategic position (e.g., military general, oil executive, climate scientist). Each group uses a	

SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.*	**Circle Map** to brainstorm "Alaska's Strategic Future" from their character's viewpoint. They then perform a short role-play illustrating their character's perspective on Alaska's ongoing strategic importance. After each role-play, the class engages in a **Think-Pair-Share** to discuss the highlighted aspects of Alaska's strategy.	
History Standard(s): SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues. *SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.* *SS.3-5.1.3 Create supporting questions to help answer compelling questions.* *SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional,*	**Content Objectives:** Students will explore various forms of inequality (like those based on race, gender, or access to resources) throughout Alaska's history, and analyze their lasting impact on current Alaskan society. **Suggested Activities:** Students rotate through stations featuring primary source excerpts or images representing different historical Alaskan groups and instances of inequality (e.g., Indigenous Alaskans, Russian settlers, Gold Rush prospectors, early American residents). They **Turn and Talk** with a partner at each station to observe and infer about the inequality presented. Afterward, in small groups, they use a **Circle Map** to brainstorm the meaning of "inequality," surrounding the term with examples and characteristics from their observations. After learning about specific historical events or policies in Alaska that led to inequality (e.g., land displacement, unfair labor practices, limited access to resources), students work in	

or global problems or issues.	pairs using the **RallyCoach** structure. They collaboratively create a **Multi-Flow Map** for a chosen event, illustrating the causes of the inequality on the left and its immediate and long-term effects on the right. They switch roles for a second event. Students are introduced to a current social issue in Alaska (e.g., housing disparities, educational access). Individually, they consider how this issue connects to historical inequalities. They then use a **Double Bubble Map** to compare and contrast a historical instance of inequality with the current issue, identifying similarities and differences in their causes, impacts, and affected groups. Following this, they participate in a **Timed Pair Share** to share their insights and connections from their maps with a partner.	

Middle School

6 – 8

Sixth Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics. • SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts • SS.6-8.1.3 Develop inquiries that address real-world problems • SS.6-8.1.4 Analyze complex issues from multiple perspectives.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.6-8.2.1 Differentiate between reliable and unreliable sources. • SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content. • SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives.
Anchor Standard 3 Develop Claims	• SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument. • SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments. • SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures. • SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends. • SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms. • SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully. • SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions. • SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues.

Alaska Studies and Geography

Grade(s): 6 **Length:** Two semesters **Credit:** **Prerequisite(s):** None	**Course Overview:** **This 6th grade Alaska studies course invites students to explore the rich physical environment, diverse cultures, and economic landscape of Alaska. Students will learn about geographic concepts and how the region's geography influences ham habitation, historical conflicts, and migration patterns. The curriculum emphasizes the significance of Alaska's natural resources, examining their impact on the economy and the balance between subsistence and commercial practices. Emphasis will also be placed on land stewardship and sustainable resource management. Additional students will delve into the unique cultures of Alaska, including the contributions of Alaska Native Tribes and communities. Through interactive lessons and projects, students will develop a deeper understanding and appreciation for the complexities and uniqueness of Alaska and its inhabitants.**

Themes (Recommended Order)	
Semester 1	**Semester 2**
• Physical Environment of Alaska • Natural Resources & Subsistence	• The Peoples and Cultures of Alaska • Communities throughout Alaska

Theme 1:Physical Environment				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Geography of Alaska	Our Location in the World	Geography Anchor Standard 18 Geographic Representations and Reasonings	SS.6.1.18.1 Define absolute and relative location using real-world examples. SS.6.1.18.2 Draft and utilize a variety of maps to communicate information SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes	
	Geographic Regions of Alaska	Geography Anchor Standard 18 Geographic Representations and Reasonings	SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the	

Theme 1:Physical Environment				
			physical regions of alaska	
	Physical Features of Alaska	Geography Anchor Standard 20 Geography of Alaska	SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants	
	Geohazards of Alaska	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures	SS.6.1.16.1 Demonstrate an understanding of how humans impact their environment SS.6.1.16.2 Analyze the impact of natural disasters and human-induced hazards on human populations SS.6.1.16.3 Evaluate the human response to current and historical disasters, both human-made and natural.	

Theme 1:Physical Environment				
Alaska's First	Physical History of Alaska	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.6.1.17.1 Examine the causes of historical and continuing conflicts in Alaska SS.6.1.17.2 Analyze how the geography of Alaska's regions influences the conflicts and alliances that arise during war. SS.6.1.17.3 Evaluate the impact of war on Alaska's ecosystems, resources and landscapes, recognize the environmental changes caused by military activities.	

Theme 1:Physical Environment				
		History Anchor Standard 23 Change, Continuity, and Context		Understanding how conflict, and strategic geography has altered the landscape over time.
	Migration Patterns to and within Alaska	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information. SS.6.2.22.1 Describe the characteristics of civilizations using real-world examples.	
		History Anchor Standard 22 Historical Sources		Examine multiple explanations for how people came to Alaska. Investigate how the climate and physical features of Alaska

Theme 1:Physical Environment				
				influenced migration and settlement.

Theme 2:Natural Resources & Subsistence				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Natural Resources & Alaska's Economy	Alaska's Resources	Geography Anchor Standard 18 Geographic Representations and Reasonings	SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.	
	Historical Use of Natural Resources	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures	SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses. SS.6.3.16.2 Explain how Alaska's geographic	

Theme 2:Natural Resources & Subsistence				
			location and resources have affected the state and the world. SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska's resources SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska. SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska's resources. SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives. SS.6.3.16.7 Evaluate changes that occur in the meaning, use distribution and importance of	

Theme 2:Natural Resources & Subsistence				
			resources over time due to forces of cooperation and conflict. SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions.	
Land Stewardship	Subsistence & Commercial use of Natural Resource	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures		Understanding economics and geography through sport vs subsistence fishing
		Civic Anchor Standard 10 Rights, Roles and Responsibilities of Citizens		Rights and responsibilities of citizens toward natural resources and wildlife.
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents.	

Theme 2:Natural Resources & Subsistence				
	Alaska’s Role in the National Economy	Economics Anchor Standards 13 The National Economy	SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand.	
	Your Financial Decisions	Economics Anchor Standard 12 Decision-Making and Personal Finance		Understanding the PFD budget living

Theme 3:The Peoples and Cultures of Alaska				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Indigenous Cultures of Alaska	Movement	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information. SS.6.2.19.2 Describe the characteristics of civilizations using real-world examples	
	The First Alaskans	History Anchor Standard 22 Historical Sources and Evidence	SS.6.2.22.1 Examine multiple explanations for how people came to Alaska SS.6.2.22.2 Investigate how the climate and physical features of Alaska influenced migration and settlement.	

Theme 3:The Peoples and Cultures of Alaska				
	Alaska Native Groups	History Anchor Standard 21 Perspectives	SS.6.2.21.1 Research Alaska Native Groups through examination of oral histories, primary sources and contributions over time. SS.6.2.21.2 Explain the connection between culture and geography.	
	Human Environment Interactions	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.6.2.16.1 Describe characteristics of historical and current human populations and determine how they vary by location.	

Theme 4: Perspectives of Alaska				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
"The Last Frontier"	Impact of Colonialism	History Anchor Standard 23 Change, Continuity, and Context	SS.6.2.23.1 Identify the factors that led to initial Russian and European Contact SS.6.2.23.1 Evaluate the immediate and long-term effects of colonization on Alaska Native groups	
		History Anchor 25 Alaskan History		Understanding the cultural significance of 'contact' and historically crossing the United State's treatment of indigenous populations.
		Geography Anchor Standard 18 Geographic Representations and Reasonings		Understanding the importance of location and trade throughout the state. Connecting colonization

Theme 4: Perspectives of Alaska				
				to trade and economy.
	Continued immigration to Alaska	Economics Anchor Standard 14 The Global Economy	SS.6.2.14.1 Identify historical and contemporary populations that have migrated to Alaska in the past 200 years. SS.6.2.14.2 Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska SS.6.2.14.3 Engage in discussions of factors that could lead or hinder future immigration to Alaska.	

Theme 4: Perspectives of Alaska				
The Law and the Land	Government institutions	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.6.4.6.1 Examine the major components and roles of local, Tribal and state governments.	
		History Anchor Standard 21 Perspectives		Perspectives regarding tribal, state, and federal entities throughout the state. Perspectives of land 'ownership/stewardship'.
		Geography Anchor Standard 20 Geography of Alaska		Understanding strategic geographic/political regions throughout the state via maps and natural resources.
	Decision Making Processes	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.6.4.8.1 Evaluate and compare procedures for making decisions at the Tribal, local, state	

Theme 4: Perspectives of Alaska				
			and national levels. SS.6.4.8.2 Assess specific rules and laws(both actual and proposed) as means of addressing public concerns. SS.6.4.8.3. Identify the interconnectivity of local, Tribal, and state processes, rules and laws.	
	Local, Tribal and State Governments	Civics Anchor Standard 9 Alaska’s Governments	SS.6.4.9.1 Describe essential characteristics of Alaska's local, Tribal, and state governments and their roles both locally and statewide. SS.6.4.9.2 Identify key components of political relationships between the federal government and	

Theme 4: Perspectives of Alaska				
			Alaska Native groups.	
	Your Rights and Responsibilities as a Citizen	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.6.4.10.1 Describe the roles and responsibilities of people in the United States.	
Culture & Fairbanks	The Value of Participation	Civics Anchor Standard 7 Participation and Deliberation	SS.6.4.7.1 Describe the roles of political, civil, and economic organizations in shaping people's lives. SS.6.4.7.2 Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	Fairbanks place based project

Seventh Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics. • SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts • SS.6-8.1.3 Develop inquiries that address real-world problems • SS.6-8.1.4 Analyze complex issues from multiple perspectives.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.6-8.2.1 Differentiate between reliable and unreliable sources. • SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content. • SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives.
Anchor Standard 3 Develop Claims	• SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument. • SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments. • SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures. • SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends. • SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms. • SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully. • SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions. • SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues.

World Studies

Grade(s): 7 **Length: 2 Semesters** **Credit:** **Prerequisite(s): None**	**Course Overview:** **In this 7-th grade course, students will explore the development of ancient civilizations from prehistory to the era of global exploration. Students will begin by analyzing human migrations and the influence of geography on early societies then focus on hunter-gather and agricultural communities. Then, examining significant cultures and the impact of world religions throughout social structures and values. Students will engage with primary and secondary sources to critically evaluate historical perspectives and understand how ancient events shape our modern world.**

Themes (Recommended Order)	
Semester 1	**Semester 2**
• Theme 1: Human Beginnings to Early River Civilizations • Theme 2: Ancient Civilizations and Development of World Religions	• Theme 3: Post-Classical (Medieval and Mesoamerica) • Theme 4: Globalizations & Exploration

Theme 1: Human Beginnings & Early River Civilizations				
Unit	**Topic**	**Anchor Standard**	**Content Standard**	**Suggested Learning Connections**
Early Human Civilizations	Prehistory	History Anchor Standard 21 Perspectives	SS.7.1.21.1 Analyze multiple points of view to create a multifaceted interpretation of prehistory.	
		History Anchor Standard 22 Historical Sources & Evidence	SS.7.1.22.1 Analyze contradictory or conflicting sources and synthesize information to develop well-reasoned conclusions.	Cite specific evidence to support analysis of primary and secondary sources. Identify key steps in a text's description of a process, related to history/social studies.
		History Anchor Standard 24 Historical Thinking	SS.7.1.24.1 Locate Primary and Secondary Sources to investigate perspectives regarding prehistory	

Theme 1: Human Beginnings & Early River Civilizations				
5 Themes of Early Civilizations	Human Migration Theory	Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.7.1.16.1 Investigate the biological and cultural processes that shaped the earliest human communities. SS.7.1.16.2 Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another. SS.7.1.16.3 Discuss how people adapted to environments, recognized the influence of geography on cultural practices, economies, and social structures.	
	Geographic Regions	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Cultures	SS.7.1.16.4 Demonstrate an understanding of the defining characteristics and placement of global regions.	

Theme 1: Human Beginnings & Early River Civilizations				
		Geography Anchor Standard 18 Geographic Representations and Reasoning		Understanding geographic location and reasoning behind migration toward specific locations.
Early Civilizations and Cultures.	Culture and Societies	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of citizens	SS.7.1.10.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.	Understand and evaluate the civil and human development of various early civilizations throughout Asia, Europe, North America and Africa, from rise to fall. Compare and contract hunter-gatherer societies and early farming societies.
		Inquiry Anchor Standard 2 Evaluate Sources and Evidence		Evaluate the impact of the Agricultural Revolution and early technological innovations using primary and secondary sources. Identify and use the

Theme 1: Human Beginnings & Early River Civilizations				
				methods and tools valued by historians, geographers, anthropologists, and archaeologists in order to trace the themes of history.

Theme 2: Ancient Civilizations and the Development of World Religions				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Egyptian Civilizations	World Religions	Geography Anchor Standard 18 Geographic Representations and Reasonings	SS.7.2.18.1 Construct and use different types of maps and graphs to represent and analyze religions. SS.7.2.18.2 Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different	

Theme 2: Ancient Civilizations and the Development of World Religions				
			from each other.	
		Inquiry Anchor Standard 3 Develop Claims		Analyze the significance of religions within various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics.
		History Anchor Standard 24 Historical Thinking		Locate Primary and Secondary Sources to investigate perspectives regarding prehistory Construct arguments utilizing new evidence that allows for new interpretations.

Theme 2: Ancient Civilizations and the Development of World Religions				
	Evolution of Governance	Civic Anchor Standard 8 Processes, Rules and Law	SS.7.2.8. Compare and contrast modern rules and law with historical systems. SS.7.2.8.1 Assess how people address public problems through the use of rules and laws.	
		Civic Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens		Assess how people address public problems through the use of rules and laws. Analyze how citizens were integrated into social structures that maintained social status, influenced by cultural heritage, religious beliefs, and lineage.

Theme 2: Ancient Civilizations and the Development of World Religions				
	Historical Significance	History Anchor Standard 23 Change, Continuity, and Context		Analyze how geographical practices in agriculture, urban planning, and housing influenced settlement patterns and resource management in early civilizations. Analyze the causes and effects of events and societal developments in the past.
		History Anchor Standard 24 Historical Thinking	SS.7.2.24.1 Construct arguments utilizing new evidence that allows for new interpretations.	
		Economic Anchor Standard 11 Economic Systems, Models, and Markets		Evaluate cultural and societal trade methods and the movement of products throughout early civilization history.

Theme 2: Ancient Civilizations and the Development of World Religions				
				Analyze the economic systems of ancient civilizations by exploring methods of generating and using money, such as bartering, coin introduction and forms of trade.
	Rise and Fall of Civilizations	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture.		Describe the characteristics of a civilization and connect that information to real-world examples. Demonstrate an understanding of how humans impact their environment. Create and interpret timelines that clearly demonstrate key periods in the development of human societies.

Theme 2: Ancient Civilizations and the Development of World Religions				
		Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.7.2.19.1 Construct maps to represent the spread of people and ideas over time SS.7.2.19.2 Describe the characteristics of a civilization and connect that information to real-world examples. SS.7.2.19.3 Display Knowledge of complex and diverse characteristics of cultures across time and place. SS.7.2.19.4 Investigate the arrangement and distribution of populations over time. SS.7.2.19.5 Demonstrate an understanding of how humans impact their environment. SS.7.2.19.6 Create and interpret timelines	

Theme 2: Ancient Civilizations and the Development of World Religions				
			that clearly demonstrate key periods in the development of human societies.	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Romans & Greek	Politics and Religion	History Anchor Standard 21 Perspectives	SS.7.3.21.1 Evaluate the social, economic, and cultural structure of civilizations and their impact on modern society. .	
		History Anchor Standard 22 Historical Sources and Evidence	SS.7.3.22.1 Analyze primary and secondary sources to understand early methods of record-keeping and acknowledge the contributions of those whose histories were lost	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
		History Anchor Standard 23 Change, Continuity, and Contex	SS.7.3.23.1 Identify patterns of continuity and change of time in various aspects of medieval and MesoAmerican civilizations.	
		History Anchor Standard 24 Historical Thinking	SS.7.3.24.1 Understand and compare unique historical and geographical features of Asia, Europe, Africa, and North American civilizations.	
		Civic Anchor Standard 6 Civic and Political Institutions and Systems	SS.7.3.6.1 Analyze the significance of religions within various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics. SS.7.3.6.2 Explore	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
			how religion and culture shaped family lineage and societal structures.	
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.7.3.8.1 Examine legal frameworks surrounding feudal authority and discuss how they shaped social hierarchies and affected both marginalized and powerful groups.	
	Human systems	Civics Anchor Standard 7 Participation and Deliberation	SS.7.3.7.1 Explore how religion, politics ,and culture shaped family lineage and societal structures. .	
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.7.3.10.1 Identify rights and responsibilities of citizens and noncitizens within different forms of government.	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.7.3.11.1 Analyze the role of precious metals in shaping economic systems, trade networks, and market dynamics. SS.7.3.11.2 Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies. SS.7.3.11.3 Compare and contrast agricultural practices based on technology, social structures, economic development, and political systems.	
	Conflict and Wars	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.7.3.16.1 Analyze how the physical features of regions and their location influence the conflicts and alliances that	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
			arise during wars. SS.7.3.16.2 Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.	
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.7.3.17.1 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. SS.7.3.17.2 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface	

Theme 3: Post- Classical(Medieval and Mesoamerica)				
			throughout human history.	
		History Anchor Standard 21 Perspectives	SS.7.3.21.2 Analyze the economic, political, and societal motivations or justifications for warfare among civilizations.	
		History Anchor Standard 24 Historical Thinking	SS.7.3.24.2 Evaluate the impact of cultural and religious ideologies on the decision-making processes of civilizations at war.	

Theme 4: Globalization & Exploration				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Age of Conflict	Conquest and Conquer	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and culture		Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history. Analyze the relationships between countries and regions in the global economy.
		Geographic Anchor Standard 19 Human Populations: Spatial Patterns and Movement		Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth's surface. Analyze migration and immigration patterns to understand their impact on the geographical distribution and development of early

Theme 4: Globalization & Exploration				
				exploratory civilizations.
		Economics Anchor Standard 14 The Global Economy	SS.7.4.14.1 Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy.	Evaluate the role of international trade in the global economy by analyzing important trade routes, such as the Silk Road and the Trans-Saharan, and their impact on both the production versus importation of goods. Examine how international trade routes shaped economic dynamics and facilitated the globalization of cultures.
		History Anchor Standard 21 Perspectives		Differentiate the concepts of globalization and colonization, focusing on their respective impacts on cultural and religious expansion

Theme 4: Globalization & Exploration				
				Examine and assess cultural exchanges and conflicts during significant historical events to better understand the complexities of societal interactions and influences.
		History Anchor Standard 22 Historical Sources and Evidence		Examine and distinguish between primary and secondary sources to gain a deeper understanding of exploration and the historical commitment of time made by significant figures.
		History Anchor Standard 23 Change, Continuity and Context	SS.7.4.23.1 Analyze the factors that contribute to the evolution of societies and civilizations.	

Theme 4: Globalization & Exploration				
The Impacts of Globalizations	Consequences	History Anchor Standard 21 Perspectives		Critically analyze viewpoints of civilizations that faced ethnocide as a result of globalization and exploration, with a focus on understanding the socio-cultural implications narratives that emerged. Explain how the perspectives of people in the present shape interpretations of the past.
		History Anchor Standard 23 Change, Continuity, and Context	SS.7.4.23.2 Explore the cultural and societal implications of cultural diffusion.	
		History Anchor Standard 24 Historical Thinking	SS.7.4.24.1 Develop skills in chronological reasoning and understanding cause-and-effect relationships in history.	

Eighth Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics. • SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts • SS.6-8.1.3 Develop inquiries that address real-world problems • SS.6-8.1.4 Analyze complex issues from multiple perspectives.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.6-8.2.1 Differentiate between reliable and unreliable sources. • SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content. • SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives.
Anchor Standard 3 Develop Claims	• SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument. • SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments. • SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures. • SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends. • SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms. • SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully. • SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions. • SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues.

U.S. History and Civics

Grade(s): 8 **Length: 2 Semester** **Credit:** **Prerequisite(s): None**	**Course Overview:** **This year-long course will explore the foundations of U.S. history, starting from pre-colonization through settlement, the Revolutionary era, and the founding of our nation. We'll delve into westward expansion and reform movements, leading up to the Civil War, while addressing conflicts with Native American communities and the impact of African enslavement. Learners will engage in critical thinking as budding historians by honing research skills—formulating questions, assessing primary and secondary sources, and effectively using evidence. Each learner will undertake a collaborative research project that incorporates both types of sources. Additionally, learners will apply their understanding of key historical periods, significant themes, and turning points to examine the forces of change at the community, state, national, and global levels.**

Themes (Recommended Order)	
Semester 1	**Semester 2**
• Theme 1: Geography and Early Civilizations of the Americas(10,000 BCE - 1492 CE) • Theme 2: Age of Exploration, Exploitation, and Colonialism(1400s - 1750s) • Theme 3: Establishment of European Colonies(1490 - 1750) • Theme 4: American Revolution & the New Republic(1750 - 1814)	• Theme 5: Civic and Political Institutions of the U.S. • Theme 6: Manifest Destiny & Indian Removal • Theme 7: The Civil War and Reform Movements • Theme 8: Reconstruction(1865 - 1877)

Theme 1: Geography and Early Civilizations of the Americas

Time Period: 1000 B.C.E. to 1492 C.E.

Topic	Anchor Standard	State Content Standard	Learning Objectives
Early Human Migration	Geography Anchor Standard 19: Human populations: Spatial Patterns and Movements	SS.8.1.19.1 Investigate patterns of migration of early people as they settled across Alaska and North Central, and South America.	
	Geography Anchor Standard 16: Human environment interaction: Place, Region and Culture	SS 8.1.16.1 Analyze the push and pull factors that influenced early people to migrate	
	History Anchor Standard 23: Change, Continuity, and Context	SS.8.1.23.1 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.	
	History Anchor Standard 24	SS.8.1.24.1 Describe the technical limitations of historians and archeologists studying the distant past.	

Theme 1: Cont..			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Physical Geography of the Americas	Geography Anchor Standard 18: Geographic Representation and Reasoning	SS.8.1.18.1 Identify on a map the major physical features of North, Central, and South America. SS.8.1.18.2 Research and locate on a map indigenous place names, landmarks, and sacred sites throughout North, Central, and South America	
Indigenous Cultural Groups of the Americas	Geography Anchor Standard 16: Human Environment Interaction: Place, Regions and Culture	SS.8.1.16.1 Investigate the interplay between indigenous cultures of the Americans and their environment. SS.8.1.16.2 Identify the spiritual, cultural, and economic significance of geographic features in indigenous communities. SS.8.1.16.3 Use the five themes of geography(location, place, movement, human-environment interaction and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group.	

Theme 1: Cont..			
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.8.1.6.1 Investigate the unique ways that Indigenous peoples organize themselves and their societies.	

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

Topic	Anchor Standard	State Content Standard	Learning Objectives
Gathering and Evaluating Sources	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias. SS.8.2.2.2 Analyze a variety of primary sources about Exploration routes, encounters and cultural exchanges.	
	History Anchor Standard 21 Perspectives	SS.8.2.21.1 Compare and contrast perspectives through primary and secondary source research.	

Theme 2: Age of Exploration, Exploitation, and Colonialism Time Period: 1400s - 1750s			
Exploration and Exploitation	History Anchor Standard 21 Perspectives	SS.8.2.21.2 Compare the economic, technological, and cultural factors that motivated exploration.	
	History Anchor Standard 23 Change, Continuity, and Context	SS.8.2.23.1 Examine the impacts of encounters between explorers and indigenous populations.	
	Geography Anchor Standard 17 Global interconnections: Changing Spatial Patterns	SS.8.2.17.1 Evaluate the long-term impact of the Columbian Exchange	

Theme 2: Cont…			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Global Interconnections	Geography Anchor Standard 19 Human populations: Spatial Patterns and Movements	SS.8.2.19.1 Identify trade routes and network that facilitate the exchange of goods, ideas, and cultures between continents	

Theme 2: Cont…			
	Economic Anchor Standard 11 Economic Systems, Models, and Markets	SS.8.2.11.1 Analyze how the exchange of goods contributed to the development of global trade.	
	History Anchor Standard 23 Change, Continuity, and Context	SS.8.2.23.2 Investigate the ways in which cultural diffusion occurred in cross-cultural interactions.	
Civic Participation	History Anchor Standard 24 Historical Thinking	SS.8.2.24.1 Investigate the impacts of European colonization on Indigenous populations	
	Historic Anchor Standard 23 Change, continuity, and Context	SS.8.2.23.3 Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships. SS.8.2.23.4 Research the connections between the origins and outcomes of colonization in today's world.	
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.8.2.5.1 Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environment impact, and global cooperation.	

Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

Topic	Anchor Standard	State Content Standard	Learning Objectives
Analyzing Primary Sources	Inquiry Anchor Standard 2: Evaluate Sources and Evidence	SS.8.3.2.1 Identify and analyze primary sources to understand the inquiry perspectives of different groups in colonial America	
	History Anchor Standard 21 Perspectives	SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America	
Understanding Historical Context	History Anchor Standard 21 Perspectives	SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America	
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.	

Theme 3: Establishment of European Colonies Time Period: 1490 - 1750			
	History Anchor Standard 23: Change, Continuity, and Context	SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America	

Theme 3: Cont..			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Cause and Effect	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies	
	Economic Anchorage Standard 11 Economic Systems, Models, and Markets	SS.8.3.11.1 Examine the economic systems of different colonial regions.	
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade.	

Theme 3: Cont..			
Civic Participation and Decision-Making	Inquiry Anchor Standard 3 Develop Claims	SS.8.3.3.1 Analyze the impact of events on colonial governance and social structures.	
	Civics Anchor Standard 7 Participation and Deliberation	SS.8.3.7.1 Investigate the impact of events on colonial governance and social structures	
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.8.3.5.1 Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society	

Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

Topic	Anchor Standard	State Content Standard	Learning Objectives
Analyzing Historical Documents	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.8.4.2.1 Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution. SS.8.4.2.2 Examine secondary sources to understand differing interpretations of events and their significance.	
	History Anchor Standard 21 Perspectives	SS.8.4.21.1 Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic.	
Understanding Historical Context	History Anchor Standard 21 Perspectives	SS.8.4.21.2 Investigate the economic, political, and social factors that contribute to tensions between American colonies and the British government leading up to the Revolution. SS.8.4.21.3 Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period.	

Theme 4: American Revolution and the New Republic Time Period: 1750 - 1814			
	History Anchor Standard 23 Change, Continuity, and Context	SS.8.4.23.1 Analyze the challenges faced by the newly independent United States.	

Theme 4: Cont…			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Cause and Effect	History Anchor Standard 23 Change, Continuity, and Context	SS.8.4.23.2 Identify the key events of the American Revolution and their significance in the fight for independence.	
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.8.4.6.1 Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government.	
	History Anchor Standard 24 Historical Thinking	SS.8.4.24.1 Evaluate the consequences of the American Revolution on various groups.	

Theme 4: Cont…			
Civic Participation and Decision-Making	Inquiry Anchor Standard 3 Develop Claims	SS.8.4.3.1 Analyze the contributions of individuals to the development of American democracy and the New Republic.	
	Civic Anchor Standard 7	SS.8.4.7.1 Investigate the role of social movements and protests in shaping American society and politics.	
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.8.4.5.1 Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society. early years of the New Republic and their relevance to contemporary society.	

Theme 5: Civic and Political Institutions of the U.S.			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Understanding Civic life and Government	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.8.5.6.1 Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights. SS.8.5.6.2 Identify and explain the three branches of the federal government(executive, legislative, judicial) and their roles in creating, implementing and interpreting laws. SS.8.5.6.3 Analyze the role of state, local, and Tribal governments and their relationship to the federal government. SS.8.5.6.4 Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs.	
Analyzing Political Institutions	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.8.5.6.5 Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy. SS.8.5.6.6 Examine the structure and functions of the U.S. Congress in making laws and representing constituents. SS.8.5.6.7 Analyze the role of the president in the executive branch, including their powers,responsibilities, and interactions with other branches of government.	

Theme 5: Civic and Political Institutions of the U.S.			
		SS.8.5.6.8 Examine the structure and function of the judicial branch in interpreting the meaning of laws.	
Engaging in Civic PArticipation	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.8.5.10.1 Explore the rights and responsibilities of people in a respective democracy. SS.8.5.10.2 Analyze the significance of civic participation through activities such as voting, community service, and advocacy. SS.8.5.10.3 Investigate the role of media and technology in shaping public opinion and facilitating civic engagement. SS.8.5.10.4 Reflect on the responsibilities of active citizenship and the potential for individual and collective impact.	
Examining Democratic Processes	Civic Anchor Standard 8 Processes, Rules, and Laws	SS.8.5.8.1 Investigate the election process and its impact on representation. SS.85.8.2 Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions.	

Theme 5: Civic and Political Institutions of the U.S.			
	Civics Anchor Standard 7 Participation and Deliberation	SS.8.5.7.1. Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process. SS.8.5.7.2 Evaluate the impact of public policies on various groups within society.	

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

Topic	Anchor Standard	State Content Standard	Learning Objectives
Analyzing Multiple Perspective	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.8.6.2.1 Examine Primary sources to understand the viewpoints on Manifest Destiny. SS.8.6.2.2 Compare and contrast the perspectives on issues related to land ownership and sovereignty.	
	History Anchor Standard 21 Perspectives	SS.8.6.21.1 Evaluate how different groups viewed westward expansion and the policies of Indian Removal.	

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

Understanding Historical Context	History Anchor Standard 23 Change, Continuity, and Context	SS.8.6.23.1 Investigate the economic, social, and political factors that contribute to the idea of Manifest Destiny and westward expansion. SS.8.6.23.2 Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier.	
	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.8.6.8.1 Examine the conflicting interests between Native American Tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies.	

Theme 6: Cont…

Topic	Anchor Standard	State Content Standard	Learning Objectives
Cause and Effect	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.8.6.8.2 Identify key events and policies related to westward expansion.	

Theme 6: Cont…			
	History Anchor Standard 24 Historical Thinking	SS.8.6.24.1 Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government.	
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions and Culture	SS.8.6.16.1 Evaluate the impact of westward expansion on different regions and its contribution to the Civil war.	
Ethical Decision-Making	History Anchor Standard 21 Perspectives	SS.8.6.21.2 Investigate the historical and contemporary impacts of westward expansion on people and the environment. SS.8.6.21.3 Investigate the role of individuals and groups in shaping responses to Indian Removal policies.	
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.8.6.5.1 Reflect on lessons from history to engage in discussions about the impact of history on modern society.	

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

Topic	Anchor Standard	State Content Standard	Learning Objectives
Analyzing Primary and Secondary Sources	Inquiry Anchor Standards 2 Evaluate Sources and Evidence	SS.8.7.2.1 Identify and analyze primary sources to gain insights into experiences of individuals during this era SS.8.7.2.2 Examine secondary sources to understand how interpretation of events differ.	
Analyzing Primary and Secondary Sources	History Anchor Standard 21 Perspective	SS.8.7.21.1 Analyze viewpoints from different time periods to evaluate changing perspectives.	
Understanding Historical Context	History Anchor Standard 21 Perspective	SS.8.7.21.2 Investigate the economic, political, and social factors that contribute to the sectional tension leading to succession and the outbreak of the Civil War.	
	History Anchor Standard 24 Historical Thinking	SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements.	

Theme 7: The Civil War and Reform Movements Time Period: 1837 CE - 1877 CE			
	History Anchor Standard 23 Change, Continuity, and Context	SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements.	

Theme 7: Cont…			
Topic	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
Cause & Effect	History Anchor Standard 22 Historical Sources and Evidence	SS.8.7.22.1 Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation.	
	History Anchor Standard 23 Change, Continuity, and Context	SS.8.7.23.2 Examine the social and political changes brought about by tge Emancipation Proclamation and the 13th, 14th and 15th Amendments. SS.8.7.23.3 Evaluate the impact of reform movements on historical and contemporary societies.	

Theme 7: Cont…			
Civic Participation and Decision-Making	History Anchor Standard 23 Change, continuity, and Context	SS.8.7.23.4 Analyze the contributions of key individuals to the advancement of civil rights and social change. SS.8.7.23.5 Investigate the role of social movements in shaping the political and cultural landscapes. .	
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.8.7.5.1 Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society.	

Theme 8: Reconstruction

Time Period: 1865 - 1877

Topic	Anchor Standard	State Content Standard	Learning Objectives
Analyzing Primary and Secondary Sources	History Anchor Standard 22 Historical Sources and Evidence	SS.8.8.22.1 Identify and analyze primary sources to gain insight into the experiences of African Americans during Reconstruction.	

Theme 8: Reconstruction Time Period: 1865 - 1877			
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.8.8.2.1 Examine secondary sources to understand differing interpretations of the Reconstruction era.	
	History Anchor Standard 21 Perspectives	SS.8.8.21.1 Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights.	
Understanding Historical Context	History Anchor Standard 22	SS.8.8.22.2 Investigate the social, economic, and political conditions that led to Reconstruction.	
	History Anchor Standard 21	SS.8.8.21.1 Examine the lingering effects of slavery on the lives of newly freed African Americans. SS.8.8.21.2 Analyze the resistance to change and the rise of white supremacist ideologies as significant challenges during Reconstruction.	

Theme 8: Reconstruction Time Period: 1865 - 1877			
Cause and Effect	Civics Anchor Standard 8 Processes, Rules, and Laws	SS.8.8.8.1 Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights. SS.8.8.8.2 Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws	
Ethical Decision-Making	History Anchor Standard 24 Historical Thinking	SS.8.8.24.1 Investigate the historical and contemporary impact of Reconstruction.	
	Civics Anchor Standard 7 Participation and Deliberation	SS.8.8.7.1 Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society.	

High School

9 – 12

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback.

	• SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas. • SS9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. • SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. • SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. • SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. • SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. • SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

FNSBSD High School Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, including .5 of Alaska Studies

Alaska Studies 9th-12th (One semester required)	World Studies Options 9th-10th (Two semesters required)	United States Studies 10th-11th (Two semesters required)	Government Studies
• Alaska Studies	• World History 1, 2, & 3 • World Geography • Comparative Religions • AP World History 1 & 2 • AP European History/Literature 1 & 2 • Global Diplomacy and Model U.N	• U.S. History 1, 2, & 3 • AP U.S. History 1 & 2 • U.S. Civil Rights Experience	• U.S. Government and Civics • Economics, and Financial Literacy • AP U.S. Government and Politics • AP Macroeconomics • AP Microeconomics

High School Social Studies Electives All electives are one semester unless otherwise noted.
• AP Art History • AP Comparative Government and Politics • Psychology • AP Psychology

Alaska Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback. • SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas. • SS9-12.4.7 Share personal views with the intent of promoting

	mutual understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. ● SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Alaska Studies

Grade(s): 9-12 **Length: One Semester** **Credit: 0.5** **Prerequisite(s): none**	**Course Overview:** **This course provides an in-depth exploration of Alaska's history, culture, economy, and political landscape, aimed at students in grade nine through twelve. Through thematic units, learners will examine the state's physical environment, indigenous and contemporary cultures, and the impact of natural resources on both the economy and communities. The course emphasizes civics and encourages students to become responsible, engaged citizens. By the end of the semester, students will have a nuanced understanding of how historical events and geographic factors shape modern Alaskan society and the challenges it faces today. This course fulfills the Alaska state history graduation requirement.**

Themes (Recommended Order)
• Alaska's Land and People • Land Claims Throughout Time • Resource Stewardship Throughout Time • The Myth of the Last Frontier • Civics & Government • Alaska's Economy

Theme 1: Alaska's Land and People				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Early Alaska History	Significant Persons	**History Anchor Standard 25** Alaskan History	SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history.	
	Epidemics and Society	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska's History..	
	Alaska and the World	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north.	

Theme 1: Alaska's Land and People				
Early Alaskan Culture	Change and Sustainability	**Geography Anchor Standard 16** Human environment Interaction: Place, Regions and Culture	SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary or traditional practices.	
	Land and People	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.AKH.1.19.3 Understand and contextualize the various perspectives on the peopling of Alaska before contact with the West.	
		Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures	SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures.	

Theme 1: Alaska's Land and People				
		Geography Anchor Standard 20 Geography of Alaska	SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.	
	Tribal Connections	**History Anchor Standard 23** Change, Continuity, and Context	SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.	

Theme 2: Land Claims Throughout Time				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Manifest Destiny	Claims and Stewardship	**History Anchor Standard 21** Perspectives	SS.AKH.2.21.1 Compare and contrast Indigenous, Russian and American understanding of land claims and land stewardship.	

Theme 2: Land Claims Throughout Time				
	Colonialism and Western Expansion	**History Anchor Standard 23** Change, Continuity, and Context	SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska.	
	Federal Impact	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.AKH.2.6.1 Analyze the role of the federal government's claim to Alaska's land for military use, resources, trade, and infrastructure over time.	
		Civics Anchor Standard 9 Alaska's Governments		Kids Voting
	Claims and Stewardship	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.AKH.2.8.1 Analyze the legal contexts of Alaska's Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and	

Theme 2: Land Claims Throughout Time				
			governments.	
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patters	SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from indigenous Russian, and American perspectives.	
	Land and People	**Geography Anchor Standard 20** Geography of Alaska	SS.AKH.2.20.1 Assess the cultural-political development of Alaska's Indigenous societies as a means of thriving on the land and its resources.	

Theme 3: Resource Stewardship Throughout Time				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Land Claims	Conceptions of Resources	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.AKH.3.16.1 Compare and contrast indigenous and Western understandings of resources.	
	Federal Impact	**History Anchor Standard 23** Change, Continuity, and Context	SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States' goal in relation to resource extraction in Alaska	
	Claims and Stewardship	**Civics Anchor Standard 9** Alaska's Governments	SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska's oil and natural resources.	

Theme 3: Resource Stewardship Throughout Time				
		Civics Anchor Standard 8 Civic and Political Institutions and Systems	SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.	
		Geography Anchor standard 16 Human environment Interaction: Place, Regions and Cultures	SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.	
“The Last Frontier”	Alaska and the World	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska’s resources.	

Theme 3: Resource Stewardship Throughout Time				
	Land and People	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska.	

Theme 4: The Myth of the Last Frontier				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Indigenous and Immigration	"The Last Frontier"	**History Anchor Standard 21** Perspectives	SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legal western expansion.	
	Colonialism and Western Expansion	**History Anchor Standard 24** Historical Thinking	SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska. .	

Theme 4: The Myth of the Last Frontier				
	Colonial Decline	**History Anchor Standard 24** Historical Thinking	SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska history.	
	Colonial Legacy	**History Anchor Standard 23** Change, Continuity, and Context	SS.AKH.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska.	
Ethnocide and Expansion	Colonial Assimilation	**History Anchor Standard 23** Change, continuity and Context	SS.AKH.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities.	

Theme 4: The Myth of the Last Frontier				
	Religion and Society	**Civics Anchor Standard 6** Civic and Political Institutions and systems	SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska's history.	
	Resistance and Reform	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.AKh.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty.	
	Climate Change	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska's landscapes and societies.	

Theme 5: Civics and Government				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
The State of Alaska	Statehood	**History Anchor Standard 23** Change, Continuity, and Context	SS.AKH.5.23.1 Evaluate Alaskans's arguments for self-determination and full citizenship rights through the statehood movement.	
	Elections	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.1 Examine Alaska's electoral system and the responsibilities of individuals within the system.	
	Civic Responsibility	**Civics Anchor standard 7** Participation and Deliberation	SS.AKH.5.7.1 Identify federal, state, Tribal and local powers, and explore the student's personal role in their local community by taking informed action.	

Theme 5: Civics and Government				
	Civil Rights	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities.	
The Law and the Land	Alaska Constitution	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska.	
	Tribal Sovereignty	**Civics Anchor Standard 6** Civic and Political Institutions and systems	SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs.	

Theme 5: Civics and Government				
	Federal Impact	**Civic Anchor Standard 8** Processes, Rules and Laws	SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents and laws on Alaska	
	Tribal, State, and Federal Government	**Civics Anchor Standard 6** Civic and Political Institutions and systems	SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native corporations as created by ANCSA.	

Theme 6: Alaska's Economy

Unit	Topic	Anchor Standard	State Content Standard	Suggested Learning Connections
The Economy of the Frontier	ANCSA	**History Anchor Standard 24** Historical thinking	SS.AKH.6.24.1 Describe the formation of ANCSA Corporations(Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy.	
	Resource Management	**History Anchor Standard 21** Perspectives	SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state and federal policies regarding fish and game.	
	Resources and Statehood	**History anchor Standard 23** Change, Continuity, and Context	SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska's history.	

Theme 6: Alaska's Economy				
The Pipeline Domain	Permanent Fund	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent fund Dividend and how it continues to impact the state economically, politically, and socially.	
	Alaskan Industry	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	SS.AKH.6.11.1 Identify Alaska's market and industries and analyze their impact on Alaska's economy.	
	Alaska and the World	**Geography Anchor Standard 17** Global interconnections: Changing Spatial Patterns	SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.	

Theme 6: Alaska's Economy				
	Natural Resource Development	**Economics Anchor Standard 15** Alaska Economies: State, Local, and Tribal	SS.AKH.6.15.1 Explain how elements of state, Tribal, and local economies have developed in response to Alaska's role as a resource developer.	
	Federal Role	**Economics Anchor Standard 13** The National Economy	SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.	
	Land	**Economics Anchor Standard 13** The National Economy	SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.	

Theme 6: Alaska's Economy				
The Courthouse Frontier	Ethnic, Cultural, and Identity Studies	**Civics Anchor Standard 9** Alaska Government	SS.US.1.9.1 Examine indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.	
	Federal Relations with Indigenous People	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.USH.1.8.1 Explain the relationship that was developed between federal, state and Tribal governments through treaties, court decisions, and land acquisition statutes.	
	Manifest Destiny	**History Anchor Standard 21** Perspectives	SS.USH.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.	

Theme 6: Alaska's Economy				
	Federal Relations with Indigenous People	**Civics Anchor Standard 8** Processes, rules and Laws	SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty.	
	Effects on Manifest Density	**History Anchor standard 21** Perspectives	SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. territorial expansion.	

World Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback. • SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas.

	• SS9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. • SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. • SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. • SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. • SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. • SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

World History I

Grade(s): 9 - 10 **Length: 1 Semester** **Credit: 0.5** **Prerequisite(s): None**	**Course Overview:** **This course explores global developments from 500 to 1450, focusing on how social structures, belief systems, trade networks, and migration shaped civilizations. Students will examine the movement of goods, cultures, ideas, and diseases, and their lasting impact on world history.** ● Examine how empires, kingdoms, and religious institutions shaped social hierarchies, gender roles, and class systems across Afro-Eurasia. ● Trace the expansion of trade networks such as the Silk Roads, Trans-Saharan routes, and Indian Ocean trade, and their impact on the global exchange of goods, technologies, and cultural practices. ● Analyze how religions like Islam, Christianity, and Buddhism spread and influenced diverse societies, shaping cultural identities and political structures. ● Explore the causes and consequences of conflict, disease, and human migration, and how these forces reshaped societies, economies, and cultural interactions across regions.

Timeframes	Themes (Recommended Order)
● 500 - 1450	1. Power and Society in Afro-Eurasia 2. Global Trade and Cultural Exchange 3. Belief Systems and Cultural Identity 4. Movement, Crisis, and Change

Foundational Theme: Post-Classical Societies and Trade Networks				
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
1.Power and Society in Afro-Eurasia	European Feudalism & Feudal Hierarchies	**History Anchor Standard 24** Historical Thinking	SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism.	
			SS.WH.1.12.1 Describe the distribution of resources among classes in the feudal hierarchies of European and Asian societies.	
	Asian Empires		Explain the emergence of new dynasties in China and their major contributions. Explain the emergence of the Mongols and their major contributions. Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes	Chinese Dynasties Japanese Feudal Societies India Islamic Golden Age

	Mesoamerican Empires	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations.	Inca and other South American Cultures
	African Empires	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.WH.1.17.2 Compare cultural and technological innovations of African Empires and Kingdoms	Ghana Mali Songhai Aksum (Axum) Great Zimbabwe Egypt
Unit	**Topic**	**Anchor Standard**	**State Content Standard**	**Learning Objectives**
2. Global Trade and Cultural Exchange	Trade Networks	**Economics Anchor Standard 14** The Global Economy	SS.WH.1.14.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies.	Silk Road Marco Polo Trans-Sahara Trade Routes Indian Ocean Trade Routes Pax Mongolia
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of	Explain the emergence of new dynasties in China and their major contributions. Explain the emergence of the Mongols and their major contributions.

			trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes Compare cultural and technological innovations of Asian Empires Analyze cultural diffusion and trade among Asian Empires.
		Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies.	

Unit	Topic	Anchor Standard	State Content Standard	Learning Objectives
3: Belief Systems and Cultural Identity		**Geography Anchor Standard 18** Geographic Representations and Reasoning **Geography Anchor Standard 19** Human Populations: spatial Patterns and movement.	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time. SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and	Investigate the spread and transformation of major world religions: Islam, Christianity, Buddhism Study the role of religious institutions in politics, art, education, and daily life Islamic Golden Age
		Anchor Standard 2 Evaluate Sources and Evidence **Anchor Standard 5** Informed Civic Discourse and Engagement		

Unit	Topic	Anchor Standard	State Content Standard	Learning Objectives
			corroborative value of the sources to guide the selection. SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.	

Unit	Topic	Anchor Standard	State Content Standard	Learning Objectives
4. Movement, Crisis, and Change	Spread of Disease	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	Explain how the transfer of goods and ideas along trade routes affected the spread of disease in different cultures in post-classical societies. Bubonic Plague (Possible connection to other epidemics in history.)

	Crusades	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture **Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Compare differing historical perspectives of the crusades to explain how religious conflict impacted post - classical societies. - Islamic POV - Christian POV

World History II

Grade(s): 9 - 10 **Length:** 1 Semester **Credit:** 0.5 **Prerequisite(s):** None	**Course Overview:** **This course explores global developments from 1450 to 1900, focusing on the rise of empires, transoceanic exploration, and the profound effects of colonization and the Atlantic slave trade. Students will analyze how Enlightenment ideas, political revolutions, and the Industrial Revolution reshaped societies, economies, and global power structures.** ● **Investigate the rise of global empires and nation-states, and how imperial expansion reshaped political power, social structures, and economic systems.** ● **Analyze the impact of transoceanic exploration, colonization, and the Atlantic slave trade on global exchange and cultural encounters.** ● **Examine the origins and effects of Enlightenment thought, political revolutions, and movements for independence and reform.** ● **Explore the causes and consequences of the Industrial Revolution, including technological innovation, urbanization, and shifts in labor, environment, and global power dynamics.**

Timeframes	Themes (Recommended Order)
	● Global Interactions and Exchange ● Industry and Global Change ● Expansion and Empire ● Revolutions and Reform

Theme 1: Global Interactions and Exchange

Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard** *Therefore, the student is able to …*	**Learning Objectives**
Cause and Effects of Exploration	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest. SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries	Notable Explorers/Expeditions New Technology Emerging European Monarchies Impact of Colonization
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	

Columbian Exchange and Consequences	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas. SS.9.12-17.2 Evaluate economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of	

		diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	

Theme 2: Industry and Global Change

Topic	Anchor Standard *The student demonstrates an understanding of…*	State Content Standard	Learning Objectives
Cause and Effects of the Industrial Revolution	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s.	

	History Anchor Standard 24 Historical Thinking	SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa.	
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
Scientific Revolution	**History Anchor Standard 24** Historical Thinking	SS.WH.3.24.3 Explain the impact of the Scientific Revolution on the rise of the Enlightenment.	

Theme 3: Expansion and Empire

Topic	Anchor Standard *The student demonstrates an understanding of…*	State Content Standard	Learning Objectives
Cause and Effects of Imperialism	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	
	History Anchor Standard 24 Historical Thinking	SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese imperialism.	

	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	

Types of Imperialism	**History Anchor Standard 21** Perspectives	SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas.	
Economic Motives of Imperialism	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there.	

Theme 4: Revolutions and Reform

Topic	Anchor Standard *The student demonstrates an understanding of…*	State Content Standard	Learning Objectives
Political Philosophies	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how.	

Theme 4: Revolutions and Reform			
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	
Revolutions	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.3.23.2 Compare the causes and Consequences of political revolutions in the late 18th and early 19th centuries.	Characteristics of Revolutions Revolutions throughout history
	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	
Social Reform Movements	**History Anchor Standard 24** Historical Thinking	SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century.	

World History III

Grade(s): 9-10 **Length:** One Semester **Credit:** 0.5 **Prerequisite(s):** World History I	**Course Overview:** **This course examines major global developments from 1900 to the present, focusing on how war, decolonization, social movements, and technological change have reshaped the modern world. Students will explore the rise and fall of empires, the struggle for human rights, and the challenges and opportunities of globalization in a rapidly changing world.** • **Analyze the causes, global impact, and aftermath of major conflicts including World War I, World War II, and the Cold War.** • **Examine decolonization movements, the collapse of empires, and the rise of new nations and global institutions.** • **Investigate social, political, and technological changes such as civil rights movements, revolutions, and the digital age.** • **Explore globalization, environmental challenges, and shifting power structures in the modern and contemporary world.**

Timeframes	Themes (Recommended Order)
	• War and Global Conflict • Decolonization and Nation-Building • Globalization and Contemporary Challenges

Theme 1: War and Global Conflict

Topic	Anchor Standard *The student demonstrates an understanding of…*	State Content Standard *Therefore, the student is able to …*	Learning Objectives
Causes and Consequences of the Great War	**History Anchor Standard 24** Historical Thinking	SS.WH.4.24.1 Explain the short- and long-term causes and consequences of World War I (WWI).	Naval Arms Race 4 Causes of WWI (Militarism, Arms Race, Imperialism, and Nationalism) Balkan Crisis Causes of WWI Franz Ferdinand July Crisis Western Front Eastern Front Italian Front Middle Eastern Front Treaty of Versailles
Interwar Period	**Economics Anchor Standard 14** The Global Economy	SS.WH.4.14.1 Make evidence-based inferences concerning the economic effects of WWI on various geographic regions.	Hyperinflation Global Depression Appeasement Japanese Expansion

Theme 1: War and Global Conflict			
	History Anchor Standard 21 Perspectives	SS.WH.4.21.1 Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post- WWI period.	
WWII	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	Japanese Invasion of China Japanese Expansion Germany's Invasion of Poland Russo/German Non Aggression Pact War in North Africa War in Europe War in the Pacific Wartime Conferences Holocaust Genocide Atomic Bomb
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	

Theme 1: War and Global Conflict			
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	
	History Anchor Standard 21 Perspectives	SS.WH.4.21.2 Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII and subsequent war crime tribunals.	
Aftermath of World War II	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.	War Crimes Tribunals UN New Countries 6 Days War Berlin Airlift Spread of Communism Iron Curtain
	History Anchor Standard 24 Historical Thinking	SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.	

Theme 1: War and Global Conflict			
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	
Cold War Global Conflicts	**History Anchor Standard 21** Perspectives	SS.WH.5.21.1 Analyze how the Cold War led to global conflict.	China Civil War Korean War Vietnam War Rhodesian War Iran Iraq War Soviet Invasion of Afghanistan Falkland War Tiananmen Square Balkan Civil War War on Terror
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	

Theme 2: Decolonization and Nation-Building			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard**	**Learning Objectives**

Theme 2: Decolonization and Nation-Building			
Decolonization After WWII	**History Anchor Standard 24** Historical Thinking	SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.	India/Pakistan IndoChina UK Commonwealth Middle East
	History Anchor Standard 23 Change, Continuity, and Context	SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.	
	Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	
National Sovereignty After Imperialism	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty. SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.	

Theme 3: Globalization and Contemporary Challenges			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard**	**Learning Objectives**
Globalization	**Economics Anchor Standard 14** The Global Economy	SS.WH.6.14.1 Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.	Space Race
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	

Theme 3: Globalization and Contemporary Challenges			
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales. SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	

Theme 3: Globalization and Contemporary Challenges			
Resources and Sustainability	**Economics Anchor Standard 14** The Global Economy	SS.WH.6.14.2 Analyze the factors affecting climate change and global sustainability.	
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	
Global Human Rights	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations.	

Advance Placement (AP) European History

Course Details:	Overview:
Grade: 10 Length: Two Semesters Prerequisites: Teacher recommendation	In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. A summer reading list or assignment may be required prior to the course. This course follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advance Placement (AP) World History

Course details:	Overview:
Grade: 10 Length: Two Semesters Prerequisites:	In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. A summer reading list or assignments may be required prior to the course. This course fulfills two semesters of the World History requirement. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).

Comparative Religions

Grade(s): 9-12 **Length:** One Semester **Credit:** 0.5 **Prerequisite(s):** none	**Course Overview:** This course studies and compares the major religions existing in the world today. Some focus is directed towards the present, while other study is directed to the historical development of each religion. The major emphasis is on the economic, political, and social influences of these religions on the modern world. Basic areas of study are Buddhism, Christianity, Hinduism, Islam, and Judaism. This course may be used to meet the World Studies requirement.

Themes (Recommended Order)
● Introduction to the Study of Religions and its Early Development ● Development of Religions ● Modern Issues and Trends in Religions

Theme 1: Introduction to the Study of Religions and its Early Development				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Connections**
	Universal question of existence	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture **History Anchor Standard 23** Change, Continuity, and Context	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. Analyze role of myth, nature, and agriculture in the development of religious thought	Religious thought Spiritual nature of humanity
	Animist Religions	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.	Define: Animism Shamanism Polytheism Impact of Western religion and missionaries on animist religions

Theme 1: Introduction to the Study of Religions and its Early Development				
		History Anchor Standard 23 Change, Continuity, and Context	SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales. SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. Analyze role of myth, nature, and agriculture in the development of religious thought	Explore the role of nature and the natural world Indigenous peoples' culture, worldview, and spirituality

Theme 2: Development of Religions				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Objectives**
	Eastern	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns **History Anchor Standard 23** Change, Continuity, and Context	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or influence spatial patterns of trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	Hinduism Buddhism Daoism Confucianism Shintoism

Theme 2: Development of Religions				
	Western	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns **History Anchor Standard 23** Change, Continuity, and Context	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	Judaism Christianity Islam

Theme 3: Modern Issues and Trends in Religions

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner is able to …*	Suggested Learning Connections
	Social Impacts	**History Anchor Standard 23** Change, Continuity, and Context	Analyze the connections between beliefs and cultural development, as demonstrated by major world religions. Discuss the development of the interfaith movement and religious pluralism. Compare and contrast new religious movements and their opposition.	Modern religious movements
	Political Impacts	**History Anchor Standard 23** Change, Continuity, and Context	Describe religious fundamentalism and its effect on political issues.	
	Economic Impacts	**Economics Anchor Standard 14** The Global Economy	SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.	

Global Diplomacy & Model United Nations

Grade(s): 9-12 **Length:** One Semester **Credit:** 0.5 **Prerequisite(s):** none	**Course Overview:** This is a program that fosters a respect for the complexity of history, study of current events, and diplomatic relations while enhancing learners' critical thinking, writing, research, and public speaking skills. It is designed for learners to study the work of the United Nations, an international body, through cooperation and diplomacy by analyzing its successes as well as failures. They will learn about international relations and multilateral diplomacy while simultaneously learning that the world, and their existence in it, is far more complicated and dynamic than they ever imagined. Model UN uses a simulation format to impart content, thus learners gain an understanding by doing. They become learners of international politics by caucusing with allies and participating in debates on resolutions. This program will give learners an opportunity to see themselves as future leaders, and learn how they can collaborate to help solve issues and challenges that affect our planet. This course may be used to meet the World Studies requirement. For students participating in the Model UN program in the spring, it is highly recommended this course be completed during the fall semester.

Themes (Recommended Order)
• United Nations • Global Cooperation and Economic Interdependence • Human Rights and Genocide

Theme 1: United Nations				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	History of the United Nations	**History Anchor Standard 23** Change, Continuity, and Context	Create a timeline that illustrates the causes for the creation of the United Nations. Analyze the UN charter outlining the economic, social, and political activities allowed by the charter. Outline the role of various committees of the United Nations, and categorize the issues addressed by each committee.	
	Independence Movements Post World War II	**History Anchor Standard 23** Change, Continuity, and Context	SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII. SS.WH.5.24.1 Analyze the causes and	

Theme 1: United Nations				
			effects of decolonization after WWII.	

Theme 2: Global Cooperation and Economic Interdependence				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	Global Stability and peace	**History Anchor Standard 21** Perspectives	Analyze how various governmental and non-governmental organizations function, in order to aid cooperation and benefit humanity and the environment.	Diplomacy
	Foreign Policies	**Economics Anchor Standard 14** The Global Economy	SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. SS.9-12.14.3 Explain how economic conditions and policies in	

Theme 2: Global Cooperation and Economic Interdependence				
			one nation increasingly affect economic conditions and policies in other nations.	

Theme 3: Human Rights and Genocide				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	Universal Human Rights	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens **Civics Anchor Standard 8** Processes, Rules, and Laws	SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations. SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.	The Convention on the Prevention and Punishment on the Crime of Genocide Universal Human Rights Declaration
	Model United Nations Simulation and Research Project	**Anchor Standard 5** Informed Civic Discourse and Engagement	SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. SS.9-12.5.2	

Theme 3: Human Rights and Genocide				
			Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.	

World Geography

Grade(s): 9 - 12 **Length:** 1 Semester **Credit:** .5 **Prerequisite(s):** None	**Course Overview:** **Explore the physical and human characteristics of Earth's major regions, including landforms, climates, ecosystems, and natural resources.** **Analyze how geography influences cultures, economies, population patterns, and political boundaries around the world.** **Develop geographic skills such as map reading, spatial thinking, and the use of geographic technologies (e.g., GIS).** **Examine global issues like urbanization, migration, climate change, and resource distribution through a geographic lens.**

Timeframes	Themes (Recommended Order)
•	• Human Environment Interaction: Place, Regions, and Culture • Human Populations: Spatial Patterns and Movement • Global Interconnections: Changing Spatial Patterns • Geographic Representations and Reasoning • Geography of Alaska

Theme 1: Place, Regions, and Culture				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Objectives**
	Human Environment Interaction: Place, Regions, and Culture	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems. SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's	

Theme 1: Place, Regions, and Culture				
			surface and resources. SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales. SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.	

Theme 2: Changing Spatial Patterns				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	Global Interconnections: Changing Spatial Patterns	**Geography Anchor Standard 17** Global Interconnections; Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales. SS.9-12.17.4 Evaluate the consequences of human-made and natural	

Theme 2: Changing Spatial Patterns				
			long- and short-term catastrophes on global trade, politics, and human migration.	

Theme 3: Geographic Representations and Reasoning				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	Geographic Representations and Reasoning	**Geography Anchor Standard 18** Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and	

Theme 3: Geographic Representations and Reasoning				
			geospatial skills to interpret the past and present to make informed decisions.	

Theme 4: Spatial Patterns and Movement				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Learning Objectives**
	Human Populations: Spatial Patterns and Movement	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.	

Theme 4: Spatial Patterns and Movement				
			SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	

Theme 5: Geography of Alaska				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to…*	**Learning Objectives**
	Geography of Alaska	**Geography Anchor Standard 20**	SS.9-12.20.1 Compare and contrast geographic regions of Alaska. SS.9-12.20.2 Examine the reciprocal relationship between Alaska Native peoples and Alaska's environment. SS.9-12.20.3 Create maps to display and	

Theme 5: Geography of Alaska				
			explain the spatial patterns of culture and environment in a student's community and region. SS.9-12.20.4 Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska. SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska. SS.9-12.20.6 Examine how national and international economic and political decisions impact Alaska's environment. SS.9-12.20.7 Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic	

Theme 5: Geography of Alaska				
			and political decision-making.	

United States Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback.

	• SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas. • SS9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. • SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. • SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. • SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. • SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. • SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

U.S. History I: Foundation

Grade(s): 11 **Length:** One Semester **Credit:** .5 **Prerequisite(s):** two semesters of World Studies	**Course Overview:** ***U.S. History 1: Foundation*** **delves into the complex history of the United States, examining the foundational influence of colonialism, the rich tapestry of Indigenous cultures, the establishment of the colonies and the Constitution, and the enduring themes of resistance, particularly among enslaved people and Indigenous communities facing Manifest Destiny and assimilation.**

Timeframes	Themes (Recommended Order)
1600-1860	**Foundational Theme: Colonialism and Resistance** **Manifest Destiny and Indian Removal**

Foundational Theme: Colonialism and Resistance				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: Ethnic, Cultural, and Identity Studies	**Ethnic, Cultural, and Identity Studies of pre-contact Indigenous people in the Eastern Seaboard, and Aleutians**	**Civics Anchor Standard 9** Alaska Government	SS.USH.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.	
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.3 Critique inequities in different economic systems.	
		Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.1 Explain the various types of currency.	
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.	

Foundational Theme: Colonialism and Resistance				
			SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.	
UNIT TWO: Colonies	**The Creation and Impact of U.S. Colonies**	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	SS.9-12.11.9 Explain the various roles that governments play in the market SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy	
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.5 Examine the short and long-term effects of trade agreements on the participating nations.	
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.	*Future impact of foundational differences between the colonies *Slavery's roots, including attempts to enslave local Indigenous Peoples

Foundational Theme: Colonialism and Resistance				
		Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. SS.9-12.18.2 Use Maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.	
UNIT THREE: Cultures Clash	Cultures Clash	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments. SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions. SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history	*Colonial Period Indian Wars
		Civics Anchor Standard 7 Participation and Deliberation	SS.USH.2.7.1 Investigate how identity groups and society address systemic inequity through individual champions; social movements; and local community, national, and global advocacy.	*Slaves *Colonists *Sons of Liberty *Daughters of Liberty *Increased British

Foundational Theme: Colonialism and Resistance				
				Military presence
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	*Stamp Act (to pay for F&I war) *No taxation without representation *Boycotts of British Goods
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	*Differences in colonies and their use (or not) for slavery because of where they live. *British vs. the Colonists *Colonists vs. Indigenous

Foundational Theme: Colonialism and Resistance				
	Slavery and Rebellion	**History Anchor Standard 21** Perspectives	SS.USH.2.21.1 Explain ways in which enslaved people survived within, and resisted their enslavement.	*Slave Rebellions of the Colonial timeframe
UNIT FOUR: Founding of the U.S.	Articles, Constitution, and Early Nation	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government. SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.	*Failures of Articles of Confederation, *Purpose of the Constitutional Convention of 1787 *Iroquois Confederacy *Iroquois Constitution

Foundational Theme: Colonialism and Resistance				
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.	
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	

Foundational Theme: Colonialism and Resistance				
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy. SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.	
	Future Impact of Current Conditions	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights. SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.	*Marbury v. Madison (1803) *Judicial Review *Constitutionalism *Strengthened the Judicial Branch

Theme 1: Manifest Destiny and Indian Removal				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: This Land is Our Land?	Manifest Destiny and its Effects on the Relationship between the Federal Government and Indigenous People Groups, as well as other previously established People Groups	**History Anchor Standard 21** Perspectives	SS.USH.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war. SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. Territorial expansion.	1803 - Louisiana Purchase 1812 - War of 1812 1846 - Mexican American War 1848 - Treaty of Guadalupe Hidalgo, and subsequent annexation of significant territory 1853 - Gadsden Purchase 1867 - Alaska Purchase 1890's - Spanish American War and the Philippines, Annex Hawaii
		History Anchor Standard 25 Alaskan History	SS.USH.1.25.1 Explain the significance of the purchase of Alaska in relation to lingering ideas of Manifest Destiny.	
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.USH.1.8.1 Explain the relationship that was developed between federal, state, and Tribal governments through treaties, court decisions, and land acquisition statutes.	1830-1850 - Trail of Tears

Theme 1: Manifest Destiny and Indian Removal				
			SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal Sovereignty.	
	Assimilation Experiences	**History Anchor Standard 23** Change, Continuity, and Context	SS.USH.23.9.1 Read and interpret primary and secondary sources to examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.	*Treaty of Guadalupe Hidalgo, and subsequent treatment of Californios, and Mexican-Americans *Slaves *Boarding Schools in Alaska *Boarding Schools on reservations in the lower 48
		History Anchor Standard 24 Historical Thinking	SS.USH.1.24.1 Compare and contrast Indigenous and Hispanic peoples' experiences with assimilation and other immigrants' experiences as part of expansion across the territorial United States. SS.USH.1.24.2 Understand and contextualize different approaches to territorial expansion by the federal government.	*Treaty of Guadalupe Hidalgo and subsequent treatment of Californios, and Mexican-Americans *Slaves *Boarding Schools in Alaska *Boarding Schools on reservations in the lower 48 *Indigenous cultures of Alaska as well **Similarities and Differences with Federal approach to annexation of Alaskan

Theme 1: Manifest Destiny and Indian Removal				
				Indigenous lands, vs. Lower 48 Indigenous lands
	Future Impact of Current Conditions	**History Anchor Standard 23** Change, Continuity, and Context	SS.USH.1.23.2 Identify and explain the economic, social, and political differences between the North, South, and West. SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska's history.	*Impetus for gathering storm of Civil War *Why did we "buy" Alaska? *What has been the political, economic, and cultural impact of this over the years?

U.S. History II: Transformation

Grade(s): 11 **Length:** One Semester **Credit:** .5 **Prerequisite(s):** two semesters of World Studies	**Course Overview:** ***U.S. History II: Transformation*** **explores a transformative period in American history, from the mid-19th century through the aftermath of World War I. Students will delve into the profound changes that reshaped the nation's economy, society, and identity during this era, differing perspectives, and connections between past historical events and later events.**

Timeframes	Themes (Recommended Order)
1824-1920	**Foundational Theme 1: American Industrial Revolution** **Foundational Theme 2: Slavery: Entrenched** **Theme 1: Civil War** **Theme 2: Reconstruction** **Theme 3: Conflict at Home and Abroad**

Foundational Theme 1: American Industrial Revolution				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: American Industrial Revolution	First Wave: Industry, Immigration, and Urbanization	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration. SS.USH.17.9.1 Explain how innovations in transportation, communication, and production reshaped American Society.	*Rise in Immigration *1845-1852: Irish Potato Famine *1848: Germany: Failed Revolutions, and religious and political persecution *Erie Canal *Cumberland Road
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets. SS.9-12.11.6 Describe the consequences of competition in specific markets. SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market.	*Agriculture to Industry *Monopolies *Income inequalities *Harsh Working Conditions *Mass Production *Factory System *Pollution (not just air)
		Economics Anchor Standard 13 The National Economy	SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time SS.USH.1.13.1 Analyze how economic growth and	*Immigrants and Expanding Workforce *Child Labor *Disease *Fire Hazards *Overcrowding

Foundational Theme 1: American Industrial Revolution				
			industrialization transformed daily life.	
UNIT TWO: Mexican-American War	Mexican-American War and its causes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Mexican Colonization Law of 1824 *Texas Revolution *Tejanos *Annexation of Texas *"Remember the Alamo"
	Treaty of Guadalupe Hidalgo and its Effects	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. History.	*Manifest Destiny completed *Dispossession of and Discrimination towards Californios *Citizenship *Debate over Slavery in new territories
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. Justice System has had over time on policy, society, economics, and individual rights.	

Foundational Theme 2: Slavery: Entrenched				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: Slavery: Entrenched	Entrenchment vs Abolition	**History Anchor Standard 23** Change, Continuity, and Context	SS.USH.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries. SS.USH.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression.	Reverend Peter Fontaine's letter to his Brother Moses regarding Slavery Letter from William Wilberforce to Thomas Jefferson regarding Slave Trade
		History Anchor Standard 24 Historical Thinking	SS.USH.2.24.1 Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening.	*Abolitionism *1807 - "The Act Prohibiting Importation of Slaves"
		Civics Anchor Standard 7 Historical Thinking	SS.USH.2.7.1 Investigate how identity groups and society address systemic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.	*"Uncle Tom's Cabin" *Underground Railroad

Foundational Theme 2: Slavery: Entrenched				
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.	*Dred Scott decision
	Future Impact of Current Conditions	**Economics Anchor Standard 11** The National Economy	SS.USH.1.11.1 Identify the conditions that gave rise to the Market Revolution, and evaluate its impacts on labor conflicts and divisions over slavery	*Impetus for gathering storm of Civil War due to economics of slavery

Theme 1: Civil War				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: Civil War	Setting the Table for War	**History Anchor Standard 21** Perspectives	SS.USH.2.21.2 Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war.	Narrative of the Life of Frederick Douglass *Three-Fifths Compromise

Theme 1: Civil War				
		Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales.	*Political Balance: Should new territories and states be considered slave or free?
		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state,Tribal, national, and/or international levels.	"King Cotton Diplomacy" *Missouri Compromise *Compromise of 1850 *Kansas-Nebraska Act *"Bleeding Kansas" *John Brown *States' Rights *Lincoln Elected President
	"A House Divided…"	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation	Biased or Not: First use of photography to document war.
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies	*13th Amendment *14th Amendment *Executive Orders *Presidential powers *Judicial Review *President Abraham Lincoln

Theme 1: Civil War				
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.USH.2.16.1 Explain the role of border states and territories in the U.S. Civil War.	*Confiscation Acts *Freedmen's Bureau
		History Anchor Standard 21 Perspectives	SS.USH.2.21.3 Explain the impact of the Western Campaign on Indigenous Peoples	
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.3 Analyze the major factors that determined the outcome of the Civil War.	*Antietam *Gettysburg *Industrialization vs. Agriculture *Resources
	Future Impact of Current Conditions	**History Anchor Standard 22** Historical Sources and Evidence	SS.USH.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.	*Juneteenth
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.	*The Great Migration

Theme 2: Reconstruction				
UNIT ONE: Aftermath of War	Reconstruction: Benefits and Failures	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. SS.9-12.7.7 Using data and evidence, examine influences on, and barriers to, voter participation and voter behavior. SS.USH.2.7.2 Use primary and secondary sources to contextualize and explain who the political, economic, and social position of Black people changed during Reconstruction.	*Military Occupation *Reintegration of Confederate States *Poll taxes *Literacy tests *The Black Congressmen of the Reconstruction *Hiram Revels *Robert Smalls
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.USH.2.8.1 Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression.	*Alaska Purchase (1867) *Compromise of 1877 *Jim Crow Laws *Civil Rights - Deferred *15th Amendment *The Great Migration *Creation of schools

		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.	*Creation of Free Market Economy in the South
		Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.9-12.12.3 Relate the way that intangible job benefits can affect a person's personal life, career choices, and income	*"Pushes and Pulls" of The Great Migration
		Economics Anchor Standard 13 The National Economy	SS.USH.2.13.1 Explain how Union Army strategies, the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.	*Scorched Earth Policy *Total War *Sherman's March to the Sea *Letter from Sherman to Atlanta *Dolly Sumner Lunt diary
		History Anchor Standard 21 Perspectives	SS.USH.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth	
		History Anchor Standard 24 Historical Thinking	SS.USH.2.24.3 Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions	*Future Impact of continued struggle for Civil Rights

Theme 3: Conflict at Home and Abroad

Unit	Topic	Anchor Standard Learner demonstrates an understanding of…	State Content Standard Therefore, the learner will…	Suggested Learning Connections
UNIT ONE: Spanish-American War	Spanish-American War its causes	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.	*Sinking of the USS Maine *American Economic Interests *Cuban Independence *"Yellow Journalism" *Key Figures: President William McKinley Theodore Roosevelt
	Treaty of Paris and Emergence of U.S. as a Global Power	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*U.S. Imperialism *New U.S. Territories: Hawaii, Guam, Puerto Rico, Philippines, Cuba
UNIT TWO: Industrial America	Second Wave: Growth and Reform	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	SS.USH.3.19.1 Explain how massive immigration after 1870 led to new social patterns, conflicts and ideas of national unity that developed amid growing cultural diversity.	*Ethnic Enclaves and Segregation *Anti-Defamation League

Theme 3: Conflict at Home and Abroad				
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy	*Labor Unions *AFL *Peter J. McGuire *New York Shirtwaist Strike *Triangle Fire
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.7 Examine the role the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.USH.3.8.1 Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.	*Pullman Strike of 1894 *Eugene V. Debs *Tenements *Jacob Riis *Social Reform *Photography and Journalism *"Muck-raking" *Waring/White Wings *National Consumers League *Mother Jones *Samuel Gompers *Lucy Randolph Mason *Frances Perkins
		Civics Anchor Standard 10 Rights, Roles, and	SS.USH.3.10.1 Analyze the strategies of Black People, Indigenous People, and	*NAACP and its founders *W.E.B. Du Bois *Urban League

Theme 3: Conflict at Home and Abroad				
		Responsibilities of Citizens	People of Color to achieve basic civil rights in the early 20th century. SS.USH.3.10.2 Analyze how ideologies of the Progressive movement impacted Indigenous People in the United States	*Marcus Garvey *Pan-Africanism *Purchase of Alaska (1867) *Annexation of Hawaii (1898) *Hampton Institute *Dawes Act *Boarding Schools *Assimilation *Alaska Native Brotherhood (ANB) *Alaska Native Sisterhood (ANS)
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.USH.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870's.	*Tenement Housing Act of 1867 *George Washington Carver *Thomas Edison *Elisha Otis
		History Anchor Standard 21 Perspectives	SS.USH.3.21.1 Compare and Contrast the perspectives of monopolists and labor unions about the best way to improve society. SS.USH.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements.	*Andrew Carnegie and his "Gospel of Wealth" *Henry Ford *John D. Rockefeller *Cornelius Vanderbilt *Booker T. Washington

Theme 3: Conflict at Home and Abroad				
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.3.23.1 Evaluate major reform movements and reformers during the Progressive Era. SS.USH.3.23.2 Analyze the campaign for, and opposition to, women's suffrage in the late 19th and early 20th centuries.	*National American Woman Suffrage Association *Susan B. Anthony *Elizabeth Cady Stanton *National Association of Colored Women *Ida B. Wells
		History Anchor Standard 24 Historical Thinking	SS.USH.2.24.2 Examine the outcomes of 19-century reform movements. SS.USH.3.24.1 Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.	*Upton Sinclair *"The Jungle"

Theme 3: Conflict at Home and Abroad				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT TWO: WW1	Neutrality and Alliances	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries SS.USH.3.17.1 Analyze the factors that enabled the United States to become an imperial power.	
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries. SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.	
		History Anchor Standard 22 Historical Sources and Evidence	SS.USH.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.	*Power of Propaganda

Theme 3: Conflict at Home and Abroad				
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad.	*4 M.A.I.N. reasons for WW1: Militarism Alliances Imperialism & Industrialism Nationalism
		History Anchor Standard 24 Historical Thinking	SS.USH.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War 1.	*Neutrality *President Woodrow Wilson: 1914 speech, and 1917 speech.
	The War to End All Wars	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels. SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.	*Oneida and Onondaga declaring war on Germany *Women at work *Indigenous soldiers *Black soldiers *Partial citizenship of Indigenous

Theme 3: Conflict at Home and Abroad				
		Civics Anchor **Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Trade Disruptions *Unrestricted German Submarine Warfare *RMS Lusitania and her US passengers *Zimmerman Telegram *Trench warfare *"Shell Shock"/PTSD *Technological "Advances": machine guns, artillery, tanks, chemical weapons, submarines, airplanes
		Civics Anchor **Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.USH.3.10.3 Evaluate wartime restrictions on civil liberties.	
	Future Impact of Current Conditions	**Economics Anchor** **Standard 14** The Global Economy	SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies	*Treaty of Versailles *"War Guilt Clause" *Reparations *Foundations laid for Great Depression and WW2

Theme 3: Conflict at Home and Abroad				
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.	*Global Superpower or International Police? *Planting the seeds of Civil Rights

U.S. History III: Domination

Grade(s): 11 **Length:** One Semester **Credit:** .5 **Prerequisite(s):** two semesters of World Studies	**Course Overview:** ***U.S. History III: Domination*** **examines a pivotal period in American history, from the transformative "Roaring Twenties" and the subsequent Great Depression to the emergence of the United States as a global superpower, the Cold War, Civil Rights Movements, Power Movements, and the rise of modern politics in the current contemporary global age. It will delve into the social, economic, political, and cultural changes that shaped these eras, exploring key events, movements, and figures that have defined American history.**

Timeframes	Themes (Recommended Order)
1918-current	**Emergence as a Global Power** **Cold War** **Civil Rights Movements, Power Movements, and the Rise of Modern Politics** **United States in the Global Age**

Theme 1: Emergence as a Global Power				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: The Roar, The Crash, and World War 2	Isolationism or Internationalism?	**History Anchor Standard 24** Historical Thinking	SS.USH.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.	*Neutrality Acts of 30's and the "Cash and Carry" provision (and WW2) *Arms Embargoes *League of Nations (or not)
	Innovations and Explosive Growth	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions. SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy.	*Protective Tariffs, and International Trade *Tax Cuts *Income Inequality *Easy Credit *Laissez Faire *Speculation on the Stock Market *Lack of Federal Regulation

Theme 1: Emergence as a Global Power				
		Economics Anchor Standard 13 The National Economy	SS.USH.4.13.1 Assess how innovations in transportation, communication, and finance changed American Society.	*Radio *Telephone *Train *Automobile *Airplane (commercial use and more) *Synthetic materials *Steel and skyscrapers *Elevators *Electric Lights *Appliances *Advertising and Consumerism
		History Anchor Standard 21 Perspectives	SS.USH.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920's.	*Rural vs. Urban *Prohibition *Traditionalism vs. Modernism *Religious Fundamentalism vs. Modernism *Indian Citizenship Act *National Council of American Indians *Zitkála-Šá (Gertrude Simmons Bonnin)

Theme 1: Emergence as a Global Power				
		History Anchor Standard 22 Historical Sources and Evidence	SS.USH.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.	*Flappers *Women's Suffrage *Langston Hughes *Zora Neale Hurston *Duke Ellington
	The Crash	**Economics Anchor Standard 13** The National Economy	SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.	*Layoffs *Widespread unemployment *Reduced production
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on participating nations.	*High Import Tariffs *Smoot-Hawley Tariff Act and its long-term consequences (WW2)

Theme 1: Emergence as a Global Power				
		History Anchor Standard 24 Historical Thinking	SS.USH.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse. SS.USH.4.24.3 Analyze the conditions and policies that led to the Great Depression. SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities. SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each. SS.USH.4.24.6 Assess the impact and legacy of the New Deal relief, recovery, and reform programs on Black People, Indigenous People, and People of Color.	*Stock Market Crash *Banking Crisis *Gold Standard *Germany's WW1 Reparations *President Herbert Hoover *President Franklin D. Roosevelt *National Labor Relations Act *Homelessness *"Hoovervilles" *Family breakdown *Orphanages *Hunger *Breadlines *Soup Kitchens *Public Assistance Programs *Suicide rates
	Road to World War 2	**History Anchor Standard 24** Historical Thinking	SS.USH.4.24.7 Explain the historical developments and policies that resulted in the United States entering WW2.	*Lend-Lease *"Arsenal of Democracy" *Pearl Harbor

Theme 1: Emergence as a Global Power				
	World War… AGAIN	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.	*Japanese Americans *Executive Order 9066 *President Franklin D. Roosevelt *Unangax *Alaska Territorial Guard
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them. SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans and the Unangax People during the war and assess the implications for civil liberties. SS.USH.4.10.2 Examine the suppression of civil liberties and human rights during times of conflict and war, past and present.	
		History Anchor Standard 23 Change, Continuity,	SS.USH.4.23.1 Assess the social, political, and economic transformation of the United	*Migration *Civil Rights *Expanded Workforce

Theme 1: Emergence as a Global Power				
		and Context	States during WW2.	
		History Anchor Standard 24 Historical Thinking	SS.4.24.9 Analyze the role of the United States in the outcome of WW2 in the European and the Pacific theaters.	
	Research Project	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Read a biography or autobiography of a person from WW2, have groups of 3-4 students with differing perspectives choose compelling and supporting questions they can tackle together, and have fishbowl conversations in front of the class, and answering the group questions by telling about their lives during WW2.
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

Theme 1: Emergence as a Global Power				
			SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.	
	Future Impact of Current Conditions	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.USH.4.6.1 Explain the purposes and organization of the United Nations.	*Initial Purpose vs. Continuing Expansion
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.	*Alaska Civil Rights Act *Elizabeth Peratrovich *Indigenous Veterans
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.4.23.2 Use Primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights.	
		History Anchor Standard 24 Historical Thinking	SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.	*President Harry S. Truman (regrets or not) *Cold War *Arms Race *Current Nuclear Stockpiles and their

Theme 1: Emergence as a Global Power				
				ramifications *New countries developing Nuclear weapons, and the balance of global power

Theme 2: Cold War				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: Iron Curtain	Cold War and Containment	**History Anchor Standard 21** Perspectives	SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Soviet-U.S. arms race.	*President Harry S. Truman *Truman Doctrine (Greece) *NATO *Yalta Conference *Capitalism vs. Communism *Soviet Union's distrust of U.S. *Eastern Bloc *Warsaw Pact *Espionage
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. SS.USH.5.23.2 Analyze other	*Truman Doctrine *Domino Theory *Korean "War" *Vietnam War *My Lai Massacre *President John F. Kennedy

Theme 2: Cold War				
			economic and social impacts of the Cold War on the United States.	*Cuban Missile Crisis *President Richard Nixon *Space Race *NASA *Technological Boom that continues today
		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.USH.6.6.2 Assess the impact of student movements and the counterculture on American politics and society.	*Anti-War Movement *Kent State *Counterculture *Civil Rights
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation and interpretation of laws and policies	*Pentagon Papers *Watergate Scandal
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.	*McCarthyism *”Red Scare” *Blacklisting

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: Rights, Power, and Politics	"Injustice Anywhere is a Threat to Justice Everywhere"	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.USH.6.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation. SS.USH.6.6.3 Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras.	*Non-Violent Protests *Sit-ins *Anne Moody's story of a sit-in and photo *Dr. Martin Luther King *March on Washington *Letter from Birmingham Jail *"I Have a Dream" *Jim Crow Laws *Bloody Sunday *Freedom Riders *Black Power Movement *Black Panther Party
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of issues. SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.	*Rosa Parks *Thurgood Marshall *NAACP *Indian Civil Rights Act *American Indian Movement *Dennis Banks *Chicano Movement and Labor Rights *Cesar Chavez *Alaska Native Claims

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics				
			SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.	Settlement Act *Women's Rights *Plessy v. Ferguson *Dred Scott v. Sanford *Brown v. the Board of Education
		History Anchor Standard 21 Perspectives	SS.USH.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.	
		Economics Anchor Standard 13 The National Economy	SS.USH.6.13.1 Evaluate the impact of Great Society era policies in addressing economic, social, and environmental conditions.	*Silent Spring *President Lyndon B. Johnson *Executive Order 11246 *Civil Rights Act *Voting Rights Act *War on Poverty *Food Stamps *Medicare *Fair Housing Act *Liberalism v. Conservatism *Growth of the Welfare State

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics				
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.6.23.1 Analyze the rise of modern conservatism in the United States.	*The End of the Cold War

Theme 4: United States in the Global Age				
Unit	**Topic**	**Anchor Standard** Learner demonstrates an understanding of…	**State Content Standard** Therefore, the learner will…	**Suggested Learning Connections**
UNIT ONE: New Challenges at Home and Abroad	At Home	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.USH.6.8.1 Assess the social and political impact of conservatism in the United States. SS.USH.7.8.1 Evaluate popular and government responses to emerging domestic challenges.	*Recessions *Federal deficit *Job market *North America Free Trade Agreement *Income inequality *Domestic radicalism *Civil Unrest *Changing Social Values *Dot-com Bubble *Financial Crises *Systemic Racism *Covid 19

Theme 4: United States in the Global Age				
				*Healthcare Reform *Political Polarization
		History Anchor Standard 23 Change, Continuity, and Context	SS.USH.7.2.3.1 Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.	*Genetic engineering *Fossil Fuels *Habitat destruction
	"A War Against All Those Who Seek to Export Terror…"	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural, long- and short-term catastrophes on global trade, politics, and human migration. SS.USH.7.17.1 Analyze U.S. responses to global challenges and crises.	*Global War on Terror *"By All Means Necessary" *Foreign Policy *Invasions in the Middle East
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and	*Social Contract: Reevaluation vs. Erosion *Patriot Act *Homeland Security *TSA *Surveillance *Profiling *Guantanamo Bay *Enemy Combatants *Drone Warfare *Counterterrorism

Theme 4: United States in the Global Age				
			policies	
	Future Impact of Current Conditions	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify non credible sources. SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.	*Federalism *Individual rights *Systemic Inequalities *Separation of Powers *Judicial Review *Checks and Balances *Birthright Citizenship *Social Media *"Fake News": Disinformation and Propaganda *Increasing urbanization *The Future of Politics *Increased Public Activism

Advanced Placement (AP) United States History

Course Details:	Overview:
Grade: Length: Two Semesters Prerequisites:	In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. A summer reading list or assignments may be required prior to the course. The class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

U.S. History: Wars and Conflicts

NOTE: LIST of Final Project IDEAS

Grade(s): 11 **Length:** One Semester **Credit:**.5 **Prerequisite(s):** two semesters of World Studies	**Course Overview:** ***U.S History: Wars and Conflicts*** **explores major wars and conflicts that have shaped the United States, from its colonial origins to the present day. The course analyzes the causes, course, and consequences of these conflicts, examining their impact on American society, politics, and culture.**

Timeframes	Themes (Recommended Order)
• 1754-1812 • 1811-1858 • 1861-1877 • 1871-1910 • 1915-1919 • 1937-1945 • 1947-1991 • 1990-Current	• Colonial Conflicts and Revolutionary War • Antebellum: War of 1812, Westward Expansion Conflicts, and Mexican American War • Civil War and Reconstruction • U.S. Imperialism and Spanish-American War • World War 1 • World War 2 • Cold War: War on Communism • Post Cold War: Contemporary Conflicts and Global Engagement

Theme 1: Colonial Conflicts and Revolutionary War				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will...*	**Suggested Learning Connections**
UNIT ONE: Colonial Conflicts	Colonial Period Indian Wars and their Causes and Effects	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Wars and Rebellions: Powhatan Wars Pequot War King Philip's War Tuscarora War Pontiac's Rebellion *Key Indigenous Figures: Chief Powhatan Metacom/"King Philip
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. SS.9-12.6.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.	
		Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic	

Theme 1: Colonial Conflicts and Revolutionary War				
			dynamics.	
	French and Indian War, and its Causes and Effects	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Military clashes over land *George Washington *Alliances with Indigenous Peoples *Treaty of Paris (1763) *Proclamation of 1763
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	
UNIT TWO: Revolutionary War	American Revolution: Causes	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Stamp Act (to pay for F&I war) *Sons of Liberty *Taxation w/out representation *Increased British Military presence
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation	

Theme 1: Colonial Conflicts and Revolutionary War				
			increasingly affect economic conditions and policies in other nations.	
	American Revolution: Key Battles and Strategies	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Key Figures George Washington Marquis de Lafayette Benedict Arnold Alexander Hamilton *Key Strategies Guerilla Warfare (including use of marksmen and taking out specific targets, such as scouts, and officers) Attrition Alliances and $ Terrain *Key Battles: Lexington and Concord Bunker Hill Saratoga Trenton Yorktown
		Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.	

Theme 1: Colonial Conflicts and Revolutionary War				
	Treaty of Paris: Effects, and Creation of U.S. Constitution	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.	*Failure of Articles of Confederation: Military Impact *1787: Constitutional Convention *Constitution: Military Impact *English Bill of Rights *Magna Carta *Iroquois Constitution

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will...*	**Suggested Learning Connections**
UNIT ONE: Westward Expansion Conflicts	Continuing Indian Wars and their causes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.	*Indian Removal Act of 1830 *Battles of: Tippecanoe (1811) Horseshoe Bend (1814) Little Bighorn (1876) *Wars: Seminole (1816-1858) Black Hawk (1832) Red Cloud's War (1866) Red River War (1874-1875) *Massacres: Sand Creek Massacre (1864) Wounded Knee Massacre (1890) *Key Indigenous Figures: Tecumseh and Prophet Geronimo Chief Joseph Chief Crazy Horse Chief Sitting Bull

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War				
		Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	
UNIT TWO: War of 1812	America's Second War of Independence and its causes and effects	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Sovereignty *Restriction of Trade *Impressment Key Battles: Battle of Lake Erie Invasion and Burning of Washington, D.C. Battle of Baltimore Battle of New Orleans (post) *William Henry Harrison *American Nationalism
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War				
				*Defined Canadian border *Displaced more Indigenous Peoples
UNIT THREE: Manifest Destiny and its Effects	Manifest Destiny and Territorial Acquisitions	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	
	Indigenous Populations: Political and Cultural Impacts	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	*Broken Treaties *"Trail of Tears" *Loss of Sovereignty *Bureau of Indian Affairs (est. 1824) *Loss of Land: Reservations
UNIT FOUR: Mexican-American War	Mexican-American War and its causes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Mexican Colonization Law of 1824 *Texas Revolution *Tejanos *Annexation of Texas *"Remember the Alamo" *President James K. Polk

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War				
	Key Military Campaigns and battles	**Geography Anchor Standard 18** Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	*Key Battles/Engagements: Thornton Affair Battle of Resaca de la Palma Siege of Veracruz Battle of Chapultepec Occupation of California *Key Figures: Zachary Taylor Antonio López de Santa Anna Ulysses S. Grant Robert E. Lee
	Treaty of Guadalupe Hidalgo and its Effects	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. History.	*Manifest Destiny completed *Dispossession of and Discrimination towards Californios *Citizenship *Debate over Slavery in new territories
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. Justice System has had over time on policy, society, economics, and individual rights.	

Theme 3: Civil War and Reconstruction				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will...*	**Suggested Learning Connections**
UNIT ONE: Civil War and Reconstruction	Causes of the Conflict	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. SS.9-12.16.5 Assess how human- imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.	*Slavery *States' Rights *Economics *Political Tensions *Lincoln *Secession
	Major Battles of the Conflict	**Geography Anchor Standard 18** Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic	*Key Figures Ulysses S. Grant William Tecumseh Sherman (and his March to the Sea) Robert E. Lee Stonewall Jackson Key Battles:

Theme 3: Civil War and Reconstruction				
			dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	Fort Sumter, First Bull Run, Antietam, Gettysburg, Vicksburg, Shiloh, Chancellorsville, Fredericksburg, Battle of Atlanta
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation	Biased or Not: First use of photography to document war.
	Emancipation Proclamation and War's End	**History Anchor Standard 23** Change, Continuity, and Context	SS.USH.2.23.3 Analyze the major factors that determined the outcome of the Civil War.	*Antietam *Gettysburg *Industrialization vs. Agriculture *Resources
		History Anchor Standard 22 Historical Sources and Evidence	SS.USH.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.	*Purpose of the War changes *13th Amendment *Juneteenth Appomattox Court House

Theme 3: Civil War and Reconstruction				
	Reconstruction	**History Anchor Standard 23** Change, Continuity, and Context	SS.USH.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.	*Troops in the South *Civil Rights Gained *Civil Rights Lost *Presidency in exchange for Troop removal from South “Jim Crow Laws *14th Amendment *15th Amendment

Theme 4: Spanish-American War and U.S. Imperialism				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: Prelude to U.S. Imperialism	Asian "Expeditions"	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Commodore Perry's Expedition to Japan (1853-1854) *Treaty of Kanagawa Battle of the Barrier Forts (1856) *The General Sherman Incident (1866) *The Hermit Kingdom *The Korean Expedition of 1871 *Captain Alfred T. Mahan (Rear Admiral, retired) *"Blue-Water Navy" *"Vigorous Foreign Policy
UNIT TWO: Spanish-American War	Spanish- American War and its causes	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.	*Sinking of the USS Maine *Cuban Independence *"Yellow Journalism" *American Economic Interests

Theme 4: Spanish-American War and U.S. Imperialism				
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.	
	Caribbean and Pacific Campaigns	**Geography Anchor Standard 18** Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	*Importance of Navy *Key Battles Manila Bay Santiago de Cuba San Juan Hill *Capturing Key locations: Guam Manila Guantanamo Bay Santiago de Cuba *Key Figures: President William McKinley Theodore Roosevelt *Captain Alfred T. Mahan (Rear Admiral, retired - Writings/Strategies required reading for Kaiser Wilhelm II's officers)

Theme 4: Spanish-American War and U.S. Imperialism				
	Treaty of Paris and Emergence of U.S. as a Global Imperialist Power	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*New U.S. Territories: Hawaii, Guam, Puerto Rico, Philippines, Cuba *Platt Amendment

Theme 5: World War 1				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: WW 1	World War 1 and its Causes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*The 4 MAIN reasons: Militarism Alliances Imperialism (& Industrialism) Nationalism *Blockades and retaliation *Inflation *U.S. as Lender
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	

Theme 5: World War 1				
	U.S. Entry	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*President Woodrow Wilson's views of U.S. involvement: 1914 speech, and 1917 speech. *Unrestricted German Submarine Warfare *RMS Lusitania and her US passengers *Zimmerman Telegram
	Mobilization, Technological Advances, and the Western Front	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Trench warfare *"Shell Shock"/PTSD *Technological "Advances": machine guns, artillery, tanks, chemical weapons, submarines, airplanes
	Future Impact of Current Conditions	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.	*The Treaty of Versailles: Laying Foundation for WW2 U.S. Rejection of Treaty Germany's Loss of Territory Germany's Military Restrictions Financial and Political Instability "War Guilt Clause" and German Reparations *US Rejection of League of Nations *Interwar U.S. Isolationism *U.S. Societal Changes:

Theme 5: World War 1				
			SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	Women in the Workforce Women's Suffrage The Great Migration

Theme 6: World War 2				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: WW2	World War 2 and its Causes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	Treaty of Versailles Fascism Militarism Failure of Policy of Appeasement The Great Depression Adolf Hitler Joseph Stalin Molotov-Ribbentrop Pact Japanese Expansionism

Theme 6: World War 2				
	U.S. Entry, and Key Military Campaigns and Battles	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*European Theater: "Operation Overlord" Battle of the Bulge Rhineland Campaign "Operation Dragoon" *Pacific Theater: Pearl Harbor Battle of Midway, Guadalcanal Campaign, Battles of Iwo Jima and Okinawa *North African Campaign: "Operation Torch" The Second Battle of El Alamein The Tunisia Campaign *Key Figures: President Franklin D. Roosevelt, General Dwight D. Eisenhower, General George S. Patton, General Douglas MacArthur, Harry S. Truman
	Domestic Impacts	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout	*"The Forgotten War": Japan in Alaska Bombing of Dutch Harbor *Forced Relocation and Internment

Theme 6: World War 2				
			U.S. History.	of Aleuts *Alaska Territorial Guard *Executive Order 9066 and the Forced Internment of Japanese Americans (primarily Washington, Oregon, and California, but NOT Hawaii)
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.	
	Future Impact of Current Conditions	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*Manhattan Project *Holocaust *Bombing of Hiroshima and Nagasaki *Foundations of Cold War *Civil Rights (returning soldiers, especially in Alaska) *Post War Global Positioning

Theme 7: Cold War: War on Communism				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: War on Communism	Iron Curtain	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*President Harry S. Truman *Truman Doctrine *USSR's Post-WW2 "Buffer Zone" *Joseph Stalin *Berlin Blockade and Airlift *Berlin Wall, and its Fall
	Korean War, and The Red Scare	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good. SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	*Proxy Conflicts *Chinese Intervention *Stalemate and Armistice *Continuing Conflict *Senator Joseph McCarthy *Army-McCarthy Hearings

Theme 7: Cold War: War on Communism				
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	
	The Arms Race and the Cuban Missile Crisis	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*President John F. Kennedy, Jr. *Soviet Nuclear Buildup *Limited Nuclear Test Ban Treaty *U.S. Military spending *U.S. Industrial Production (for Military) *(FALSE MISSILE ALERT - 1983)
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy	
	Vietnam War	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Domino Effect *China's Influence *Soviet Union's Influence *Television *Fall of Saigon *End of the Draft *Anti-War Movement *Eroding Trust of US Military and Government *PTSD *Agent Orange *My Lai Massacre and U.S. war crimes

Theme 7: Cold War: War on Communism				
	Iranian Hostage Crisis	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*U.S.- Iran Conflict *Shah of Iran *President Jimmy Carter *Military Reforms due to Failed Rescue Missions *Escalation of Tensions with the Middle East
	Future Impact of Current Conditions	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.	*The Space Race: The Continuing Benefits of that Technology, including Satellites, Computers and Microelectronics, MRI and CT scans, etc. *Civil Rights: Positives and Negatives

Theme 8: Post Cold War: Contemporary Conflicts and Global Engagement				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: Pre 9/11	Gulf War	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Key Figures: Saddam Hussein George H.W. Bush *Key Middle East Countries: Kuwait Saudi Arabia Iraq *Operations: Desert Shield Desert Storm *Live Coverage: “CNN Effect” “Media War” National Security concerns
	“Sole Superpower”: Global “Interventions” Prior to 9/11	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Limited Deployments, and Large-Scale Military Operations: Lebanon, Grenada, Panama, Somalia, Haiti, Bosnia and Kosovo

Theme 8: Post Cold War: Contemporary Conflicts and Global Engagement				
UNIT TWO: 9/11	War on Terror	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.	*9/11 *Al Qaeda *"All Means Necessary" *Counterterrorism *Nationalism *Patriot Act *Department of Homeland Security *TSA *Social Contract *Erosion of Citizen's Rights, including privacy
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	
		Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.	
UNIT THREE: Post 9/11	"Pivot to Asia"	**Economics Anchor Standard 14** The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	*Focus on Countering China's Influence *Dependency or Support?

Theme 8: Post Cold War: Contemporary Conflicts and Global Engagement				
	Ongoing "Interventions"	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*International Maritime Security Construct *Peace-Keeping Missions *Iran-Israel War *Regional Conflicts *Foreign Elections *U.S. Protection vs. Overreach
		Economics Anchor Standard 14 The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	
	"The Art of War"	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	*Recommended reading for US Military, especially post Vietnam War
	Future Impact of Current Conditions	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. SS.9-12.7.3 Use strategies to evaluate current	*Evolution of Tactics and Their Legality *Drone Warfare *Due Process *Social Media *Political Polarization *Advocacy and Activism *Isolationism vs.

Theme 8: Post Cold War: Contemporary Conflicts and Global Engagement				
			event sources for bias and identify noncredible sources.	Interventionism
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

US Civil Rights Experience

Grade(s): 10 - 12 **Length:** 1 Semester **Credit:** 0.5 **Prerequisite(s):** At least 2 Semesters of World Studies	**Course Overview: In this one semester course, learners will become familiar with the historical civil rights experiences of various marginalized groups, and the rights these groups gained over time. The learner will understand how the notions of equality under the law and popular sovereignty, articulated in the Declaration of Independence, have expanded throughout history by the actions of the legislative and judicial branches, as well as thorough grassroots civil engagement. The learner will explore the expansion or contraction of the rights of these various groups in areas such as housing, voting, marriage, property, access to public and private services, education, economics, criminal justice, etc. Learners will explore the Civil Rights experience of the following groups: African Americans, Disabled Persons, Indigenous Peoples, Latinos, LGBTQ, Women, and Other Marginalized Groups.**

Timeframes	Themes (Recommended Order)
	Foundation of Inequality The Modern Civil Rights Movement Legal and Political Change Ongoing Civil Rights Struggles

Theme: Foundations of Inequality			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard** *Therefore, the student is able to …*	**Suggested Learning Connections**
Civil Rights Foundations	**Civics Anchor Standard 6** Civic and Political Institutions and Systems **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.9-12.6.3 Analyze the US Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government SS.9-12.6.6 Evaluate efforts to adapt and redesign the US Constitution and political institutions over time SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout US History. SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative	Identify individual rights and liberties in the US Constitution Define Civil Rights and Civil Liberties Define the principles of equality under the law and limited government power in the Declaration of Independence and US Constitution

Theme: Foundations of Inequality			
	History Anchor Standard 23 Change, Continuity, and Context	democracy SS.USH.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries	
Reconstruction and Jim Crow Era Changes	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact of the US Justice system has had over time on policy, society, economics, and individual rights SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies SS.9-12.8.8 Examine the significance of and impact of landmark Supreme Court cases	Identify the historical context, societal causes, roots of stereotypes, and biases of specific groups that contributed to the restrictions of civil rights Analyze non-government factors that influence the expansion and definition of civil rights Evaluate when government intervention is necessary for protection of Civil Rights Mock Trial - Supreme Court Cases

Theme: Foundations of Inequality			
	History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and opposition SS.USH.2.24.3 Describe how white supremecist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions	

Theme 2: The Modern Civil Rights Movement			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard**	**Learning Objectives**
	Civics Anchor Standard 8 Processes, Rules, and Laws **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.9-12.8.8 Examine the significance of and impact of landmark Supreme Court cases SS.9-12.16.5 Assess how human imposed and natural borders have influenced	Sequence Key events and the expansion/constriction of specific rights throughout history, including the right to: ● Immigrate ● Vote ● Own Property ● Marry

Theme 2: The Modern Civil Rights Movement			
	Geography Anchor Standard 18 Geographic Representation and Reasoning	cultural identity, resource management, and economic and political decision making over time and across local-to-global scales SS.9-12.16.16 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.	● Access Government Services ● Access public facilities ● A Fair Trial ● Obtain an education ● Acquire economic equality Identify and discuss key figures in the Civil Rights Movement: ● Elizabeth Petrovick, Albert Schenck, Martin Luther King Jr, Cesar Chavez, Gloria Steinem, etc) Identify and discuss specific tactics used to expand the civil rights of specific groups Identify and discuse specific Supreme Court Cases
	History Anchor Standard 21 Perspectives	SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion	Aleut Internment Native Alaskan Civil Rights

Theme 2: The Modern Civil Rights Movement			
	History Anchor Standard 23 Change, Continuity, and Context **Civics Anchor Standard 7** Participation and Deliberation	SS.USH.2.24.3 Describe how white supremecist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions SS.USH.2.7.1 Investigate how identity groups and society address systemic inequality through individual actions, individual champions, social movements, and local community, national, and global advocacy.	

Theme 3: Legal and Political Change			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard**	**Learning Objectives**
	Civics Anchor Standard 6 Civic and Political Institutions and Systems **Civics Anchor Standard 8** Processes, Rules, and Laws **Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good SS.9-12.8.5 Evaluate the impact of the US Justice system has had over time on policy, society, economics, and individual rights SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies SS.USH.2.7.1 Investigate how identity groups and society address systemic inequality through individual	Explain how governmental systems were utilized to either expand of restrict civil rights of specific groups CRA VRA Modern Amendments

Theme 3: Legal and Political Change			
		actions, individual champions, social movements, and local community, national, and global advocacy.	

Theme 4: Ongoing Civil Rights Struggles			
Topic	**Anchor Standard** *The student demonstrates an understanding of…*	**State Content Standard**	**Learning Objectives**
	Civics Anchor Standard 6 Civic and Political Institutions and Systems **Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout US History. SS.9-12.7.1 Evaluate how fundamental US Principles have been interpreted over time and how they currently shape policy debates. Using data and evidence, examine the influences on and barriers to voter participation and voter behavior	Identify various national and world perspectives of groups pertaining to the struggle for civil rights. Identify those that opposed the expansion of rights of various groups and the tactics used by those groups. Discuss current court cases and proposed legislation that concerns the rights of various marginalized groups and protected persons. Articulate the effects of

Theme 4: Ongoing Civil Rights Struggles			
	Civics Anchor Standard 8 Processes, Rules, and Laws **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	SS.9-12.8.10 Evaluate the way that the US' founding principles and constitutional structures have influenced federal Indian policy and relationship with Tribal governments over time SS.9-12.10.7 Recognize the historic inequalities in the US and Alaska and evaluate proposed solutions to correct	restricting the civil rights of various groups and formulate possible solutions to present day problems that adversely affect the rights of marginalized groups Identify how the expansion of rights of various groups impacts others in society Explain when minority rights must be protected from majority rule in a representative democracy
	Economics Anchor Standard 11 Economic Systems, Models, and Markets **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	SS.9-12.1 Articulate the government's role in market economies when market inequalities and/or inefficiencies occur, including historical actions SS.9-12.16.16 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.	

Theme 4: Ongoing Civil Rights Struggles			
	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.AKH5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities.	

Government Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback. • SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas. • SS9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.

Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. ● SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Advanced Placement (AP) Comparative Government and Politics

Course details:	Overview:
Grade: 11-12 **Length:** One Semester **Prerequisites:** United States History semester 1 (may be concurrent enrolled) or teacher recommendation	AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. A summer reading list or assignments may be required prior to the course. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board Ap Central website for more information (http://apcentral.collegeboard.org).

United States Government and Civics

"The basis of our political system is the right of the people to make and to alter their constitutions of government."

- **George Washington**

"We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution"

- **Abraham Lincoln**

Grade(s): 12 **Length:** One Semester **Credit:** .5 **Prerequisite(s):** Two semesters of United States Studies	**Course Overview:** **In *United States Government and Civics*, learners become knowledgeable about the founding documents and philosophies that are the foundation of our representative democracy. Learners will examine the political structure and function of the government, United States political processes, issues confronting Americans, and the responsibilities of being an active participant in a representative democracy. They will also learn to identify the influence of media on our political system and public opinion.**

Themes (Recommended Order)
• Origins and Foundations of Government • Political Systems and Processes • Civic Engagement and Participation • Contemporary Political Issues

Theme 1: Origins and Foundations of Government

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner will...*	Suggested Learning Connections
UNIT ONE: Origins	Influential Historical Documents and Philosophers, and Types of Governments	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.	*Divine Right of Kings *Social Contract Theory *Natural Rights *John Locke *Jean-Jacques Rousseau *Montesquieu *Thomas Hobbes *Civic Virtue *English Bill of Rights *Magna Carta *Iroquois Constitution *Democratic Ideals *Articles of Confederation: Reasons for… Weaknesses of… *Purpose of Government *Theories of Rule *Rule of Law *Types of Governments *Republican Government *Limited government *Popular Sovereignty

Theme 1: Origins and Foundations of Government				
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.	
UNIT TWO: Foundations: "A Republic, if you can keep it"	The Constitution and the Preamble	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.	*1787: Constitutional Convention *James Madison *Gouverneur Morris *Benjamin Franklin *George Washington *Memorize the Preamble *Ideals and Principles of our Democratic Republic *Purpose of the Constitution *...to Secure these Rights…:

Theme 1: Origins and Foundations of Government				
	Separation of Powers, and Checks and Balances	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.	*Congress.gov *Roles and Powers of: Article 1: Legislative Branch Article 2: Executive Branch Article 3: Judicial Branch *Enumerated Powers *Implied Powers *Reserved Powers *Concurrent Powers *Purpose, and examples of Checks and Balances *Constitutional Requirements to hold office *Appointment Processes *Structure of the Courts *Elastic Clause
	Bill of Rights	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. SS.9-12.6.7 Formulate an informed opinion and engage in (civil and) productive discourse on how we balance individual liberties and public good.	*Consent of the Governed *In defense of citizens' rights *Amendments *Eminent Domain *Privacy

Theme 1: Origins and Foundations of Government

		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	
	Federalism	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.	*Federalist Papers *Federalists *Anti-Federalists *Alexander Hamilton ♫ *James Madison

Theme 2: Political Systems and Processes

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner will...*	Suggested Learning Connections
UNIT ONE: Political Systems and Processes	Congress: To Legislate	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.	*Special Interest Groups *Lobbying *Policymaking *Lawmaking *Iron Triangle *Expansions of the Bill of Rights Protection with 13th, 14th, and 15th Amendments

Theme 2: Political Systems and Processes				
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.	*"Pork" *Filibuster *Fiscal Policy *Senatorial Courtesy
	President: To Execute (carry out)	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.	*Representative Democracy *Bureaucracy *Executive Order *Executive Office of the President *Formal Powers *Informal Powers *Historical Expansions of Presidential Powers *Presidential Succession *Executive Departments *President's Cabinet *Independent Agencies
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.	
	Courts: To Interpret	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights. SS.9-12.8.6 Examine the role of the three branches of government concerning	*Landmark Supreme Court cases, including Civil Rights *Judicial Review *Due Process *Jurisdiction: exclusive, concurrent, original, appellate

Theme 2: Political Systems and Processes				
			the creation, implementation, and interpretation of laws and policies. SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.	
	Citizens: To be informed, influence, participate, and hold accountable	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.9 Identify overlapping forms of citizenship and noncitizenship that people can hold in the United States.	*Voting Rights *Voting Requirements *Elections processes *Initiative, Referendum, and Recall processes *Electoral College *Election Districts *Elections: local, state, and national *Citizenship *Contacting Representatives *Advocacy and Activism *Gerrymandering vs. Redistricting
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.	

Theme 3: Civic Engagement and Participation

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner will…*	Suggested Learning Connections
UNIT ONE: Civic Engagement and Participation	Engagement	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions.	*District, Representative, and Senators *Local Government
		Civics Anchor Standard 7 Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.	*Media Literacy Fake news, media bias, “disinformation” *Political Parties *Political Participation strategies: ad campaign for a target group
		Civics Anchor Standard 8 Processes, Rules, and Laws	SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process. SS.9-12.8.2 Develop claims using evidence that explains how people use and challenge local, Tribal, state, national, and international laws to	*Swing States *GOTV *Campaign funding *”Dark Money” *Federal Election Commission *Political Action Committees *Community Engagement

Theme 3: Civic Engagement and Participation				
			address a variety of public issues. SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.	
	Participation	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy. SS.9-12.7.8 Examine different electoral systems in the United States, and explain how to register to vote.	*Digital Participation *Basic functions such as; transfer title, register to vote *Ballot Literacy
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy. SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels.	*Rights and Responsibilities of a citizen

Theme 3: Civic Engagement and Participation

			SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.	
	Research Project	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Civic Engagement Plan and Portfolio: Identify need at local or state level, and make a plan to address it (volunteer, propose a bill, etc.).
		Civics Anchor Standard 9 Alaska's Governments	SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels. SS.9-12.9.4 Take informed action to create and implement solutions to a local issue, incorporating perspectives from local experts.	
		Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and	

Theme 3: Civic Engagement and Participation				
			their impact on constitutional and human rights. SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community. SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.	

Theme 4: Contemporary Political Issues				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner will…*	**Suggested Learning Connections**
UNIT ONE: Current Political Issues	Current Political Climate: Domestic	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify non credible sources. SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core	*Policy Analysis *Critical analysis of Current events *Immigration *Political Overreach *Health Equity *Free Speech *2nd Amendment Rights *Taxes *Immigration

Theme 4: Contemporary Political Issues				
			conflicts in representative democracy.	
	Current Political Climate: Foreign Relations	**Civics Anchor Standard 8** Processes, Rules, and Laws	SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time. SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	*Immigration *Global Relations and U.S. Foreign Policy *Critical analysis of Current events *NATO
	Future Impact of Current Conditions	**Civics Anchor Standard 7** Participation and Deliberation	SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.	Civil Liberties Fairness of Elections National Debt Inflation Trade and Tariffs Domestic Policies Foreign Policies Political Polarization Global Impacts and Implications Informed Citizens

Contemporary Economic Studies

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct Supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback. • SS.9-12.4.6 Utilize storytelling to effectively communicate historical social, cultural, and political ideas. • SS9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.

Anchor Standard 5 Informed Civic Discourse and Engagement	● SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. ● SS9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. ● SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. ● SS9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. ● SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Advanced Placement (AP) Macroeconomics

Course Details:	Overview:
Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation	AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. A summer reading list or assignments may be required prior to the course. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advanced Placement (AP) Microeconomics

Course Details:	Overview:
Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation	AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. A summer reading list or assignments may be required prior to the course. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Economics and Financial Literacy

Grade(s): 11-12 **Length:** one semester **Credit:** 0.5 **Prerequisite(s):** Two semesters U.S Studies	**Course Overview:** Learners will come to understand basic economic theory by evaluating choices made by businesses, individuals, and governments in their world, through the lens of economic thought. They will also be able to practice real life skills, such as budgeting, managing credit, writing a resume, menu planning, filling out tax forms, renting, and furnishing a home.

Themes (Recommended Order)
• Economic Principles and Systems • Personal Finance • Global Economics

Theme 1: Economic Principles and Systems				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Connections**
	Consumers and Producers	**Economics Anchor Standard 13** The National Economy	SS.9-12.13.1 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. SS.9-12.13.2 Use economic indicators to analyze the current and future state of the economy. SS.9-12.13.3 Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.	Supply and Demand Scarcity Opportunity Costs

Theme 1: Economic Principles and Systems				
	National Economy	**Economics Anchor Standard 13** The National Economy	SS.9-12.13.4 Explain how the relationship between capital investments and the means of production contribute to the size and development of national economies. SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time. SS.9-12.13.7 Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states.	Gross Domestic Product Federal Reserve System Recession Inflation Monetary and Fiscal Policy

Theme 1: Economic Principles and Systems				
	Market Structures	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	SS.9-12.11.1 Compare and contrast market, command, and traditional economies. SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies. SS.9-12.11.3 Critique inequities in different economic systems. SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets. SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy. SS.9-12.11.6 Describe the consequences of competition in specific	Command Traditional Free Market Mixed Capitalism Socialism

Theme 1: Economic Principles and Systems				
			markets. SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market. SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy. SS.9-12.11.9 Explain the various roles that governments play in the market. SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.	

Theme 2: Personal Finance				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Connections**
	Finance	**Economics Anchor Standard 12** Decision-Making and Personal Finance	SS.9-12.12. Explain the various types of currency. SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving. SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained. SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option. SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate.	US Money Supply Investments Stock Exchange Consumer Rights Movement Advertising

Theme 2: Personal Finance				
			SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests.	
	Compound Interest	**Economics Anchor Standard 12** Decision-Making and Personal Finance	SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts. SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods.	Credit Ratings Payday Loans Retirement
	Employment	**Economics Anchor Standard 12** Decision-Making and Personal Finance	SS.9-12.12. Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends. SS.9-12.12.3 Relate the way that intangible job benefits can	Interview Skills Resume Cover Letter Filling out Job Applications Explore Local Unions

Theme 2: Personal Finance				
			affect a person's personal life, career choices, and income. SS.9-12.12.4 Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute to the economic workforce.	Collective Bargaining Contracts FAFSA
	Taxes	**Economics Anchor Standard 12** Decision-Making and Personal Finance	SS.9-12.12.5 Calculate tax contributions to local, state, and federal governments and describe the benefits that the taxes may provide to individual and societal structures.	Federal taxes State taxes Sales tax Property tax Allocation of public funds
	Budgeting	**Economics Anchor Standard 12** Decision-Making and Personal Finance	SS.9-12.12.9 Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.	Meal planning Transportation Housing

Theme 3: Global Economics

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner is able to …*	Suggested Learning Connections
	Globalization	**Economics Anchor Standard 14** The Global Economy	SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence	Economies of Scale

Theme 3: Global Economics				
			impacts individuals, institutions, and societies.	
	Trade Agreements	**Economics Anchor Standard 14** The Global Economy	SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries. SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade. SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations.	Tariffs

Electives

Advanced Placement (AP) Art History

Course Details:	Overview:
Grade: 11-12 Length: Two Semesters Prerequisites: Teacher Recommendation	The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. This class follows the AP course description, and uses appropriate materials for art history as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advanced Placement (AP) United States Government and Politics

Course Details	Overview
Grade: Length: One Semester Prerequisites:	AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in course skills that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. A summer reading list or assignments may be required prior to the course. This class follows the advanced placement course description, and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).

Advanced Placement (AP) Psychology

Course Details:	Overview:
Grade: 11-12 Length: Two Semesters Prerequisites: Teacher recommendation	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. A summer reading list or assignments may be required prior to the course. This class follows the advanced placement course description and uses appropriate materials as set forth by the College Board. The AP exam is strongly encouraged. Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).

Psychology

Grade(s): 11-12 **Length:** One Semester **Credit:** .5 **Prerequisite(s):** English 10	**Course Overview:** ***Psychology* introduces learners to the systematic and scientific study of the behavior and mental processes of human beings. Learners are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the origins of psychology and the methods psychologist use to explore the processes involved in normal and abnormal perceptions, thoughts, feeling, and actions. It will also address protective factors for mental health and exploring available local community mental health resources.**

Themes (Recommended Order)
• Introduction to Psychology • Human Development • Cognitive Processes • Careers and Research • Social Psychology • Mental Health, Common Psychological Disorders, and the Future of Psychology

Theme 1: Introduction to Psychology

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner will...*	Suggested Learning Connections
UNIT ONE: Origins, Major Perspectives, Ethics, and Techniques of Psychology	Major Perspectives of Psychology	**Inquiry Anchor Standard 1** Develop Questions and Plan Inquiries	SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.	*Major Psychological perspectives *Maslow's Hierarchy *Neuroplasticity *Self Control *Critical Thinking *Metacognition *The five major theoretical perspectives: biological, psychodynamic, behavioral, cognitive, and humanistic *Nature vs. Nurture *Free Will vs. Determinism *What is "Self"? *What is Consciousness? *Research Replication Crisis
	Origins of Psychology	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources	*What is Psychology?

Theme 1: Introduction to Psychology				
			to guide the selection.	
		Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.	*Origins of Psychology *History of Mental Health Treatment *Freud: “unconscious mind”, and “defense mechanisms” *Jung: “Theory of Psychological Types”
	Ethical Principles of Psychology	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Ethics of Psychology *Therapeutic Relationships and boundaries *Confidentiality *Privacy *Informed Consent *Potential for Harm
	Techniques of Psychology	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Types of studies: Descriptive Research, Correlational Research Experimental Research *How to read graphs, charts, statistics, and case studies *Basic Counseling techniques

Theme 2: Human Development

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner is able to …*	Suggested Learning Connections
UNIT ONE: Stages of Psychological Development	Infancy through Childhood, Adolescence, and Adulthood	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Piaget's Cognitive Development *Erikson's Stages of Development *Neuroplasticity *Importance of Childhood Bonding or Attachment *Observations in research
				*Executive Function *Self-Concept *Self-Esteem *Relationships *Neuroplasticity
				*Relationships *Neuroplasticity *Re-learning *Age-Related Issues

Theme 3: Cognitive Processes

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner is able to …*	Suggested Learning Connections
UNIT ONE: The Brain: "Your Best Friend, and Worst Enemy"	"This is your Brain…"	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Brain Anatomy and functions *Anatomy of the Nervous System *Neurotransmitters *Memory systems *Learning Theories *Perception and Attention *The effects of outside influences on brains (drugs, music, environment, etc.) *Big Five Inventory: Test and Traits
		Inquiry Anchor Standard 3 Develop Claims	SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.	*Create and carry out a Memory experiment. Then, write a short research report of the findings, including a suggestion of what further research could address.

Theme 3: Cognitive Processes				
		Inquiry Anchor Standard 4 Communicate and Critique Conclusions	SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of the explanations. SS.9-12.4.5 Revise ideas based on new knowledge and feedback SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding, and productive, non hostile speech. SS.9-12.4.8 Listen to understand	*Peer review of findings, then revise as needed.

Theme 4: Careers and Research

Unit	Topic	Anchor Standard *Learner demonstrates an understanding of…*	State Content Standard *Therefore, the learner is able to …*	Suggested Learning Connections
UNIT ONE: Paths and Project	Career Paths	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Career Paths *Required Education *Current Salary expectations *Research Opportunities
	Research Project	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Study a disorder and current treatments, then construct a new possible treatment, and make a claim about why it will work. *Cultural or Ethnic implications or impacts?

Theme 4: Careers and Research				
		Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate the citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.	

Theme 5: Social Psychology				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Connections**
UNIT ONE: Social Psychology	Relationships and Bias	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Relationships *Sources of bias, stereotypes, and prejudice *Awareness of personal biases *Differences in individual vs group behavior

Theme 5: Social Psychology				
	Impacts of Society, Culture, and Ethnic Heritage	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Understand the impact various social structures and institutions have upon individuals *Cultural or Ethnic implications or impacts

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych				
Unit	**Topic**	**Anchor Standard** *Learner demonstrates an understanding of…*	**State Content Standard** *Therefore, the learner is able to …*	**Suggested Learning Connections**
UNIT ONE: Mental Health, Disorders, and the Future	Mental Health: Protective Factors, and Local Resources	**Inquiry Anchor Standard 1** Develop Questions and Plan Inquiries	SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.	*What factors affect Mental Health?
		Inquiry Anchor Standard 2 Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and	*Protective factors: Individual, Social, and Environmental *Stress Management *Explore available local resources and community help centers

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			corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	*Ethnocultural Connections: Social connectedness, and Environment *The effects of outside influences on the brain
	Common Disorders	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*Identify various abnormal behaviors *Identify various treatment options
	The Future of Psych	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	*What is the Future of the Field of Psychology?

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych				
		Inquiry Anchor **Standard 5** Informed Civic Discourse and Engagement	SS.9-12.5.4 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.	*Holistic *Interdisciplinary *AI and Technological Advances *Society

Fairbanks North Star Borough School District