



Social Studies CURRICULUM

Draft Three



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 Three

Elementary

- No changes from previous draft.

Middle School

- No changes from previous draft.

Proposed Changes to Draft Three

High School

- U.S. History and World History have been reverted to two semesters from three. This aligns with state and national trends preventing potential gaps in a student's education.
- U.S. History: Wars and Conflicts has been converted from one to two semesters.

Archived Courses:

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

K-12 Social Studies Curriculum



Draft 3, 2025 - 2026 Revision

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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, 3-3, 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 Alaska 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

Elementary

K - 5

K-5 Overview of Scope and Sequence

The k-5 Social Studies scope and sequence is intended to serve as a suggested guide for teachers, aligning with the 2024 adopted Alaska Social Studies Standards. Its purpose is to support instructional planning across grade levels while ensuring the development of essential knowledge and skills in history, government, geography, and culture. Additionally, the scope and sequence is designed to promote cross-curricular integration by offering opportunities to connect social studies content with other core subjects to strengthen student learning.

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 Civics Standards

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.1.2.6.1 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.
		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.
Civics Anchor Standard 6	SS.K-2.6.4 Explain what governments are and some	By the end of K: [standard not addressed at this grade]

Civic and Political Institutions and Systems	of their functions.	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.
		By the end of 2: SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to ...</i>
Civics Anchor Standard 7 Participation and Deliberation	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 other’s 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.2.47.1 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 Identify a problem that can be solved through sharing of compromise.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to ...</i>
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 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 consequence 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 Alaska's Governments	SS.k-2.9.1 Describe local and state symbols.	By the end of K: 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to ...</i>
Civics Anchor Standard 9 Alaska's Governments	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.2.1.9.1 Describe the government systems in place in the student's local community.
Civic 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 <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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 service

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 11 Economic Systems, Models, and Markets	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.2.11.1 Participate 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-1.11.5 Describe examples of costs of production.	By the end of K: [standard not addressed at this grade]

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.K-2.11.5 Describe examples of costs of production.	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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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 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 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
Economics Anchor Standard 15 Alaska Economies; State, Local, and Tribal	SS.K-2.15.1 Explain different economic systems used by groups of Alaskans locally across time.	By the end of K: SS.K-1.15.1 Demonstrate how sharing and bartering are basic economic systems.
		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 <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.1.1.19.1 Identify 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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 <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 22 Historical Source 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 24 Historical Thinking	SS.K-2.24.1 Generate possible reasons for an event of 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.1.2.21.1 Identify and explain likely reasons for an event in the classroom.
		By the end of 2: SS.2.2.24.1 Analyze likely reason for an event of 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.

Grade 3 through 5 Civics Standards

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	By the end of 3: SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.
		By the end of 4: 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.
		By the end of 5: 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.3-5.6.2 Explain how a democracy relies on people’s responsible participation and draw implications for how individuals participate in democracy.	By the end of 3: SS.3.2.6.1 List ways that people participate in democracy.
		By the end of 4: SS.4.2.6.1 Explain how democracies rely on responsible participation.
		By the end of 5: SS.5.2.6.1 Assess the importance of participation in democracy.
	SS.3-5.6.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	By the end of 3: SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them.
		By the end of 4: SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	By the end of 5: SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.
	SS.3-5.6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	By the end of 3: SS.3.4.6.1 Describe how rules can create responsibilities.
		By the end of 4: SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.
		By the end of 5: SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.
	SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	By the end of 3: SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.
		By the end of 4: SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.
		By the end of 5: SS.4.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.
	SS.3-5.6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	By the end of 3: SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.
		By the end of 4: SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	By the end of 5: SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.
Civics Anchor Standard 7 Participation and Deliberation	SS.3-5.7.1 Apply civic virtues and democratic principles in school settings.	By the end of 3: SS.3.1.7.1 Describe how civic virtues can be applied in school settings.
		By the end of 4: SS.4.1.7.1 Demonstrate civic virtues in school settings.
		By the end of 5: SS.5.1.7.1 Apply civic virtues and democratic principles in school settings.
	SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	By the end of 3: SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.
		By the end of 4: SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.
		By the end of 5: SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities.
	SS.3-5.7.3 Use deliberative processes when making decisions or reaching judgments as a group.	By the end of 3: SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 7 Participation and Deliberation	SS.3-5.7.3 Use deliberative processes when making decisions or reaching judgments as a group.	By the end of 4: SS.4.3.7.1 With teacher guidance, create a process for group decision-making.
		By the end of 5: SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgements as a group.
	SS.3-5.7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	By the end of 3: SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.
		By the end of 4: SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.3-5.8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and /or society.	By the end of 3: 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.
		By the end of 4: SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.3-5.8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	By the end of 5: 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.3-5.8.2 Explain how rules and laws change society and how people change rules and laws.	By the end of 3: SS.3.2.8.1 Describe how Alaska’s laws are created and changed at multiple organizational levels.
		By the end of 4: 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.
		By the end of 5: SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.
	SS.3-5.8.3 Explain how policies are developed to address public problems.	By the end of 3: SS.3.3.8.1 Identify and participate in ways that people can influence the local community and organize solutions through action.
		By the end of 4: SS.3.4.8.1 Explain how policies are developed to address public problems.
		By the end of 5: SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.3-5.8.4 Illustrate historical and contemporary means of changing society.	By the end of 3: SS.3.4.8.1 Illustrate historical and contemporary means of changing society in Alaska.
		By the end of 4: SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.
		By the end of 5: SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shaped(d) public policy.
Civics Anchor Standard 9 Alaska's Governments	SS.3-5.9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	By the end of 3: SS.3.1.9.1 Explore and describe various government structures within Alaska.
		By the end of 4: SS.4.1.9.1 Examine Indigenous Land ownership, rights, and acknowledgment in Alaska and other areas.
		By the end of 5: SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens.	SS.3-5.10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens.	By the end of 3: SS.3.1.10.1 Describe and define the rights, roles, and responsibilities of residents of Alaska
		By the end of 4: SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.
		By the end of 5: SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.

Grade 3 through 5 Economics Standards

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	By the end of 3: SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska.
		By the end of 4: SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.
		By the end of 5: 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.2 Explain why individuals and businesses specialize and trade.	By the end of 3: SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.
		By the end of 4: SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.
		By the end of 5: SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.
	SS.3-5.11.3 Explain the role of money in making exchange easier.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.3.11.1 Explain the role of money in making exchange easier.
		By the end of 5: SS.4.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.
	SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.
		By the end of 5: SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.5 Explain how profits influence sellers in markets.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.5.11.1 Determine how profits influence sellers in markets.
		By the end of 5: SS.5.5.11.1 Explain how profits influenced sellers in early American markets.
	SS.3-5.11.6 Identify examples of external benefits and costs.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.6.11.1 Identify examples of external benefits and costs.
	SS.3-5.11.7 Describe the role of other financial institutions in an economy.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.7.11.1 Describe the role of other financial institutions in an economy.
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.3-5.12.1 Compare the benefits and costs of individual choices.	By the end of 3: SS.3.1.12.1 Examine various ways that people in Alaska have met their needs for food, clothing, and shelter, and how they have changed over time.
		By the end of 4: SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.3-5.12.1 Compare the benefits and costs of individual choices.	By the end of 5: 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.3-5.12.2 Identify positive and negative incentives that influence the decisions people make.	By the end of 3: SS.3.2.12.1 With support, generate a list of factors that influence the way people make a particular decision.
		By the end of 4: SS.4.2.12.1 Define positive and negative incentives.
		By the end of 5: SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.
Economics Anchor Standard 13 The National Economy	SS.3-5.13.1 Explain what interest rates are.	By the end of 3: SS.3.1.13.1 With support, generate a list of scenarios that may include borrowing money.
		By the end of 4: SS.4.1.13.1 Explain that interest is the price of using someone else's money.
		By the end of 5: SS.5.1.13.1 Explain what interest rates are and how they work.
	SS.3-5.13.2 Explain the meaning of inflation, deflation, and unemployment.	By the end of 3: SS.3.2.13.1 Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.
By the end of 4: SS.4.2.13.1 Determine the difference between inflation and deflation.		

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 13 The National Economy	SS.3-5.13.2 Explain the meaning of inflation, deflation, and unemployment.	By the end of 5: SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.
	SS.3-5.13.3 Explain the ways in which the government pays for the goods and services it provides.	By the end of 3: SS.3.3.13.1 Explain the ways in which Alaska’s government pays for the goods and services it provides.
		By the end of 4: SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.
		By the end of 5: SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States.
	SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	By the end of 3: SS.3.4.13.1 Define and illustrate examples of capital goods and human capital.
		By the end of 4: SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.
		By the end of 5: 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.
Economics Anchor Standard 14 The Global Economy	SS.3-5.14.1 Explain how trade leads to increasing economic interdependence among nations.	By the end of 3: SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska’s history.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Economics Anchor Standard 14 The Global Economy	SS.3-5.14.1 Explain how trade leads to increasing economic interdependence among nations.	By the end of 4: SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.
		By the end of 5: SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries.
	SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	By the end of 3: SS.3.2.14.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.
		By the end of 4: SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.
By the end of 5: SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.		
Economics Anchor Standard 15 Alaska Economies; State, Local, and Tribal	SS.3-5.15.1 Explain different economic systems used by groups of Alaskans across the state and across time.	By the end of 3: SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.
		By the end of 4: SS.4.1.15.1 Explore the significance of various industries in Alaska.
		By the end of 5: SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history.

Grade 3 through 5 Geography Standards.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments.	By the end of 3: SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.
		By the end of 4: 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.
		By the end of 5: SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.
	SS.3-5.16.2 Explain how the cultural and environmental characteristics of places change over time.	By the end of 3: SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.
		By the end of 4: SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.
		By the end of 5: SS.4.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.
	SS.3-5.16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	By the end of 3: SS.3.3.16.1 Describe how environmental and cultural characteristics influence population distribution in Alaska.
		By the end of 4: SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	By the end of 5: SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.3-5.17.1 Explain why environmental characteristics vary among different world regions.	By the end of 3: SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.
		By the end of 4: SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.
		By the end of 5: SS.4.1.17.1 Explain why environmental characteristics vary among different regions in the United States.
	SS.3-5.17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	By the end of 3: 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.
		By the end of 4: 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.
		By the end of 5: 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.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns.	SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	By the end of 3: SS.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.).
		By the end of 4: 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.
		By the end of 5: SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions.
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	By the end of 3: SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.
		By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world
		By the end of 5: SS.4.1.18.1 Create various types of maps and other graphic representations of each U.S. region.
SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their	By the end of 3: SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between locations of places in Alaska and their environmental characteristics.	

	environmental characteristics	
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Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics	By the end of 4: 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 characteristics.
		By the end of 5: 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 the environmental characteristics.
	SS.3-5.18.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.	By the end of 3: SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.
		By the end of 4: 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.
		By the end of 5: SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 3: SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.
		By the end of 4: SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the

		distribution and movement of people, goods, and ideas and among the regions of the United States.
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Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 5: 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.
	SS.3-5.19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	By the end of 3: SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.
		By the end of 4: 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.
		By the end of 5: 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.
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	By the end of 3: SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.
		By the end of 4: 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.
		By the end of 5: Analyze the effects of catastrophic environmental and political events on human

		settlements and migration in the early American colonies.
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Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
Geography Anchor Standard 20 Geography of Alaska	SS.3-5.20.1 Describe connections within Alaska and between Alaska and other places.	By the end of 3: SS.3.1.20.1 Identify and explain the relationship between the resources found in Alaska and becoming a state. SS.3.1.20.2 Describe how the Alaska Native population came to Alaska
		By the end of 4: 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 states' economic development.
		By the end of 5: SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.

Grade 3 through 5 History Standards.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 21 Perspectives	SS.3-5.21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	By the end of 3: SS.3.1.21.1 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.
		By the end of 4: SS.4.1.22.1 Recognize the multiple individual and group perspectives relating to important or major events in history.
		By the end of 5:

		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.
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Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 21 Perspectives	SS.3-5.21.2 Explain connections among historical contexts and people’s perspectives at the time.	By the end of 3: SS.3.2.21.1 Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.
		By the end of 4: 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.
		By the end of 5: SS.5.2.21.1 Analyze connections among historical context and people’s perspectives in the American colonies.
	SS.3-5.21.3 Describe how people’s perspectives shaped the historical sources they created.	By the end of 3: SS.3.3.21.1 Describe how people’s perspectives shaped the historical sources they created in Alaska
		By the end of 4: SS.4.3.21.1 Describe how people’s perspectives, both Indigenous and non-Indigenous shaped the historical sources they created.
		By the end of 5: SS.5.3.21.1 Compare how people’s perspectives shaped the historical sources they created, including the foundational documents of the United States.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 22 Historical Sources and Evidence	SS.3-5.22.1 Summarize how different kinds of historical sources are used to explain events in the past.	By the end of 3: SS.3.1.22.1 Use a variety of primary and secondary sources to explain significant historical events in Alaska.
		By the end of 4: 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.
		By the end of 5: SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.
	SS.3-5.22.2 Compare information provided by different historical sources about the past.	By the end of 3: SS.3.2.22.1 Gather information from multiple historical sources about major events in Alaska’s history.
		By the end of 4: SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.
		By the end of 5: SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.
	SS.3-5.22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	By the end of 3: SS.3.3.22.1 Generate questions about multiple historical sources surrounding a single historical event of development in Alaska’s history.
		By the end of 4: SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 22 Historical Sources and Evidence	SS.3-5.22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	By the end of 5: 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.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	By the end of 3: SS.3.4.22.1 Describe the purpose of an Alaska historical document.
		By the end of 4: SS.4.4.22.1 Infer the intended audience of a historical source.
		By the end of 5: SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.
	SS.3-5.22.5 Use information about a 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 topic.	By the end of 3: SS.3.5.22.1 Identify the maker, date, and place of origin of sources about a historical topic.
		By the end of 4: 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 studying a particular historical topic.
By the end of 5: SS.5.5.22.1 Use information about a 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.		
History Anchor Standard 23 Change, Continuity, and Context	SS.3-5.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	By the end of 3: SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 23 Change, Continuity, and Context	SS.3-5.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	By the end of 4: SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.
		By the end of 5: 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.3-5.23.2 Compare life in specific historical time periods to life today.	By the end of 3: SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.
		By the end of 4: 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.
		By the end of 5: SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.
	SS.3-5.23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	By the end of 3: SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history.
		By the end of 4: SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.
		By the end of 5: SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American History.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 24 Historical Thinking	SS.3-5.24.1 Explain probable causes and effects of events and developments.	By the end of 3: SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history.
		By the end of 4: 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.
		By the end of 5: SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.
	SS.3-5.24.2 Use evidence to develop a claim about the past.	By the end of 3: SS.3.2.24.1 Identify and gather relevant evidence in support of a claim about an event in Alaska history.
		By the end of 4: SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States.
		By the end of 5: SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.
	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 3: SS.3.3.24.1 [standard not addressed at this grade]
		By the end of 4: SS.4.3.24.1 [standard not addressed at this grade]

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
History Anchor Standard 24 Historical Thinking	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 5: SS.5.3.24.1 Summarize the central claim in a secondary work of early American history.
History Anchor Standard 25 Alaskan History	SS.3-5.25.1 Explore Alaska’s past and connect it to the present.	By the end of 3: SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.
		By the end of 4: SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.
		By the end of 5: SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.

Kindergarten

Recommended Scope and Sequence 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.		
<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>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.</p> <p>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.</p>	<p>Notes: *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.</p> <p>Literacy Connections: <i>The Recess Queen</i> by Alexis O’Neill <i>Lacey Walker, Nonstop Talker</i> by Christianne C. Jones <i>What If Everybody Did That?</i> by Ellen Javernick <i>Do Unto Otters: A Book About Manners</i> by Laurie Keller</p>

1st Quarter

Theme: **Me and My World**

Unit: **Family, Friends, and Me**

*See appendix for additional suggested activities, materials, and resources.		
<p>Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. SS.K.4.7.1 Identify the student's own</p>	<p>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.</p>	<p>Notes: Labor Day First Day of Fall Grandparent’s Day Patriot Day</p>

<p>point of view on a topic.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p>	<p>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 ___."</p>	<p>Constitution Day</p> <p>Literacy Connections: <i>Collaboration Station</i> by Shannon Olsen <i>Stone Soup</i> by Marcia Brown</p>
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1st Quarter

Theme: **Me and My World**

Unit: **Family, Friends, and Me**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>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.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p>	<p>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.</p>	<p>Notes: Dictionary Day Make a Difference Day Indigenous People’s Day Hispanic Heritage Month Alaska Day Halloween</p> <p>Literacy Connections: <i>What If Everybody Did That?</i> by Ellen Javernick</p>
	<p>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.</p>	

2nd Quarter

Theme: **Me and My World**

Unit: **Seasons and Holidays**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.</p> <p><i>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p>	<p>Content Objectives: Students will determine and apply strategies for having productive conversations and working together to make group decisions.</p>	<p>Notes:</p> <p>Veteran’s Day</p> <p>Attendance Awareness Month</p> <p>Election Day</p> <p>American Education Week</p> <p>Thanksgiving</p> <p>Alaska Native and American Indian Heritage Month</p>
	<p>Suggested Activities: *See 1st Quarter or Appendix for suggestions.</p>	
<p>History Standard(s): SS.K.1.21.1 Demonstrate the importance of listening to others’ points of view in the classroom and on the playground.</p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</i></p>	<p>Content Objectives: 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.</p>	<p>Literacy Connections:</p> <p><i>The Sandwich Swap</i> by Queen Rania Al Abdullah & Kelly DiPucchio</p> <p><i>Two Speckled Eggs</i> by Jennifer K. Mann</p>
	<p>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.</p>	

2nd Quarter

Theme: **Me and My World**

Unit: **Seasons and Holidays**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.K.2.7.1 Demonstrate respect for people in the school community.</p>	<p>Content Objectives: *See 1st quarter or Appendix.</p>	<p>Notes: Holidays Around the World</p>
	<p>Suggested Activities:</p>	<p>First Day of Winter/Winter Solstice</p>
<p>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.</p>	<p>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.</p>	<p>Literacy Connections: <i>The Shortest Day</i> by Susan Coope <i>Hello, Arctic!</i> by Theodore Taylor III <i>Goodbye Autumn, Hello Winter</i> by Kenard Pak</p>
<p>History Standard(s): SS.K.2.21.1 Describe an event from the student’s own perspective. SS.K-2.4.2 <i>Differentiate their own opinion from others.</i> SS.K-2.4.3 <i>Ask clarifying questions to better understand others’ opinions and perspectives.</i></p>	<p>Content Objectives: Students will describe a personal event or experience from their own point of view, using details to express their thoughts and feelings.</p>	<p><i>They All Saw a Cat</i> by Brendan Wenzel</p>
	<p>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.</p>	

3rd Quarter

Theme: **Me and My World**

Unit: **Exploring My Town**

*See appendix for additional suggested activities, materials, and resources.		
<p>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. <i>SS.K-2.4.2 Differentiate their own opinion from others.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>Content Objectives: Students will participate in guided discussions to explain how people in a community work together to complete common tasks and solve problems.</p>	<p>Notes: New Year's Day Review Class and School Expectations</p>
	<p>Suggested Activities: Read: <i>What If Everybody Did That?</i> 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.</p>	
<p>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. SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature.</p>	<p>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.</p>	<p>Martin Luther King Jr.'s Birthday *100th Day of School Literacy Connections: <i>If You Give a Goat a Donut</i> by Laura Numeroff <i>The Scrambled States of America</i> by Laurie Keller <i>How Did That Get in My Lunchbox?</i> by Chris Butterworth</p>
	<p>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."</p>	

<p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Piggy Bank Journal: Students draw or write about something they would save for and where they would keep their money.</p>	
<p>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 and why goods travel to the local community.</p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>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.</p> <p>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. 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.</p>	

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.		
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3rd Quarter

Theme: **Me and My World**

Unit: **Mapping My Town**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
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.	Notes: Black History Month Groundhog Day Valentine’s Day Yukon Quest Elizabeth Peratrovich Day
	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.	
Economics Standard(s): SS.K.2.11.1 Participate in discussions about goods and services in the local community. 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.	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. 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.	Iditarod President’s Day *100th Day *Leap Year Literacy Connections: <i>The Berenstain Bears and the Trouble with Strangers</i> by Stan & Jan Berenstain
	Suggested Activities: Community helper role play: students act out different professions.	

<p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Job sorting activity (Tree Map): use a variety of job images and have students sort into categories.</p>	<p><i>Iditarod: The Greatest Win Ever</i> by Monica Devine</p> <p><i>Kiana's Iditarod</i> by Shelley Gill</p>
<p>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 identify it in a photograph and on a map.</p> <p><i>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p>	<p>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.</p> <p>Suggested Activities: Classroom Map Drawing: Students draw a simple map of the classroom with key items like desks, rug, door, and windows. 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.</p>	

<p>History Standard(s): SS.K.3.23.1 Ask questions about local and school history.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Content Objectives: Students will develop curiosity about the past by asking questions related to the history of their school and local community.</p>	<p><i>School's First Day of School</i> by Adam Rex</p> <p><i>C is for Chinook: An Alaska Alphabet</i> by Gayle J. Gifford</p>
	<p>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."</p>	

4th Quarter

Theme: **Me and My World**

Unit: **Alaska's Peoples and Traditions**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>Civics Standard(s): SS.K.2.7.1 Demonstrate respect for people in the school community.</p>	<p>Content Objectives: *See 1st quarter or Appendix</p>	<p>Notes: Read Across America</p> <p>St. Patrick's Day</p> <p>First Day of Spring Spring Break</p> <p>International Women's Day</p> <p>Music in Our Schools Month</p>
	<p>Suggested Activities:</p>	

<p>Geography Standard(s): SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Content Objectives: Students will explore and talk about the unique places, people, and traditions that make their local community special, with teacher support.</p>	<p>Literacy Connections:</p> <p><i>Over in the Meadow</i> by Ezra Jack Keats</p> <p><i>The Raven</i> by Gerald McDermott</p> <p>*See Appendix for list of Fairbanks and Alaska related texts.</p>
	<p>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.</p>	
<p>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.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>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.</p>	
	<p>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).</p>	

4th Quarter

Theme: **Me and My World**

Unit: **The United States and the World**

*See appendix for additional suggested activities, materials, and resources.		
<p>Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.</p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>Content Objectives: Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together.</p>	<p>Notes:</p> <p>Month of the Military Child</p> <p>April Fool's Day</p> <p>Earth Day</p> <p>School Library Month</p> <p>Literacy Connections:</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p><i>Mapping Penny's World</i> by Loreen Leedy</p>
	<p>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.</p>	
<p>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.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p>	<p>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.</p>	<p><i>This is the Way We Go to School</i> by Edith Baer</p> <p>*Combine these books with local images and books recommended in Appendix</p>
	<p>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.</p>	
<p>History Standard(s): SS.K.1.22.1 Identify different types of documents. SS.K.3.22.1 With support, engage with historical sources.</p>	<p>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.</p>	

<p>SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events. SS.K.2.23.1 Describe a past event.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>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.</p>	
	<p>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.</p>	

4th Quarter

Theme: **Me and My World**

Unit: **The United States and the World**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>Civics Standard(s): SS.K.4.7.1 Identify the student's own point of view on a topic. <i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p>	<p>Content Objectives: Students will express their own point of view on a familiar topic and explain their thinking using simple language and examples.</p>	<p>Notes: May Day Mother’s Day Memorial Day Literacy Connections: <i>A Tale of Two Beasts</i> by Fiona Robertson</p>
	<p>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</p>	

<p>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 others</p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i></p>	<p>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.</p>	<p><i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes</p> <p><i>Have You Filled a Bucket Today?</i> by Carol McCloud</p>
	<p>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. 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?”</p>	

First Grade

Recommended Scope and Sequence 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.		
<p>Civics Standard(s): 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.</p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives: 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.</p> <p>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.</p> <p>If-Then-Rule & Consequence Chart: Students help build a classroom chart with teacher support.</p> <p>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.</p>	<p>Notes:</p> <p>*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.</p> <p>Literacy Connections:</p> <p><i>My Mouth is a Volcano</i> by Julia Cook</p> <p><i>Do Unto Otters: A Book About Manners</i> by Laurie Keller</p> <p><i>David Goes to School</i> by David Shannon</p> <p><i>The Recess Queen</i> by Alexis O'Neill</p> <p><i>I Wonder</i> by Annaka Harris</p> <p><i>What Do You Do With a Question?</i> by Kobi Yamada</p>

<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p>	<p>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.</p>	
	<p>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</p> <p>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.</p> <p>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.</p>	

<p>History Standard(s): 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.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i></p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p>	<p>Content Objectives:</p> <p>Students will organize and construct a personal timeline to illustrate significant life events in chronological order, demonstrating understanding of sequence and time progression.</p> <p>Learners will analyze classroom events to explain the relationship between actions and their outcomes, identifying clear cause-and-effect connections.</p> <p>Students will evaluate common classroom events to determine and justify reasonable explanations for why they occurred.</p>	
	<p>Suggested Activities:</p> <p>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.</p> <p>Assessment: Successful completion of timeline order.</p> <p>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.</p> <p>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.”</p>	

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.	Notes: Labor Day First Day of Fall Grandparent’s Day Patriot Day Constitution Day
	Suggested Activities: *See first quarter or appendix	
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. <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with</i>	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.	Literacy Connections: <i>The Berenstain Bears Get the Gimmies</i> by Stan and Jan Berenstain <i>Tops and Bottoms</i> by Janet Stevens <i>To Market, To Market</i> by Nikki McClure <i>Market Day</i> by Lois Ehlert <i>Fishing with Grandma</i> by Susan Avingaq and Maren Vsetula
	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.	

<p><i>guidance from adults and/or peers.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Have students participate in a simple classroom market role-play where they experience what happens when demand for goods is high or low.</p>	
<p>Geography Standard(s):</p> <p>SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities.</p> <p>SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.</p> <p>SS.1.3.19.1 Describe local economic activities.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>Students will examine the flow of goods to explain how buying and using products links their community to others nearby.</p> <p>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.</p> <p>Students will identify and describe economic activities in their community, such as providing goods or services, and explain how they contribute to daily life.</p> <hr/> <p>Suggested Activities:</p> <p>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?</p> <p>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.</p> <p>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.</p>	

<p>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.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>Students will interpret historical and contemporary sources to construct visual representations of how their community has changed over time. Learners will explore and describe cultural traditions, practices, and customs unique to Alaska Native communities through stories, artifacts, and community connections.</p>	
	<p>Suggested Activities:</p> <p>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.</p>	

1st Quarter

Theme: **My Place in the World**

Unit: **Goods, Services, and Trading in Alaska**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p>	<p>Content Objectives:</p> <p>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</p>	<p>Notes:</p> <p>Dictionary Day</p> <p>Make a Difference Day</p> <p>Indigenous People's Day</p>

	<p>Suggested Activities:</p> <p>*See first quarter or appendix</p>	<p>Hispanic Heritage Month</p> <p>Alaska Day</p> <p>Halloween</p>
<p>Economics Standard(s):</p> <p>SS.1.4.11.1 Define income.</p> <p>SS.1.3.11.1 Identify prices of products in a local market.</p> <p>SS.1.1.13.1 Examine decisions that people make about spending and saving money.</p> <p>SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.</p> <p>SS.1.2.14.1 Sort resources into categories based on location of origin.</p> <p>SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i></p>	<p>Content Objectives:</p> <p>Students will define income as money earned through work or services and analyze examples of how people receive income in the local community.</p> <p>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.</p> <p>Students will explain how and why communities trade to obtain resources that are not locally available.</p> <hr/> <p>Suggested Activities:</p> <p>Students draw or label a person who earns income and describe what they do to earn it.</p> <p>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.</p> <p>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."</p> <p>Assessment: Group reflection on why trading was necessary.</p>	<p>Literacy Connections:</p> <p><i>Lemonade in Winter: A Book About Two Kids Counting Money</i> by Emily Jenkins</p> <p><i>A Day's Work</i> by Eve Bunting</p>

2nd Quarter

Theme: **My Place in the World**

Unit: **Our Local Community**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): 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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p>	<p>Content Objectives:</p> <p>Students will analyze the responsibilities of local community leaders and construct a visual or written representation that shows how these leaders support the community.</p> <p>Students will compare and contrast roles in various settings and justify how responsibilities change depending on context (home, school, community).</p> <p>Suggested Activities:</p> <p>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.</p> <p>Quiz-Quiz-Trade with community helper cards to reinforce leader roles.</p> <p>Responsibility Venn Diagram (Double Bubble Map): Students complete a Venn diagram comparing their roles at home vs. school, then add a third circle (community).</p> <p>Assessment: discuss with a partner and present one way their responsibilities shift across these places.</p>	<p>Notes:</p> <p>Veteran’s Day</p> <p>Attendance Awareness Month</p> <p>Election Day</p> <p>American Education Week</p> <p>Thanksgiving</p> <p>Alaska Native and American Indian Heritage Month</p> <p>Literacy Connections:</p> <p><i>Helpers in Your Neighborhood</i> by Shira Evans</p> <p><i>Officer Buckle and Gloria</i> by Peggy Rathmann</p> <p><i>Clothesline Clues to Jobs People Do</i> by</p>

		<p>Kathryn Heling & Deborah Hembrook</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p><i>Benny's Flag</i> by Phyllis Krasilovsky</p>
<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will classify goods and services that originate in their local community and explain how and why they are transported to other regions.</p> <p>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.</p>	
	<p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>Community Jobs Mini-Book: Students choose or are assigned a local job (e.g., fisherman, store owner, artist, postal worker). They create</p>	

	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): SS.1.3.23.1 Ask questions about significant figures in local history. <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Content Objectives: 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**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): 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	Content Objectives: 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.	Notes: Holidays Around the World First Day of Winter/Winter Solstice Literacy Connections:

<p>peer’s point of view on the same topic.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Students will compare their own opinions with those of others and articulate similarities and differences respectfully.</p> <p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>Assessment: In pairs, students create a poster or drawing showing a community goal and how tasks are divided.</p> <p>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.</p> <p>Assessment: Students write one way their opinion was similar or different.</p>	<p><i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul</p> <p><i>Mama, Do You Love Me?</i> by Barbara M. Joosse</p> <p><i>The Salmon Princess</i> by Mindy Dwyer</p> <p><i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller</p> <p><i>When I Was Eight</i> by Christy Jordan-Fenton & Margaret Pokiak-Fenton</p> <p><i>Berry Magic</i> by Teri Sloat</p> <p><i>Dance on a Sealskin</i> by Barbara Winslow</p>
<p>Geography Standard(s):</p> <p>SS.1.3.16.1 Identify cultural characteristics of the local community.</p> <p>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.</p> <p>SS.1.2.19.1 Describe ways people in the local community use</p>	<p>Content Objectives:</p> <p>Students will describe cultural characteristics such as traditions, language, foods, and celebrations that are unique to their local community.</p> <p>Students will compare and contrast how two Alaskan communities are similar and different in terms of geography, culture, and daily life.</p> <p>Students will explain how people in their community depend on local natural resources for food, shelter, transportation, and activities.</p>	

<p>local environments to meet their daily needs.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Suggested Activities:</p> <p>Culture in Our Community Collage: 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.</p> <p>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.</p> <p>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.</p>	
<p>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.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Content Objectives:</p> <p>Students will analyze how communities grow and change by exploring changes in buildings, transportation, technology, and traditions.</p> <p>Students will identify and describe traditions, stories, practices, and celebrations unique to Alaska Native cultures and other local groups.</p> <p>Suggested Activities:</p> <p>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:</p>	

<p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>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).</p>	
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3rd Quarter

Theme: **My Place in the World**

Unit: **Living the Alaska Way**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>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).</p> <p>Assessment: Students draw and explain their favorite symbol's meaning and purpose.</p> <p>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.</p>	<p>Notes:</p> <p>New Year's Day</p> <p>Review Class and School Expectations</p> <hr/> <p>Literacy Connections:</p> <p><i>Know and Follow Rules</i> by Cheri J. Meiners</p> <p><i>I Pledge Allegiance</i> by Pat Mora</p> <p><i>Whose Tools Are These?</i> by Sharon Katz Cooper</p> <p><i>Needs and Wants</i> by Gillia M. Olson</p>

<p>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.</p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>Students will differentiate between needs and wants and analyze why families must make choices when resources are limited.</p> <p>Students will identify examples of public and private goods and services in the community and compare how each meets community needs.</p>	<p>Martin Luther King Jr.'s Birthday</p> <p>*100th Day of School</p>
<p>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.</p>	<p>Suggested Activities:</p> <p>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.</p> <p>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."</p>	
	<p>Content Objectives:</p> <p>Students will compare and contrast the landforms, weather, and cultural traditions of their community with those of another Alaskan community.</p> <p>Students will identify and describe how people, goods, and services move from their community to other parts of Alaska or beyond.</p>	
	<p>Suggested Activities:</p> <p>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 pictures or labels on the map showing where</p>	

<p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p>	<p>they go (e.g., salmon from Valdez to Fairbanks).</p> <p>Alaska Community Venn Diagram (Double Bubble Map): Choose a second community (e.g., compare Anchorage with Fairbanks). 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.</p>	
<p>History Standard(s): <i>SS.1.2.23.1 Illustrate how communities change over time.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Content Objectives:</p> <p>Students will identify ways their community has changed over time and illustrate those changes through images and descriptions.</p> <p>Suggested Activities:</p> <p>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 ____.”</p>	

	<p>"Today, people use ____."</p> <p>"In the future, people might use ____."</p>	
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3rd Quarter

Theme: **My Place in the World**

Unit: **Seasons and Traditions**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p>	<p>Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</p>	<p>Notes: Black History Month Groundhog Day Valentine’s Day Yukon Quest Elizabeth Peratrovich Day</p>
	<p>Suggested Activities: *See first quarter or appendix</p>	
<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as</i></p>	<p>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.</p>	<p>Iditarod President’s Day *100th Day *Leap Year</p> <p>Literacy Connections: <i>Snowy Day</i> by Ezra Jack Keats <i>Weather Words and What They Mean</i> by Gail Gibbons <i>Whose Hands Are These?: A Community Helper Guessing Book</i> by Miranda Paul</p>
	<p>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 each job provides, and whether it involves</p>	

<p><i>well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>natural resources, helping people, or selling something.</p> <p>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.</p> <p>What Helps? What Hurts? Chart: Use pictures or quick drawings. Sort them into two categories as a class: Helps the Environment / Harms the Environment.</p> <p>Assessment: Students then draw one thing they do that helps the environment or write a sentence (with support): “I help the environment when I _____.”</p>	
<p>History Standard(s): SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>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.</p> <p>Suggested Activities:</p> <p>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.</p> <p>Assessment: Students draw or write one tradition to share.</p> <p>Consider inviting a local elder, culture bearer, or parent to speak about a tradition.</p>	

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.*

<p>Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</p>	<p>Notes:</p> <p>Read Across America</p> <p>St. Patrick's Day</p> <p>First Day of Spring</p> <p>Spring Break</p> <p>International Women's Day</p> <p>Music in Our Schools Month</p> <p>Literacy Connections:</p> <p><i>Michael Recycle</i> by Ellie Bethel</p>
	<p>Suggested Activities:</p> <p>*See first quarter or appendix</p>	
<p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible</i></p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will describe how people use natural resources from their environment—such as water, plants, animals, and land—for food, shelter, clothing, and transportation.</p> <p>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.</p>	<p><i>10 Things I Can Do to Help My World</i> by Melanie Walsh</p> <p><i>The Raven and the Totem</i> by Kristina Rodanas</p> <p><i>The Salmon Princess</i> by Mindy Dwyer</p> <p><i>Arctic Hunter</i> by Diane Hoyt-Goldsmith</p> <p><i>Earthquakes</i> by Franklyn M. Branley</p> <p><i>Wildfire</i> by Ashley Wolff</p>
	<p>Suggested Activities:</p> <p>Disaster Detective Discussion: Show pictures or name several natural disasters (e.g., earthquake, wildfire, volcanic eruption, blizzard). For each one, ask: “Has this happened in Alaska?” “What happens when this occurs?” “How do people stay safe?”</p>	

solutions, in classrooms, schools, and/or communities.

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**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</p> <hr/> <p>Suggested Activities:</p> <p>*See first quarter or appendix</p>	<p>Notes:</p> <p>Month of the Military Child</p> <p>April Fool’s Day</p> <p>Earth Day</p> <p>School Library Month</p>
<p>Geography Standard(s): SS.1.1.19.1 Identify people and goods that travel from the local community to another place.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible</i></p>	<p>Content Objectives:</p> <p>Students will identify people and goods that leave their local community and explain where they go and how they travel.</p> <hr/> <p>Suggested Activities:</p> <p>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?”</p> <p>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</p>	<p>Literacy Connections:</p> <p><i>A Salmon for Simon</i> by Betty Waterton</p> <p><i>Mail Carriers</i> by Julie Murray</p> <p><i>Fishing with Dad</i> by Rebekah Raye <i>Shanyaak’utlaax: Salmon Boy</i> (Tlingit story)</p> <p><i>If You Lived Here: Houses of the World</i> by Giles Laroche</p>

<p><i>solutions, in classrooms, schools, and/or communities.</i></p>	<p>transportation that may be used (plane, boat, truck, snowmachine).</p>	
<p>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. <i>SS.K-2.4.2 Differentiate their own opinion from others.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with</i></p>	<p>Content Objectives:</p> <p>Students will analyze a single event and describe how two different people may have experienced it.</p> <p>Students will examine simple historical sources such as photos, maps, or artifacts and identify what they can learn from each.</p> <p>Students will generate questions about past events based on images, stories, or objects shared.</p> <p>Students will organize key events from their lives in sequence to understand the concept of time.</p> <p>Students will illustrate and describe how their community has changed (e.g., buildings, roads, traditions).</p> <p>Students will ask and discuss questions about important people from their community's past.</p> <p>Students will identify and share traditions and practices specific to Alaska Native and local cultures (e.g., storytelling, food, celebrations).</p> <p>Suggested Activities:</p> <p>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.</p> <p>History Detective: Show students old local photos, simple maps, or tools. Ask- What do you notice?, What was this used for?, What questions do you have? Record responses in a group chart.</p> <p>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.</p> <p>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.</p>	

<p><i>guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Assessment: Students draw and label events, then share in small groups.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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4th Quarter

Theme: **My Place in the World**

Unit: **America, Our Home, Our History**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.1.1.10.1 Identify some of the rights of American citizens and residents. SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p><i>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</i></p>	<p>Content Objectives:</p> <p>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</p> <p>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.</p> <p>Suggested Activities:</p> <p>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</p>	<p>Notes:</p> <p>May Day</p> <p>Mother's Day</p> <p>Memorial Day</p> <p>Literacy Connections:</p> <p><i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow</p>

<p><i>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</i></p>	<p>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.</p> <p>Assessment: Students draw one right they think is important and explain why.</p>	<p><i>Voices in the Park</i> by Anthony Browne</p> <p><i>A Picture Book of Martin Luther King Jr.</i> by David A. Adler</p> <p><i>The Keeping Quilt</i> by Patricia Polacco</p>
<p>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.</p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p>	<p>Content Objectives:</p> <p>Students will analyze and compare different perspectives by describing the same event from their own and another person's point of view.</p> <p>Students will examine primary sources (photos, objects, maps, and short texts) and generate questions about past events using evidence from those sources.</p> <p>Students will sequence key personal life events and describe how they occurred over time.</p> <hr/> <p>Suggested Activities:</p> <p>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!</p> <p>History Mystery Photos: Display 2–3 local or historical photographs (e.g., early Alaska village life, traditional tools, classrooms long ago). Record student observations and questions on chart paper using "I see / I think / I wonder" columns and discuss/compare.</p> <p>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</p>	

<p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>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?”.</p>	
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Second Grade

Recommended Scope and Sequence 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**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s):	Content Objectives:	Notes:
<p>SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p>SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.</p> <p>SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.</p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others'</i></p>	<p>Students will analyze and explain the reasons for rules in different settings and evaluate their role in creating order and safety.</p> <p>Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.</p> <p>Students will define and illustrate the concepts of equality, fairness, and respect in classroom and community contexts.</p> <p>Students will describe and model ways groups make decisions and evaluate the outcomes of collective choices.</p>	<p>*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.</p> <p>Literacy Connections:</p> <p><i>Do Unto Otters: A Book About Manners</i> by Laurie Keller</p> <p><i>A Little Spot of Responsibility</i> by Diane Alber</p> <p><i>The Recess Queen</i> by Alexis O'Neill</p> <p><i>One</i> by Kathryn Otoshi</p> <p><i>The Day the Crayons Quit</i> by Drew Daywalt</p>
	<p>Suggested Activities:</p> <p>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?</p> <p>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?</p> <p>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.</p> <p>Vote for the Day"</p> <p>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?</p>	

<p><i>opinions and perspectives.</i></p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p>		
<p>Geography Standard(s):</p> <p>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.</p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>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). <i>This ensures equal participation.</i> Share – Pairs share out one key idea with the class. Chart responses under Geography and Culture headings.</p>	

1st Quarter

Theme: **My Local Community**

Unit: **Weather, Nature, and How We Live**

*See appendix for additional suggested activities, materials, and resources.		
<p>Civics Standard(s):</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p>	<p>Content Objectives:</p> <p>Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.</p>	<p>Notes:</p> <p>Labor Day</p> <p>First Day of Fall</p>
	<p>Suggested Activities:</p> <p>*See first quarter or appendix</p>	<p>Grandparent’s Day</p> <p>Patriot Day</p> <p>Constitution Day</p>
<p>Geography Standard(s):</p> <p>SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in the local region.</p> <p>SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region.</p> <p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p>	<p>Content Objectives:</p> <p>Students will describe how local weather and the environment affect what people wear, what they do for fun, and how they live.</p> <p>Students will identify how natural disasters like earthquakes or wildfires can change people’s lives and what people can do to stay safe.</p> <p>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.</p>	<p>Literacy Connections:</p> <p><i>Snowflake Bentley</i> by Jacqueline Briggs Martin</p> <p><i>On the Same Day in March</i> by Marilyn Singer</p> <p><i>Earthquakes</i> by Seymour Simon</p>
	<p>Suggested Activities:</p> <p>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.</p> <p>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.”</p> <p>Near and Far Picture Sort (Tree Map): Use pictures or actual items (e.g., salmon, bananas, snow boots, oranges) and sort them into two groups: things that come from Alaska and</p>	<p><i>What’s for Lunch? How Schoolchildren Eat Around the World</i> by Andrea Curtis</p>

<p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p>	<p>things that come from other places. Discuss who uses what and why.</p> <p>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.</p>	
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1st Quarter

Theme: **My Local Community**

Unit: **Map It Out!**

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

<p>Geography Standard(s):</p> <p>SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community.</p> <p>SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p>SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.</p> <p>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p>	<p>Content Objectives:</p> <p>Students will construct and explain maps and graphs to represent and interpret important locations in their community.</p> <p>Students will analyze and interpret visual representations to explain how people interact with and shape different places.</p> <p>Students will differentiate between environmental and cultural characteristics of global regions using evidence from a globe.</p> <p>Students will evaluate how Alaska’s unique geography and culture compare to other places, and justify what makes it distinct.</p> <hr/> <p>Suggested Activities:</p> <p>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).</p> <p>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.</p> <p>Assessment: RallyCoach- In pairs, students take turns helping each other describe and label the region before sharing with the group.</p> <p>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.</p>	<p>Literacy Connections:</p> <p><i>My Map Book</i> by Sara Fanelli</p> <p><i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller</p> <p><i>Children of the First People</i> by Tricia Brown</p>
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2nd Quarter

Theme: **My Local Community**

Unit: **Money in My World**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s):</p> <p>SS.2.4.7.1 Defend the student’s own point of view on a topic with many differing perspectives.</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>StandUp–HandUp–PairUp: Partners then switch roles and listen to the other’s point of view.</p>	<p>Notes:</p> <p>Veteran’s Day</p> <p>Attendance Awareness Month</p> <p>Election Day</p> <p>American Education Week</p> <p>Thanksgiving</p> <p>Alaska Native and American Indian Heritage Month</p> <p>Literacy Connections:</p> <p><i>The Sandwich Swap</i> by Queen Rania & Kelly DiPucchio</p>
<p>Economics Standard(s):</p> <p>SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.</p> <p>SS.2.4.11.1 Explain how and why people earn money.</p> <p>SS.2.5.11.1 Describe examples of costs of production for local goods and services.</p> <p>SS.2.6.11.1 Participate in discussions about</p>	<p>Content Objectives:</p> <p>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.</p>	<p><i>The Salmon Princess</i> by Mindy Dwyer</p> <p><i>Lemonade in Winter</i> by Emily Jenkins</p> <p><i>The Berenstain Bears’ Trouble with Money</i> by Stan & Jan Berenstain</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p>

<p>the role of banks in the local economy. SS.2.1.13.1 Classify savings goals as short-term or long-term.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peeSS.</i></p> <p><i>K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p>	<p>Suggested Activities:</p> <p>Price Tag Detectives (Tree Map): Show photos of real grocery items. Students sort into categories: local vs. non-local. Discuss: Which costs more? Why?</p> <p>RallyRobin: Partners take turns listing reasons local goods might cost more or less.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Timed-Pair-Share: Students describe to a partner one thing banks do.</p> <p>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.</p>	
<p>Geography Standard(s):</p> <p>SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.</p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>Environment to Economy Match: Match a local physical feature (e.g., ocean, tundra, forest, river, mountain) to a matching economic</p>	

<p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>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.</p> <p>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.</p>	
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2nd Quarter

Theme: **My Local Community**

Unit: **Then and Now: Our Changing Town**

<p><i>*See appendix for additional suggested activities, materials, and resources.</i></p>		
<p>Civics Standard(s):</p>	<p>Content Objectives:</p>	<p>Notes:</p>
<p>SS.2.3.8.1 Describe how people have tried to improve the local community over time.</p> <p>SS.2.1.9.1 Determine the meaning and importance of local and state symbols.</p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Students will analyze ways people have worked to improve their community and explain the impact over time.</p> <p>Students will interpret the meanings of state and local symbols and evaluate why they are important.</p> <p>Suggested Activities:</p> <p>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.</p> <p>Assessment: Students write/draw one way they can help improve their community.</p> <p>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.).</p> <p>Quiz-Quiz-Trade: Students quiz each other on symbols and what they represent.</p>	<p>Holidays Around the World</p> <p>First Day of Winter/Winter Solstice</p> <p>Literacy Connections:</p> <p><i>The Little House</i> by Virginia Lee Burton</p> <p><i>Alaska’s Flag Song</i> illustrated book</p> <p><i>The House on Maple Street</i> by Bonnie Pryor</p> <p><i>When I Was Young in the Mountains</i> by Cynthia Rylant</p> <p><i>A Day’s Work</i> by Eve Bunting</p>

<p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p>		<p><i>Miss Bridie Chose a Shovel</i> by Leslie Connor</p>
<p>Economics Standard(s):</p> <p>SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.</p> <p>SS.2.3.13.1 Describe local examples of capital goods and human capital.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.3.1 With support, identify</i></p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>People + Tools = Work: Students sort pictures into capital goods (tools, trucks, machines) vs. human capital (workers: fishermen, bakers, nurses).</p>	

<i>sources that address a specific topic.</i>		
<p>Geography Standard(s):</p> <p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>Students will examine how human activities influence the cultural and environmental features of their local area.</p> <p>Students will recognize and describe cultural and environmental characteristics that define their local community.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>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).</p> <p>Assessment: Pair up or work in small groups to share their drawings and explain what each part represents.</p> <p>Timed Pair Share: Each student gets 30 seconds to describe one part of their picture while their partner listens, then they switch.</p>	
<p>History Standard(s):</p> <p>SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.</p> <p>SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.</p>	<p>Content Objectives:</p> <p>Students will compare community perspectives from the past and present on a shared issue or event.</p> <p>Students will generate questions using local historical sources and analyze how individuals and groups influenced events.</p> <p>Students will compare life in their community today to life in the past.</p> <p>Students will develop and evaluate possible explanations for changes in the local community over time.</p>	

<p>SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.</p> <p>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.</p> <p>SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past.</p> <p>SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options.</p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.1 With support, identify</i></p>	<p>Suggested Activities:</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>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..."</p> <p>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.</p>	
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<p><i>sources that address a specific topic.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p> <p><i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i></p>		
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3rd Quarter

Theme: **My Local Community**

Unit: **How We Learn About the Past**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s):</p> <p>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p>	<p>Content Objectives:</p> <p>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.</p> <hr/> <p>Suggested Activities:</p> <p>*See first quarter or appendix</p>	<p>Notes:</p> <p>New Year's Day</p> <p>Review Class and School Expectations</p>

<p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>		
<p>Economics Standard(s):</p> <p>SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>Students will analyze how their personal choices affect others and evaluate how community decisions impact them in return.</p> <p>Suggested Activities:</p> <p>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 school or community. Optional: Use Dominos to visually track how one small action can ripple out to affect many others.</p>	<p>Martin Luther King Jr.’s Birthday</p> <p>*100th Day of School</p> <p>Literacy Connections:</p> <p><i>What If Everybody Did That?</i> by Ellen Javernick</p> <p><i>Because Amelia Smiled</i> by David Ezra Stein</p> <p><i>If You Lived Here: Houses of the World</i> by Giles Laroche</p>
<p>History Standard(s):</p> <p>SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.</p> <p>SS.2.1.22.1 Differentiate between primary and secondary sources.</p>	<p>Content Objectives:</p> <p>Students will compare and evaluate multiple versions of a historical event, identifying different perspectives and the reasons behind them.</p> <p>Students will distinguish between primary and secondary sources by examining their characteristics and explaining how each contributes to understanding the past.</p>	

<p>SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.</p> <p>SS.2.1.23.1 Create and explain a chronological sequence of multiple events.</p> <p>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.</p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Students will explain how different historical sources help us learn about people, places, and events in their local community.</p> <p>Students will construct a timeline and explain the sequence of local or personal historical events.</p> <p>Students will generate questions and describe how local figures and groups have influenced community change over time.</p>	
	<p>Suggested Activities:</p> <p>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.</p> <p>Quiz-Quiz-Trade: Students quiz each other: "Is this a primary or secondary source?" and explain why before trading cards.</p> <p>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?</p> <p>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.</p> <p>Assessment: Have students present to the class or in small groups.</p> <p>Who Helped Shape Our Town?: Students choose or are assigned a community figure and generate 2–3 questions to ask or research.</p> <p>Assessment: Students write or draw 3 ways this person shaped the local area.</p>	

3rd Quarter

Theme: **My Local Community**

Unit: **Subsistence and Living the Alaska Way**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Economics Standard(s):	Content Objectives:	Notes:
<p>SS.2.1.12.1 Define scarcity and explain how it affects decision-making.</p> <p>SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services.</p> <p>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.</p> <p>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.</p> <p>SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Students will identify and describe examples of goods and services provided by local governments and explain their purpose.</p> <p>Students will define and analyze the concept of scarcity and explain how it influences decisions about needs and wants.</p> <p>Students will describe and evaluate the skills and knowledge required to produce specific goods and services in their community.</p> <p>Students will compare goods and services produced locally with those produced elsewhere and explain why communities specialize.</p> <p>Students will explore and explain traditional economic practices used in the local region, including bartering, subsistence activities, and sharing.</p>	<p>Black History Month</p> <p>Groundhog Day</p> <p>Valentine’s Day</p> <p>Yukon Quest</p> <p>Iditarod</p> <p>President’s Day</p> <p>*100th Day</p> <p>*Leap Year</p> <p>Elizabeth Peratrovich Day</p>
	<p>Suggested Activities:</p> <p>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.”</p> <p>Quiz-Quiz-Trade: Students quiz each other on what service each picture provides and who provides it.</p> <p>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?”</p> <p>StandUp–HandUp–PairUp: Students pair with classmates and explain how they made a choice during scarcity.</p>	<p>Literacy Connections:</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>What Do People Do All Day?</i> by Richard Scarry</p> <p><i>The Kids’ Guide to Money in Alaska</i> by Alaska Council on Economic Education</p>

<p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p>	<p>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?</p> <p>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?”</p> <p>Tradition Tracker: Share a story or short video about a traditional practice (e.g., berry picking, subsistence fishing, hunting, or trading handmade goods). Assessment: Students draw or write about one traditional practice and explain why it’s important today.</p> <p>RoundRobin: In small groups, each student names one traditional practice and how it supports a community.</p>	
<p>Geography Standard(s):</p> <p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>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.</p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in</i></p>	<p>Content Objectives:</p> <p>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.</p> <p>Suggested Activities:</p> <p>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?</p> <p>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</p>	

<p><i>classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p>	<p>carrying people to Anchorage, Internet messages, a boat taking salmon out of town. Students explain the reasons behind each kind of movement.</p>	
<p>History Standard(s):</p> <p><i>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.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>Content Objectives:</p> <p>Students will compare and contrast the customs and traditions of two Alaska Native cultural groups, identifying local connections.</p> <p>Suggested Activities:</p> <p>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.</p> <p>Assessment: RoundTable- Each group member adds one comparison detail aloud before passing the paper.</p>	

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:
<p>SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities.</p> <p>SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.</p> <p>SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p>	<p>Students will analyze the responsibilities of local and state leaders and explain how their decisions affect the community.</p> <p>Students will evaluate the voting process and justify why it's important in choosing leaders.</p> <p>Students will explain the purpose of rules in different settings and reflect on how they promote fairness and safety.</p> <p>Students will describe the basic functions of government and discuss how it serves the community.</p> <p>Students will apply group roles during a class activity and demonstrate responsibility in collaboration.</p>	<p>Read Across America</p> <p>St. Patrick's Day</p> <p>First Day of Spring</p> <p>Spring Break</p> <p>International Women's Day</p> <p>Music in Our Schools Month</p>
	<p>Suggested Activities:</p> <p>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?</p> <p>RallyRobin: Pairs or students name the benefits of voting.</p> <p>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.</p> <p>Assessment: Write a "day in the life" story from a leader's point of view.</p> <p>Mix-N-Match: Students walk around and find matching role/job cards.</p> <p>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.</p> <p>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.</p>	<p>Literacy Connections:</p> <p><i>Officer Buckle and Gloria</i> by Peggy Rathmann</p> <p><i>We the Kids</i> by David Catrow</p> <p><i>I Am a Good Citizen</i> by Mary Small</p> <p><i>What Do You Do With an Idea?</i> by Kobi Yamada</p>

<p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i></p>	<p>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?</p>	
<p>Geography Standard(s):</p> <p>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.</p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p>	<p>Content Objectives:</p> <p>Students will analyze reasons why people, goods, and ideas move between places and explain how these movements impact their local community.</p> <p>Suggested Activities:</p> <p>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).</p> <p>Class discussion: Why did this need to move? How does it help the community?</p> <p>Fan-N-Pick: One student fans cards, another picks, a third answers, and the last praises or adds on. Rotate roles.</p>	
<p>History Standard(s):</p> <p>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups</p>	<p>Content Objectives:</p> <p>Students will generate meaningful questions about influential individuals or groups from their community and explain how their actions shaped local history.</p>	

<p>have shaped local historical events.</p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Suggested Activities:</p> <p>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?").</p> <p>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.</p> <p>RoundRobin: Each student in a small group takes a turn sharing one question aloud.</p>	
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4th Quarter

Theme: **My Local Community**

Unit: **Leaders and Laws**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s):</p> <p>SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.</p> <p>SS.2.2.8.1 Identify and explain how rules function in public settings.</p> <p>SS.2.2.9.1 Describe the government systems in place in the students' local community.</p> <p>SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.</p> <p><i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i></p>	<p>Content Objectives:</p> <p>Students will analyze how community roles of authority are fulfilled through cooperation and shared responsibilities.</p> <p>Students will explain the function of rules in public settings and their role in promoting safety and fairness.</p> <p>Students will describe the basic structure of local government and summarize how it serves the community.</p> <p>Students will participate in a class decision-making process and reflect on the importance of democratic participation.</p>	<p>Notes:</p> <p>Month of the Military Child</p> <p>April Fool's Day</p> <p>Earth Day</p> <p>School Library Month</p> <p>Literacy Connections:</p> <p><i>The Little Red Fort</i> by Brenda Maier</p> <p><i>No David!</i> by David Shannon</p> <p><i>Duck for President</i> by Doreen Cronin</p> <p><i>Grace for President</i> by Kelly DiPucchio</p>
	<p>Suggested Activities:</p> <p>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)?</p> <p>Think-Write-RoundRobin: Each group member contributes one solution for a shared problem.</p>	

<p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.4.1 Respectfully ask and answer questions.</i></p> <p><i>SS.K-2.4.2 Differentiate their own opinion from others.</i></p> <p><i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i></p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</i></p> <p><i>SS.K-2.5.3 Explain ways to individually or collaboratively address</i></p>	<p>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.</p> <p>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?</p> <p>StandUp–HandUp–PairUp: Students share why they voted for their choice and how it might benefit the group.</p>	
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<i>local or regional problems or issues.</i>		
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4th Quarter

Theme: **My Local Community**

Unit: **Our World, Our Neighbors**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Economics Standard(s):</p> <p>SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.</p> <p>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.</p> <p><i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i></p> <p><i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i></p> <p><i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i></p>	<p>Content Objectives:</p> <p>Students will explain the purpose of international trade and analyze how different countries depend on one another for goods and services.</p> <p>Students will categorize imported and exported products and explain their origins and destinations.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>RallyCoach: One student sorts, the other coaches and explains, then switch.</p> <p>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?</p>	<p>Notes:</p> <p>May Day</p> <p>Mother’s Day</p> <p>Memorial Day</p> <p>Literacy Connections:</p> <p><i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman</p> <p><i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw</p>

<p>Geography Standard(s):</p> <p>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.</p> <p>SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places.</p> <p><i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i></p> <p><i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i></p>	<p>Content Objectives:</p> <p>Students will describe how regions outside of Alaska differ and change over time in terms of physical and cultural characteristics.</p> <p>Students will illustrate how people in Alaska are connected globally through the products they use.</p>	
	<p>Suggested Activities:</p> <p>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).</p> <p>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?</p>	

Third Grade

Recommended Scope and Sequence Alaska: Past, Present, and Future



Overview: 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.		
<p>Civics Standard(s): SS.3.4.6.1: Describe how rules can create responsibilities.</p> <p>SS.3.6.6.1: Describe ways in which people benefit from working together in families, households, and voluntary organizations.</p> <p>SS.3.1.7.1: Describe how civic virtues can be applied in school settings.</p> <p>SS.3.3.7.1: Discuss the importance of having processes for making decisions as a group.</p> <p><i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.4.2:</i></p>	<p>Content Objectives: Students will be able to describe how rules create responsibilities and explain why those responsibilities are important.</p> <p>Students will be able to describe how people benefit from working together in families, at home and in groups that help the community.</p> <p>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.</p> <p>Students will be able to discuss the benefits and importance of using a process when groups make decisions.</p>	<p>Notes: *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.</p> <p>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)</p> <p>Literacy Connections: <i>Officer Buckle and Gloria</i> by Peggy Rathmann</p>
	<p>Suggested Activities: Students use a Circle Map to brainstorm classroom expectations. Working in pairs, they engage in RallyCoach, taking turns to state a rule and explain the responsibility required to uphold it. This peer-coaching process ensures every student understands how rules help create a positive learning environment for all.</p> <p>The lesson starts by exploring cooperation. Students use Mix-Pair-Share to quickly discuss different ways people work together. They then participate in an Inside-Outside Circle, rotating partners to share a personal experience of a "team win" and celebrate the positive results that come from helping one another in a group effort.</p>	

<p><i>Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i></p>	<p>Key virtues (like Kindness, Honesty, and Respect) are introduced. Teams use Numbered Heads Together to analyze short scenarios about school life and reach a consensus on which virtue is the best solution for the problem. They conclude with a Stand-N-Share to quickly present their chosen virtue and action plan, acting as "virtue detectives."</p> <p>Teams collaboratively write the opening of a story using the Round Table structure, each student contributing one sentence until they reach a major decision point. To determine the plot's next step, they implement Spend-A-Buck, a structured voting method that ensures all voices are counted and teaches the importance of a fair, deliberate decision-making process over an impulsive choice.</p>	<p><i>What If Everybody Did That?</i> by Ellen Javernick</p> <p><i>Stone Soup</i> (Various versions, e.g., by Jon J. Muth or Marcia Brown)</p> <p><i>Last Stop on Market Street</i> by Matt de la Peña</p> <p><i>The Keeping Quilt</i> by Patricia Polacco</p> <p><i>Enemy Pie</i> by Derek Munson</p> <p><i>Have You Filled a Bucket Today?</i> by Carol McCloud</p> <p><i>The Juice Box Bully</i> by Bob Sornson and Maria Dismondy</p> <p><i>Duck for President</i> by Doreen Cronin</p> <p><i>The Great Fuzz Frenzy</i> by Janet Stevens and Susan Stevens Crummel</p> <p><i>Grace for President</i> by Kelly DiPucchio</p>
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<p>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.</p> <p>SS.3.2.11.1: Explain what it means for an individual and/or business to specialize and/or trade.</p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p>	<p>Content Objectives: Students will be able to list factors that influence how people make a specific decision.</p> <p>Students will be able to explain how both people and businesses benefit when they specialize and trade.</p>	<p><i>The Most Magnificent Thing</i> by Ashley Spires</p> <p><i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst</p> <p><i>Follow That Map!</i> by Scot Ritchie</p> <p><i>Ox-Cart Man</i> by Donald Hall</p> <p><i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul</p> <p><i>The Goat in the Rug</i> by Charles L. Blood and Martin Link</p> <p><i>To Market, To Market</i> by Nikki McClure</p> <p><i>Boom Town</i> by Sonia Levitin</p>
<p>Geography Standard(s): SS.3.1.20.2: Describe how the Alaska Native Population came to Alaska.</p> <p>SS.3.2.18.1: Use maps, satellite images, photographs, and other representations to</p>	<p>Content Objectives: Students will be able to describe the journey undertaken by the first Alaska Native people to arrive in Alaska.</p> <p>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.</p>	<p><i>Chia & the Fox Man: An Alaskan Dena'ina Fable</i> by Barbara & Ethan Atwater</p> <p><i>Once Upon an Eskimo Time</i> by Edna Wilder</p> <p><i>Let's Go! A Harvest Story</i> by Hannah</p>

<p>explain relationships between the locations of places in Alaska and their environmental characteristics.</p> <p>SS.3.2.19.1: Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.1.16.1: Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p><i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>Students will be able to explain how the movement of people in Alaska relates to the search for or use of natural resources.</p> <p>Students will be able to discuss how Alaska Native cultures adapted to their environment to meet their needs.</p>	<p>Lindoff, illustrated by Michaela Goade</p> <p><i>Salmon Summer</i> by Bruce McMillan</p> <p><i>Fishing with Grandma</i> by Susan Avingaq & Maren Vsetula</p>
	<p>Suggested Activities:</p> <p>After learning about the first Alaska Native journey challenges, teams use a Round Table structure to collaboratively write an adventurous story about the trip. Starting with a teacher-provided sentence, teammates take turns adding a sentence, ensuring the story details the path taken and the brave actions required to complete the journey.</p> <p>Students use a Bubble Map to brainstorm and describe the features of a chosen Alaskan environment (e.g., tundra, coast). Working in pairs, they create a mini-booklet page, coloring their location on a map and illustrating or researching the unique plants, animals, and landforms, demonstrating the connection between location and natural surroundings.</p> <p>Groups use a Multi-Flow Map to analyze the causes (location of resources like oil, fish, gold) and the effects (settlement patterns) on a map of Alaska. Using Rally Robin, students take turns moving a small person on the map to a resource-rich spot and orally justify their decision, demonstrating why early Alaskans settled near the natural materials they needed.</p> <p>The teacher introduces how Alaska Native people met basic needs (food, shelter,</p>	

<p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p>	<p>clothing) using nature. Students use Think-Pair-Share to discuss an item shown (like a specific tool or clothing) and match it to the natural resources (animals, plants, water) used to create or utilize it, reinforcing how Alaska Native cultures adapted to their environment.</p>	
<p>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.</p> <p>SS.3.2.22.1: Gather information from multiple historical sources about major events in Alaska's history.</p> <p><i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i></p>	<p>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.</p> <p>Students will be able to explain how information from different sources can help us learn about a major event in Alaska's history.</p> <p>Suggested Activities: Students use a Double Bubble Map to compare and contrast the reasons for migration to Alaska across two historical periods: "Long, Long Ago (First Alaska Native People)" and "Later On (Non-Indigenous People)." The class uses Numbered Heads Together to discuss and correctly place picture cards representing different</p>	<p><i>Sweet Home Alaska</i> by Carole Estby Dagg</p> <p><i>Bo at Ballard Creek</i> by Kirkpatrick Hill</p> <p><i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown & Roy Corral</p> <p><i>My Wilderness: An Alaskan Adventure</i> by Claudia McGehee</p>

<p><i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.4.3: Critique the motives behind different perspectives.</i></p>	<p>motivations (e.g., following mammoths, searching for gold) onto the two charts, concluding with a discussion of how the reasons for moving changed over time.</p> <p>Students become history detectives in a "Gold Rush Clue Hunt." Working in teams, they visit three stations to analyze a map, a picture, and a letter. At each station, they use a Jot Thoughts structure to quickly brainstorm and record new clues discovered from that source. Teams then use Round Robin to share their collective findings, demonstrating how combining different historical sources builds a full understanding of the Alaska Gold Rush.</p>	<p><i>Pedro's Pan: A Gold Rush Story</i> by Matthew Lasley & Jacob Souva</p>
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2nd Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska - Journeys, Cultures, and Community Futures**

<p><i>*See back of appendix for additional suggested activities, materials, and resources.</i></p>		
<p>Civics Standard(s): SS.3.2.7.1: Recall core civic virtues that guide communities in Alaska.</p> <p>SS.3.4.7.1: Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.</p>	<p>Content Objectives: Students will be able to identify and describe instances where civic virtues influence community actions in Alaska.</p> <p>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.</p>	<p>*Notable Dates:</p> <p>Alaska Day (10/18)</p> <p>Halloween (10/31)</p> <p>Make a Difference Day (10/25)</p> <p>National Native American Heritage Month (November)</p>

<p>SS.3.3.8.1: Identify and participate in ways that people can influence the local community and organize solutions through action.</p>	<p>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 community (e.g., through proposing ideas, volunteering, or providing assistance).</p>	<p>Alaskan Heritage Month (November)</p>
<p>SS.3.2.6.1: List ways that people can participate in a democracy.</p>	<p>Students will be able to identify and explain different ways people can participate in a democracy.</p>	<p>Avalanche Awareness Month (November)</p> <p>Election Day (11/4)</p> <p>Veteran’s Day (11/11)</p>
<p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p>	<p>Suggested Activities: Students act as "Virtue Detectives" by examining Alaskan community action scenarios (e.g., a park clean-up). Using a Brace Map to analyze the whole-to-part relationship (Action \rightarrow specific Virtues displayed), they identify and describe exactly which civic virtues (like responsibility or cooperation) are demonstrated through the community's actions.</p>	<p>Thanksgiving)</p> <p>Holidays Around the World (Nov./Dec.)</p> <p>First Day of Winter/Winter Solstice (12/21)</p>
<p><i>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</i></p>	<p>The class explores an Alaskan resource issue (e.g., fishing vs. forest protection). Students are given simple roles (like "fisherman" or "wildlife protector") in a debate scenario about a resource (e.g., river use vs. forest protection). They use the Four Corners structure to commit to one resource-use option and discuss their viewpoint with classmates, which helps them identify how personal values about the environment lead to different ideas for solving a civic issue.</p>	<p>Literacy Connections:</p> <p><i>We Are Water Protectors</i> by Carole Lindstrom, illustrated by Michaela Goade</p>
<p><i>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.</i></p>	<p>Students use a Flow Map to sequence a simple community service project (e.g., step 1: brainstorm ideas; step 2: choose one; step 3: plan how to help). Using Simultaneous Round Table, they brainstorm specific ways to help at home or school, describing how they would participate and discussing the positive changes</p>	<p><i>Berry Magic</i> by Betty Huffmon, illustrated by Terri Sloat</p> <p><i>Freddie the Flyer</i> by Fred Carmichael & Danielle Metcalfe-Chenail</p>
<p><i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i></p>	<p>Students use a Flow Map to sequence a simple community service project (e.g., step 1: brainstorm ideas; step 2: choose one; step 3: plan how to help). Using Simultaneous Round Table, they brainstorm specific ways to help at home or school, describing how they would participate and discussing the positive changes</p>	<p><i>Kumak’s Fish: A Tale of the Far North</i> by Michael Bania</p>
<p><i>SS.3-5.2.3 Gather relevant information</i></p>	<p>Students use a Flow Map to sequence a simple community service project (e.g., step 1: brainstorm ideas; step 2: choose one; step 3: plan how to help). Using Simultaneous Round Table, they brainstorm specific ways to help at home or school, describing how they would participate and discussing the positive changes</p>	<p><i>We Are Better Together: A Book About Community</i> by Eileen</p>

<p><i>from multiple credible sources to address compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>these actions bring to reinforce the value of volunteering.</p> <p>Students participate in a simple, low-stakes class decision using a mock voting booth. The class uses a Tree Map to categorize the steps of voting (Cast a vote → Count votes → Announce result). Through this hands-on process, they identify and explain how voting is a structured method that allows everyone to participate and helps the group make a collective decision.</p>	<p>Spinelli and illustrated by Ekaterina Trukhan</p> <p><i>I Am One: A Book of Action</i> by Susan Verde and illustrated by Peter H. Reynolds</p> <p><i>Equality’s Call: The Story of Voting Rights in America</i> by Deborah Diesen, illustrated by Magdalena Mora</p> <p><i>I Voted: Making a Choice Makes a Difference</i> by Mark Shulman</p> <p><i>Everyone Gets a Say</i> by Jill Twiss, illustrated by EG Keller</p>
<p>Economics Standard(s):</p> <p>SS.3.1.15.1: Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.</p> <p>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.</p> <p>SS.3.1.14.1: Explain how trade contributed to economic interdependence among Indigenous</p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will be able to compare and contrast historical and contemporary approaches to fulfilling basic needs in Alaska.</p> <p>Students will be able to describe how trade helped different Indigenous groups in Alaska rely on each other to get what they needed throughout Alaska’s history.</p>	<p><i>Kitaa Goes Ice Fishing</i> by Margaret Nicolai, illus. David Rubin</p> <p><i>The Girl Who Swam with the Fish</i> by Michelle Renner & Christine Cox</p> <p><i>Children of the First People: Fresh Voices of Alaska’s Native Kids</i> by Tricia Brown & Roy Corral</p>

<p>groups throughout Alaska's history.</p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.3 Critique the motives behind different perspectives</i></p>	<p>Suggested Activities:</p> <p>Students use the Jigsaw structure to research how different Alaska Native groups met a fundamental need (Food, Shelter, or Clothing) historically and how methods later changed. Students start in a Home Group, move to an Expert Group to research their specific need (food, clothing, shelter) across different Alaska Native cultures (e.g., Tlingit, Yup'ik), and finally return to their Home Group to teach their peers what they learned.</p> <p>Working in pairs, students use the RallyCoach structure and a Double Bubble Map to compare and contrast historical and contemporary approaches for meeting specific basic needs (e.g., food storage, home building). Partner A describes the historical method while Partner B coaches; they then switch roles for the contemporary method, ensuring a reinforced understanding of past and present adaptation.</p> <p>Students explore historical trade among Alaska Native groups using Think-Pair-Share. They first think individually about a specific group and its resources/needs. They Pair up to discuss what goods their group would trade with another group and why. Finally, they share their trade ideas with the class, clarifying how different resources led to mutually beneficial exchanges.</p>	<p><i>Anna's Athabaskan Summers</i> by Arnold Griese</p> <p><i>Runaway Mittens</i> by Jean Rogers & Rie Muñoz</p> <p><i>Recess at 20 Below</i> by Cindy Lou Aillard</p> <p><i>Houses of Snow, Skin and Bones</i> by Bonnie Shemie</p> <p><i>Under Alaska's Midnight Sun</i> by Deb Vanasse & Jeremiah Trammell</p> <p><i>Shanyaak'utlaax (Salmon Boy)</i> by Johnny Marks, illustrated by Michaela Goade</p> <p><i>The Prince and the Salmon People</i> by Claire Rudolf Murphy & Duane Pasco</p>
<p>Geography Standard(s): SS.3.2.16.1: Describe how the cultural and environmental characteristics of</p>	<p>Content Objectives:</p> <p>Students will be able to compare and contrast cultural and environmental characteristics of Alaska from different historical periods.</p>	<p><i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller</p>

<p>Alaska change over time.</p> <p>SS.3.3.16.1: Describe how environmental and cultural characteristics influence population distribution in Alaska.</p> <p>SS.3.1.17.1: Describe why environmental characteristics vary among different regions in Alaska.</p> <p>SS.3.3.18.1: Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific</i></p>	<p>Students will be able to describe how specific environmental characteristics influence where people choose to live in Alaska.</p> <p>Students will be able to explain how geographic factors (like mountains or coastlines) contribute to environmental differences across Alaska.</p> <p>Students will be able to describe the location of cultural characteristics in Alaska using maps of appropriate scales.</p>	<p><i>Nanook and the Melting Arctic</i> by Ryan Mizzen</p> <p><i>Sunrise Summer</i> by Matthew Swanson</p> <p><i>A Child's Alaska</i> by Claire Rudolf Murphy</p> <p><i>Arctic Son</i> by Jean Craighead George</p> <p><i>Alaska (State Profiles)</i> by Colleen Sexton</p> <p><i>Tundras</i> by Cathryn P. Sill and illustrated by John Sill</p> <p><i>Gone Again Ptarmigan</i> by Jonathon London</p> <p><i>A is for Alaska: Written by Kids for Kids</i> by the Boys and Girls Club of Alaska</p>
	<p>Suggested Activities:</p> <p>Students engage in active content review using the Quiz-Quiz-Trade Kagan structure. Each student receives a card with a question comparing historical and contemporary Alaskan life (e.g., housing, tools). They mix, find a partner, quiz each other, provide positive feedback, and trade cards. This promotes repetition and high active engagement while reinforcing facts about Alaskan change over time.</p> <p>Students choose a specific Alaskan environmental feature (like a large river or dense forest). They visually describe its influence by drawing the feature and a small settlement nearby. Using a simplified Cause and Effect Map, they write an explanation of how that feature influences where people choose to live, ensuring they articulate the fundamental relationship between the environment and human settlement.</p> <p>Small groups participate in a knowledge relay using the Round Robin structure. Students</p>	

<p><i>evidence that supports the claims.</i></p> <p><i>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.2.1: Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>take turns picking a card with an Alaskan geographic factor (e.g., "Tall Mountains"). They describe the factor and then explain one specific environmental difference (effect) that landform creates in Alaska, actively building their ability to articulate direct cause-and-effect links between geography and environment.</p> <p>Students rotate through stations featuring regional maps that highlight different Indigenous cultural groups (Tlingit, Yup'ik, etc.). At each station, they use a Tree Map structure within a "Map Passport" to categorize and record the cultural group, a key cultural trait (food, clothing), and an associated geographic feature. This activity builds familiarity with cultural distinctions and the spatial reasoning needed for map interpretation.</p>	
<p>History Standard(s):</p> <p>SS.3.3.23.1: Generate questions about individuals and groups who have shaped Alaska History.</p> <p>SS.3.2.23.1: Explain how life in various eras of Alaska history compares to life today.</p> <p>SS.3.2.24.1: Identify and gather relevant evidence in support of a claim about an event in Alaska history.</p> <p>SS.3.1.23.1: Create timelines to show how events of Alaska history can be organized into time periods/eras.</p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will be able to explain how specific changes over time have impacted daily life in Alaska.</p> <p>Students will be able to locate relevant evidence from provided sources to support a given historical claim about an Alaskan event.</p> <p>Students will be able to create a simple timeline, organizing key historical events into appropriate time periods/eras in Alaska's history.</p>	<p><i>Benny's Flag</i> by Phyllis Krasilovsky</p> <p><i>Alaska's Dog Heroes: True Stories of Remarkable Canines</i> by Shelley Gill</p> <p><i>Freddie the Flyer</i> by Danielle Metcalfe-Chenail, Fred Carmichael, and Audrea Loreen-Wulf</p> <p><i>Alaska Scrapbook: Moments in Alaska History, 1816-1998</i> by Stephen Haycox and Alexandra J.</p>

<p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.1.4: Explain how supporting questions help answer compelling questions.</i></p> <p><i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.1: Clearly communicate</i></p>	<p>Suggested Activities:</p> <p>Students use Think-Pair-Share to identify and discuss key Alaskan historical figures or groups (e.g., Elizabeth Peratrovich, gold miners). Students look at pictures/biographies, pair up to discuss what these groups/individuals did, and then share their insights to introduce these history makers and briefly explain their importance.</p> <p>In small groups, students sort picture/text cards of historical and modern Alaskan life (clothing, homes, tools) into "Then," "Now," and "Both" categories using a Tree Map structure. Groups then present their reasoning, building foundational comparison skills regarding change and continuity in Alaskan life.</p> <p>Students receive source excerpts (text, pictures) about an Alaskan historical event (e.g., Gold Rush). Working in pairs, they find and highlight evidence in the sources that supports a simple historical claim (e.g., "The Gold Rush brought many new people to Alaska"). Pairs then share the evidence they found with the class.</p> <p>The class collaboratively creates a large classroom timeline. Students receive event cards (e.g., "First people cross land bridge," "Alaska becomes a state") and work together to sequence them chronologically. They then organize these events into broader historical eras (e.g., "Ancient Times" or "Russian Era") using pre-made labels, collectively building an understanding of Alaska's historical periods.</p>	<p>McClanahan ; foreword by Larry Persily ; introduction by Veldee Hall</p> <p><i>Alaska: A Land in Motion</i> by Nancy Warren Ferrell</p> <p><i>Berry Song</i> by Michaela Goade</p> <p><i>Up on Denali: Alaska's Wild Mountain</i> by Shelley Gill & Shannon Cartwright</p>
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opinions and the underlying facts supporting them		
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3rd Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska's Dynamic Landscape: Cultures, Economies, and Governance in Action**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.3.4.8.1: Illustrate historical and contemporary means of changing society in Alaska.</p> <p>SS.3.5.6.1: Explain the origins, functions, and structures of state and Tribal governments in Alaska.</p> <p>SS.3.1.9.1: Explore and describe various government structures within Alaska.</p> <p>SS.3.1.6.1: Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.</p> <p><i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.3: Develop claims in response to</i></p>	<p>Content Objectives:</p> <p>Students will be able to compare and contrast historical and contemporary means of changing society in Alaska.</p> <p>Students will be able to explain the origins, identify the basic features, and describe the basic structure of Tribal and state governments in Alaska.</p> <p>Students will be able to identify and describe different types of government structures found in Alaska (e.g., state, Tribal, local city/borough).</p> <p>Students will be able to describe how leaders work together across government types to solve problems in their communities.</p> <p>Students will be able to describe key responsibilities and identify basic powers held by leaders in local, Tribal, and State governments.</p> <p>Suggested Activities:</p> <p>Students use Think-Pair-Share to analyze picture pairs showing historical (e.g., community building a school long ago, past law advocacy) and modern (e.g., climate change rally, current food drive) examples of social change in Alaska. They discuss similarities and differences in the methods used to make change, explaining how</p>	<p>Notes:</p> <p>Review Class and School Expectations</p> <p>Important Days:</p> <p>New Year's Day (1/1)</p> <p>Alaska Law Enforcement Officers' Day (1/9)</p> <p>Martin Luther King Jr.'s Birthday (1/19)</p> <p>*100th Day of School</p> <p>Black History Month (2/1-3/1)</p> <p>Yukon Quest (Feb.)</p> <p>Groundhog Day (2/2)</p> <p>Ernest Gruening Day (2/6)</p> <p>Valentine's Day (2/14)</p> <p>President's Day (2/16)</p> <p>Elizabeth Peratrovich Day (2/16)</p> <p>*Leap Year/Day (2/29)</p>

<p><i>compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i></p> <p><i>Alaska's Governments</i> <i>SS.3-5.1.4: Explain how supporting questions help answer compelling questions.</i></p> <p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2: Develop</i></p>	<p>the means of changing society have evolved over time in the state.</p> <p>Students construct a two-section flipbook for State Government and Tribal Government. They illustrate and describe who leads (Governor vs. Tribal Council/Chief), key responsibilities (making laws, preserving culture, delivering services), who helps govern (legislators, elders, judges), and how each government began (Statehood in 1959 vs. long-standing traditional governance, reinforced by ANCSA).</p> <p>The class uses a Double Bubble Map (or Venn diagram) to visually compare and contrast the features of State and Tribal governments. Students list details like who leads, who it serves, how leaders are chosen, and what services it provides. They discuss overlaps and unique features to deepen their understanding of governmental roles in Alaska.</p> <p>Students design a simple comic strip to visualize a leader's duties. They show a government leader (like a mayor or Tribal council member) performing one or two key duties-such as a mayor fixing a playground or a Tribal council member protecting cultural sites. This helps students creatively understand a leader's powers and responsibilities.</p>	<p>Women's History Month (3/1-31)</p> <p>Alaskan History Week (1st week in March)</p> <p>Read Across America (Dr.Seuss's Birthday-3/2)</p> <p>Iditarod (March)</p> <p>Literacy Connections:</p> <p><i>If You Lived in the Alaska Territory</i> by Nancy Smiler Levinson and illustrated by Bryn Barnard</p> <p><i>We Are Still Here!: Native American Truths Everyone Should Know</i> by Traci Sorell</p> <p><i>Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present</i> by Adrienne Keene and illustrated by Ciara Sana</p> <p><i>Alaska (Portraits of the States)</i> by William David Thomas</p> <p><i>Alaska (Celebrate the States)</i> by Rebecca Stefoff</p>
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<p><i>claims in response to compelling questions and identify specific evidence that supports the claims.</i></p>		
<p>Economics Standard(s): SS.3.4.13.1: Define and illustrate examples of capital goods and human capital.</p> <p>SS.3.2.14.1: Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.</p> <p>SS.3.1.11.1: Define and provide examples of human capital, physical capital, and natural resources in Alaska.</p> <p><i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.</i></p> <p><i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address</i></p>	<p>Content Objectives:</p> <p>Students will be able to explain in their own words what capital goods and human capital are.</p> <p>Students will be able to explain how geography, natural resources, climate, and available workers helped in the exploitation of a specific resource in Alaska.</p> <p>Students will be able to explain how natural resources, human capital, and physical capital work together in Alaska to produce goods or services.</p> <p>Suggested Activities:</p> <p>Students use Think-Pair-Share to introduce and differentiate between capital goods (things) and human capital (skills). They individually consider a simple job like a baker, focusing on the tools (oven, mixing bowls) and the skills/knowledge (recipes, mixing dough) needed. Pairs discuss their examples and then share their definitions with the class, distinguishing the two forms of capital.</p> <p>Each student selects a key Alaskan natural resource (gold, salmon, oil, timber) and creates a booklet titled “Resource Detectives.” They use a Flow Map structure to organize sections detailing what the resource is, its location, how geography and climate affected its access, and the types of workers involved. This applies concepts of geography, labor, and resources to Alaska's past and present.</p> <p>Students use Think-Pair-Share to understand how all three forms of capital combine to</p>	<p><i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton</p> <p><i>Snowflake Bentley</i> by Jacqueline Briggs Martin</p> <p><i>Oil</i> by Jonah Winter, illustrated by Jeanette Winter</p> <p><i>Prince William</i> by Gloria Rand and illustrated by Ted Rand</p> <p><i>A King Salmon Journey</i> by Debbie S. Miller et al.</p> <p><i>Kumak’s Fish: A Tall Tale from the Far North</i> by Michael Bania</p> <p><i>The Giant Cabbage: An Alaska Folktale</i> by Chérie B. Stihler</p>

<p><i>compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.3: Critique the motives behind different perspectives.</i></p> <p><i>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>produce goods or services in Alaska (e.g., catching fish, building a log cabin). They individually consider the natural resources (fish, trees), human capital (skills/knowledge), and physical capital (tools/machines) needed. Pairs discuss and then share explanations describing how these three types of capital work together in their chosen industry example.</p>	
<p>Geography Standard(s): SS.3.1.20.1: Identify and explain the relationship between the resources found in Alaska and becoming a state.</p> <p>SS.3.1.18.1: Make maps of Alaska and accurately represent its northern position relative to the</p>	<p>Content Objectives:</p> <p>Students will be able to explain why Alaska's natural resources were important to the United States.</p> <p>Students will be able to accurately draw or place Alaska in its northern position relative to the contiguous United States on a blank map.</p> <p>Students will be able to explain how cultural and environmental characteristics affect the movement of people, goods and ideas within Alaska.</p>	<p><i>Exploring Alaska: A Fun and Educational Guide to the Last Frontier</i> by Matthew Sorenson</p> <p><i>A is for Alaska: Written by Kids for Kids</i> by Boys & Girls Clubs Alaska</p> <p>Map of Alaska</p> <p>Map of the United States</p>

<p>contiguous United States.</p> <p>SS.3.1.19.1: Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</p> <p><i>SS.3-5.1.2: Categorize questions according to the social studies disciplines.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i></p>	<p>Suggested Activities:</p> <p>Small groups use the Rally Robin structure to actively explain the importance of Alaskan natural resources to the United States. Each student takes a turn picking a card (e.g., Gold, Salmon, Oil, Trees) from the "treasure chest" and explaining its value (e.g., "Gold made the country rich," "Salmon provided food and could be sold"). This sequential sharing reinforces the economic value of different resources.</p> <p>Small groups use RallyCoach to practice accurately placing Alaska on a map. With a blank outline map and an Alaska cut-out, partners take turns: Partner A attempts to place the state, and Partner B either confirms or gently adjusts the placement, explaining the correct northern position (e.g., "It's above Washington and Canada"). This structured practice reinforces accurate geographical relationships.</p> <p>Students use Think-Pair-Share to understand how environmental and cultural characteristics influence movement. They individually consider scenarios (e.g., visiting family, trading). Pairs discuss how the land (mountains, rivers, coastlines) and traditions (dog sleds, traditional trails, community location) affect travel. They then share explanations describing how both factors shape how people move around Alaska.</p>	<p>Map of North America</p>
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<p><i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i></p>		
<p>History Standard(s): SS.3.3.22.1: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.</p> <p>SS.3.1.24.1: Identify and describe probable causes and effects of events and developments in Alaska's history.</p> <p>SS.3.2.21.1: Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.</p> <p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.4.3: Critique the motives behind different perspectives.</i></p>	<p>Content Objectives:</p> <p>Students will be able to explain why it is important to ask questions when looking at different historical sources about the same event.</p> <p>Students will be able to explain the cause-and-effect relationship between a historical event and its outcome in Alaska's history.</p> <p>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.</p> <p>Suggested Activities:</p> <p>Small groups use Rally Robin to explore the value of asking questions when using multiple historical sources (e.g., diary entry vs. newspaper clipping for the Gold Rush; photo vs. quote for the 1964 earthquake). Students take turns identifying information from one source and then posing a question that arises from the comparison, demonstrating how questions lead to a fuller historical picture.</p> <p>Small groups use a Flow Map structure and Rally Robin to actively explain cause-and-effect relationships related to a major Alaskan event, like the 1964 earthquake. Students take turns picking a "cause" card ("Earth's crust rubbed") and a matching "effect" card ("Buildings fell down," "Roads cracked"), and then explaining</p>	<p><i>I Survived the Great Alaska Earthquake, 1964 by Lauren Tarshis</i></p>

<p><i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i></p> <p><i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p>	<p>how the cause led to the effect, articulating multiple cause-and-effect pairs.</p> <p>Small groups use Round Robin to actively explain contrasting historical perspectives. Students take turns picking an “Event Card” (e.g., “Russian traders arrival”, “Building the Alaska Pipeline”) and explaining one way an Indigenous person and one way a non-Indigenous person might have thought or felt about that event. This sequential sharing helps students articulate differences in historical reactions.</p>	
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4th Quarter

Theme: **Alaska: Past, Present, and Future**

Unit: **Alaska Then and Now: Many Voices, Big Changes, and the Stories That Shaped Our State**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s): SS.3.3.6.1: Identify key documents on which local and state laws are based and where to find them.</p> <p>SS.3.2.8.1: Describe how Alaska’s laws are created at multiple organization levels.</p> <p>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.</p> <p>SS.3.1.10.1: Describe and define the rights, roles, and responsibilities of residents of Alaska.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to</i></p>	<p>Content Objectives: 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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>Notes: Important Dates:</p> <p>Women’s History Month (3/1-31)</p> <p>International Women’s Day (03/8)</p> <p>St. Patrick’s Day (3/17)</p> <p>Spring Break (Mar.)</p> <p>First Day of Spring</p> <p>Great Alaska Good Friday Earthquake Remembrance Day (3/27)</p> <p>Seward’s Day (Last Monday in March)</p> <p>School Library Month (4/1-4/30)</p> <p>April Fool’s Day (4/1)</p> <p>Bob Bartlett Day (4/20)</p> <p>Earth Day (4/22)</p> <p>Vic Fischer and Jack Coghill Constitution of the State of Alaska Day (4/24)</p> <p>Asian Pacific American Heritage Month (5/1-5/31)</p>
	<p>Suggested Activities: Working in pairs or small groups, students match cards listing legal documents (Alaska State Constitution, city ordinances, Tribal resolutions) to cards showing their correct storage locations (State Capitol, City Hall, Tribal Council Office, library). After the match, the class uses a Concept Map (a Circle Map) to discuss why laws are written down and why knowing their location is important.</p> <p>Students use the Jigsaw structure, dividing into "Expert Groups" representing State, Local, or Tribal government. Each group creates a simple</p>	

<p><i>address compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i></p>	<p>classroom law (e.g., environmental rule, playground safety, cultural event rule). They walk through a simplified legislative process (proposing, voting, approval), then return to Home Groups to present their law and explain the lawmaking steps at their level.</p> <p>Students use Think-Pair-Share to understand how individuals influence government. They individually think about a problem (e.g., new crosswalk, community garden, park rules) and who they would tell at the Local, Tribal, or State level. Pairs discuss and link their actions to specific leaders, then share suggestions explaining how individuals can use their voices to make an impact.</p> <p>Students use Think-Pair-Share to discuss their personal rights (what they're allowed), roles (student, neighbor), and responsibilities (duties) in Alaska. Then, in small groups, they use Round Robin with "Citizen Cards" (e.g., "Right to go to school," "Student," "Following safety rules"). Each student takes a turn to pick a card, describe it, and explain if it is a right, role, or responsibility, building a collective understanding of Alaskan citizenship.</p>	<p>May Day (5/1)</p> <p>Alaska Agriculture Day (5/1)</p> <p>Cinco de Mayo (5/5)</p> <p>Alaska Mining Day (5/1)</p> <p>Mother's Day (May)</p> <p>Red Cross America Day (5/21)</p> <p>Literacy Connections:</p> <p><i>Why Do We Need Rules and Laws?</i> by Jessica Pegis</p> <p><i>C is for Constitution</i> by Baby Professor</p> <p><i>Government in Your City or Town</i> by Karen Latchana Kenney</p> <p><i>There Ought to be a Law-A Bright Day at the State Capitol</i> by Portia Bright Pittman and Calvin Mercer</p> <p><i>Tribal Governments</i> by Connor Stratton</p> <p><i>Native American Governments: From Tribal Councils to Constitutions</i> by Sarah Machajewski</p>
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		<i>The Little Book of Government</i> by Laurie Friedman & Zack Bush
<p>Economics Standard(s): SS.3.1.13.1: With support, generate a list of scenarios that may include borrowing money.</p> <p>SS.3.2.13.1: Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.</p> <p>SS.3.3.13.1: Explain the ways in which Alaska’s government pays for the goods and services it provides.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i></p>	<p>Content Objectives: Students will be able to identify common reasons why people might borrow money.</p> <p>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)</p> <p>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).</p> <p>Suggested Activities: Small groups use Round Table to actively brainstorm and list as many reasons as they can think of for why someone might need to borrow money (e.g., buying something expensive, an emergency). Groups then share their lists with the class to compile a master list, exploring the practical reasons for lending and borrowing.</p> <p>The class collaboratively creates a large Multi-Flow Map anchor chart to visually display the causes and effects of changes in unemployment. Students brainstorm reasons why unemployment might decrease (new business, more hiring) and the corresponding effects (more people working, economy improving), solidifying the understanding of how economic events influence employment.</p> <p>Students participate in a sorting game using a Tree Map structure. They sort cards representing government services (schools,</p>	<p><i>The Berenstain Bears' Trouble with Money</i> by Stan & Jan Berenstain</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> by Katie Smith Milway</p> <p><i>Bunny Money</i> by Rosemary Wells</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>Lemonade in Winter</i> by Emily Jenkins</p> <p><i>The Hard-Times Jar</i> by Ethel Footman Smothers</p> <p><i>Uncle Jed’s Barbershop</i> by Margaree King Mitchell</p> <p><i>Something Special for Me</i> by Vera B. Williams</p> <p><i>The U.S. Government: How It Works</i> by Syl Sobel</p> <p><i>Follow the Money!</i> by Loreen Leedy</p> <p><i>Money Madness</i> by David A. Adler</p>

	<p>roads, police, parks) and sources of revenue (oil money, taxes, tourism fees) into two categories: "Goods and Services the Government Provides" and "How the Government Pays for Them." This activity visually and conceptually connects services with their sources of funding in Alaska.</p>	<p><i>The Salmon Princess: An Alaska Cinderella Story</i> by Mindy Dwyer</p> <p><i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller</p> <p><i>Alaska ABC Book</i> by Charlene Kreeger</p>
<p>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.</p> <p>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.)</p> <p>S.S.3.3.19.1: Discuss the effects of catastrophic events on human settlements and migration in Alaska.</p> <p><i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i></p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will be able to describe how human-made and natural catastrophic events in Alaska affected people living outside Alaska.</p> <p>Students will be able to describe how catastrophic events in Alaska's history affected where people lived or moved.</p> <hr/> <p>Suggested Activities:</p> <p>Small groups use Round Robin to explain how interactions with nearby places (Canada, Russia) change economic activities. Students take turns identifying an economic activity (e.g., fur trading post) on a map, suggesting a nearby trading partner, and explaining how that trade interaction caused the activity to grow or led to new jobs appearing in the location.</p> <p>Small groups use Rally Robin to describe how people <i>outside</i> Alaska were affected by major Alaskan events (e.g., 1964 Earthquake, Exxon Valdez Oil Spill). Students take turns picking an "Impact Card" (e.g., saw big waves, worried</p>	<p><i>Maps</i> by Aleksandra Mizielińska and Daniel Mizieliński</p> <p><i>Follow That Map! A First Book of Mapping Skills</i> by Scot Ritchie</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p><i>If You Lived Here: Houses of the World</i> by Giles Laroche</p> <p><i>Alaska's Three Bears</i> by Shelley Gill</p> <p><i>North Country Night</i> by Daniel San Souci</p> <p><i>The Lamp, the Ice, and the Boat Called Fish</i> by Jacqueline Briggs Martin</p> <p><i>I Survived the Great Alaska</i></p>

<p><i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.1.3: Create supporting questions to help answer compelling questions.</i></p>	<p>about fish prices, felt sad) and explaining how that specific impact relates to the Alaskan event and affected people living outside Alaska.</p> <p>Small groups use Round Robin to describe how catastrophic events might cause people to move or change settlements. Students take turns picking an "Event Card" (e.g., big earthquake, oil spill, volcanic eruption, major flood) and explaining how that specific disaster might have caused people to leave their homes or move to a new place, detailing the impact on where people lived.</p>	<p><i>Earthquake, 1964</i> by Lauren Tarshis</p> <p><i>Oil</i> by Jonah Winter and Jeanette Winter</p> <p><i>I Am the Storm</i> by Jane Yolen and Heidi E. Y. Stemple</p> <p><i>Prince William</i> by Gloria Rand and illustrated by Ted Rand</p> <p><i>The Bravest Dog Ever: The True Story of Balto</i> by Natalie Standiford</p> <p><i>The Great Serum Race: Blazing the Iditarod Trail</i> by Debbie S. Miller</p>
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<p><i>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.</i></p>		
<p>History Standard(s): SS3.1.21.1: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state’s history.</p> <p>SS.3.3.21.1: Describe how people’s perspectives shaped the historical sources they created in Alaska</p> <p>SS.3.4.22.1: Describe the purpose of an Alaska historical document.</p> <p>SS3.5.22.1: Identify the maker, date, and place of origin of sources about a historical topic.</p> <p><i>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.</i></p>	<p>Content Objectives:</p> <p>Students will be able to reflect on the importance of understanding multiple perspectives when learning about Alaska’s history.</p> <p>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.</p> <p>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).</p> <p>Students will be able to locate the maker, date, and place of origin for a given historical source.</p> <p>Suggested Activities:</p> <p>Small groups use Round Robin to select an artifact (e.g., traditional fish trap, gold nugget, oil barrel) from a “mystery box” and discuss what the item represents to different people throughout history (Alaska Native family, prospector, business owner). Groups then share how the artifact has a different meaning or use depending on the person, helping students recognize that history is shaped by many perspectives.</p> <p>Students complete a museum walk in pairs, visiting stations with simplified historical sources (village photos, settler quotes, Native stories). They write down the perspective</p>	<p><i>Mama, Do You Love Me?</i> by Barbara M. Joose</p> <p><i>The Lamp, the Ice, and the Boat Called Fish</i> by Jacqueline Briggs Martin</p> <p><i>Berry Magic</i> by Teri Sloat and Betty Huffmon (Yup’ik Elder)</p> <p><i>Children of the Midnight Sun: Young Native Voices of Alaska</i> by Tricia Brown</p> <p><i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon and David MacDonald</p> <p><i>The Children of the Midnight Sun: Young Native Voices of Alaska</i> by Tricia Brown</p> <p><i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller</p> <p><i>River’s Journey</i> by Sally M. Walker</p>

<p><i>SS.3-5.2.2: Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.3: Critique the motives behind different perspectives.</i></p>	<p>shown and what is important to that person. The class then discusses which voices were heard most and why it matters to include many perspectives in history, promoting critical reflection.</p> <p>Small groups become “document detectives” by examining simplified historical documents (miner’s letter, village photo, traditional story). They use a Tree Map structure to categorize and identify who created the document, when and where it was made, and why. Groups then share their findings and explain the document’s purpose (e.g., share information, preserve memory, tell a story).</p> <p>Small groups use Round Robin to actively locate key details in multiple historical sources. Students take turns picking a source card (e.g., old map, drawing, newspaper clipping) and pointing to and stating the maker, date, and place of origin for that source. This sequential practice helps students find and identify key sourcing details across various documents.</p>	<p><i>Down the Yukon</i> by Will Hobbs</p> <p><i>I Am Inuit</i> by Brian Adams and Julie Decker</p> <p><i>My Wilderness: An Alaskan Adventure</i> by Claudia McGehee</p> <p><i>The Year of Miss Agnes</i> by Kirkpatrick Hill</p> <p><i>Ada Blackjack: A True Story of Survival in the Arctic</i> by Jennifer Niven</p> <p><i>We Feel Good Out Here</i> by Julie-Ann André and Mindy Willett</p> <p><i>Sweet Home Alaska</i> by Carol Estby Dagg</p> <p><i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon</p> <p><i>Alaska The Last Frontier</i> by Marcia Amidon Lusted</p> <p><i>Our Alaska : Personal Stories about Life in the North</i> by Mike Doogan</p> <p><i>Big Alaska: Journey Across America's Most Amazing State</i> by</p>
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	<p>Debbie S. Miller and illustrated by Jon Van Zyle</p> <p><i>Alaska in Maps: A Thematic Atlas</i> by Roger Pearson</p> <p><i>A is for Anaktuvuk</i> by Naomi Gaede-Penner</p> <p><i>A is for Alaska: Written by Kids for Kids</i> by Boys & Girls Clubs Alaska</p> <p><i>Once Upon Alaska: A Kid's Photo Book</i> by Mark Kelley and Nick Jans</p> <p><i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown</p>
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Fourth Grade

Recommended Scope and Sequence 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.

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

<p>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.</p>	<p>and implement a systematic process for making collective decisions within a group context.</p>	
<p>SS.4.3.7.1 With teacher guidance, create a process for group decision-making.</p>	<p>Students will investigate the Indigenous land ownership, inherent rights, and acknowledgement in Alaska and other geographical contexts.</p>	
<p>SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.</p>	<p>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.</p>	
<p>SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.</p>	<p>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).</p>	
<p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p>	<p>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.</p>	
<p><i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i></p>	<p>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</p>	
<p><i>SS.3-5.1.2 Categorize questions according to</i></p>	<p>Brace Map to show the organizational</p>	

<p><i>the social studies disciplines.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i></p>	<p>structure of either their municipal or state government.</p> <p>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.</p> <p>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.</p>	
<p>Geography Standard(s):</p> <p>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.</p> <p>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the</p>	<p>Content Objectives:</p> <p>Students will explain how cultural practices influence human adaptation to and modification of diverse environments across the regions of the United States.</p> <p>Students will explain how the cultural and environmental characteristics of the United States undergo transformation over time.</p> <p>Students will discuss how environmental and cultural attributes impact population distribution throughout the United States.</p> <p>Students will employ maps of varying scales to</p>	

<p>United States change over time.</p>	<p>identify and describe the locations of cultural and environmental characteristics within each region of the United States.</p>	
<p>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.</p>	<p>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.</p>	
<p>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.</p>	<p>Students will discuss the relationship between human settlements and movements and the locations and utilization of various natural resources in the United States.</p>	
<p>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.</p>	<p>Suggested Activities:</p> <p>Students 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.</p>	
<p>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.</p>	<p>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 the US.</p>	
<p>SS.3-5.1.1 <i>Construct compelling questions and explain the</i></p>	<p>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.</p>	

<p><i>importance of the questions to self and others.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p>	<p>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.</p> <p>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.</p> <p>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 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 how cultural and environmental factors impacted its movement.</p> <p>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</p>	
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<p><i>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.</i></p>	<p>region, showing the natural resources and their connection to local settlements and industries.</p>	
<p>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.</p> <p>SS.4.3.21.1 Describe how people’s perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.2.3 Gather relevant information</i></p>	<p>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.</p> <p>Students will describe how the perspectives of both Indigenous and non-Indigenous individuals influenced the historical sources they produced.</p> <p>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.</p> <p>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</p>	

<p><i>from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p>	<p>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 of the person creating the source.</p>	
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2nd Quarter

Theme: United States Physical and Cultural Geography

Unit: Federal Government & Economic Principles

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s):</p> <p>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.</p> <p>SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic</p>	<p>Content Objectives:</p> <p>Students will analyze and differentiate the powers and responsibilities allocated to officials within the diverse levels and branches of the federal government.</p> <p>Students will recognize and analyze the underlying beliefs, experiences, perspectives, and values that inform another individual's viewpoint on a civic issue.</p> <p>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.</p> <p>Students will explain the legislative process for</p>	<p>Notes:</p> <p>Veteran's Day</p> <p>Attendance Awareness Month</p> <p>Election Day</p> <p>Alaska Native and American Indian Heritage Month</p> <p>American Education Week</p> <p>Thanksgiving</p> <p>Holidays Around the World</p>

<p>issue</p> <p>SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have</p> <p>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.</p> <p>SS.3.4.8.1 Explain how policies are developed to address public problems.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local</i></p>	<p>creating laws at the federal level in the United States, specifically noting the influence of electoral voting in initiating change.</p> <p>Students will explain the methodologies used to formulate policies designed to address public problems.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>First Day of Winter/Winter Solstice</p> <p>Literacy Connections:</p> <p><i>Shh! We're Writing the Constitution</i> by Jean Fritz</p> <p><i>House Mouse, Senate Mouse</i> by Peter W. Barnes and Cheryl Shaw Barnes</p> <p><i>How Does the U.S. Government Work?: 3 Branches of Government</i> by Baby Professor</p> <p><i>Baseball Saved Us</i> by Ken Mochizuki</p> <p><i>Lillian's Right to Vote</i> by Jonah Winter, illustrated by Shane W. Evans</p> <p><i>A Vote for Susanna</i> by Karen M. Greenwald</p>
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<p><i>and/or regional problems or issues.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>votes (choosing representatives) can influence the process (e.g., electing people who support certain ideas).</p> <p>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).</p>	
<p>Economics Standard(s):</p> <p>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions</p> <p>SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.</p> <p>SS.4.3.11.1 Explain the role of money in making exchange</p>	<p>Content Objectives:</p> <p>Students will compare examples of human capital (skills, knowledge), physical capital (tools, infrastructure), and natural resources across diverse U.S. regions.</p> <p>Students will provide specific examples, both within and outside Alaska, of individuals and businesses that engage in specialization and trade.</p> <p>Students will explain the fundamental role of money in facilitating economic exchange.</p> <p>Students will explain the correlation between investment in human capital, increased productivity, and future income potential,</p>	<p>Literacy Connections:</p> <p><i>The Story of Money</i> by Betsy Maestro, illustrated by Giulio Maestro</p> <p><i>If You Made a Million</i> by David M. Schwartz, illustrated by Steven Kellogg</p> <p><i>The Lemonade War</i> by Jacqueline Davies</p>

easier.	utilizing both Indigenous and non-Indigenous examples from across the United States.	
SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non- Indigenous examples from across the United States.	Students will determine how the prospect of profits influences the decisions of sellers 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.	
SS.4.5.11.1 Determine how profits influence sellers in markets.	Students will define and distinguish between positive incentives (rewards) and negative incentives (penalties) as factors influencing economic behavior.	
SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.	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).	
SS.4.2.12.1 Define positive and negative incentives.	Students will describe how individuals and businesses contribute to the funding of federal government services through taxation.	
SS.4.1.13.1 Explain that interest is the price of using someone else's money.	Students will explain the importance of enhancing both capital goods (e.g., machinery, technology) and human capital (e.g., education, training) over time.	
SS.4.2.13.1 Determine the difference between inflation and deflation.	Students will explain how trade fosters economic interdependence among different regions of the United States.	
SS.4.3.13.1 Describe how people and businesses support federal government services through	Students will explain how geographical features, natural resources, climate, and	

<p>taxation.</p> <p>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.</p>	<p>available labor collectively contribute to the interconnected regional economies of the United States.</p> <p>Students will explore the economic significance of various industries within Alaska.</p>	
<p>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p> <p>SS.4.1.15.1 Explore the significance of various industries in Alaska.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p>	<p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>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</p>	

<p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p>	<p>increased productivity and economic growth.</p>	
<p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>Students in Numbered Heads Together teams will be given information about different US 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.</p>	
<p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p>	<p>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</p>	
<p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p>	<p>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.</p>	
<p><i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i></p>	<p>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).</p>	
<p><i>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.</i></p>	<p>Divide students into Jigsaw groups, with each group becoming an expert on a specific major industry in Alaska (e.g., fishing, oil, tourism,</p>	
<p><i>SS.3-5.4.3 Critique the</i></p>		

<p><i>motives behind different perspectives</i></p>	<p>mining, military). Each group will research or be given information about their industry's economic importance, the resources it uses, 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.</p>	
<p>Geography Standard(s):</p> <p>SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.</p> <p>SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>Content Objectives:</p> <p>Students will identify the specific economic activities that have contributed to the growth of each region within Alaska.</p> <p>Students will explain how Alaska's unique geographic resources have been instrumental in the state's economic development.</p> <p>Suggested Activities:</p> <p>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.</p> <p>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</p>	<p>Literacy Connections:</p> <p><i>Arctic Son</i> by Jean Craighead George</p>

	<p>fishing, oil for energy industry, glaciers for tourism). They will then use a Multi-Flow Map to show how that geographic resource (cause) has led to a particular economic development (effect).</p> <p>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.</p>	
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3rd Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Historical Change & Social Movements**

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

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.

Iditarod

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

<p>History Standard(s): SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>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.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>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 studying a particular</p>	<p>Content Objectives:</p> <p>Students will recognize the diverse individual and group perspectives related to significant historical events across the United States.</p> <p>Students will utilize a range of primary and secondary sources to summarize key historical events from various cultural regions throughout the United States.</p> <p>Students will gather different types of historical sources and summarize how they are used to explain past events.</p> <p>Students will analyze the interrelationships between multiple historical sources pertaining to a single event or development in U.S. history.</p> <p>Students will infer the intended audience for a given historical source.</p> <p>Students will utilize information about a source's creator, date, and place of origin to assess its usefulness for studying a particular historical topic.</p> <p>Students will use timelines or other chronological representations to compare simultaneous historical developments.</p> <p>Students will compare and contrast a historical local cultural practice with a historical cultural practice from another region of the United States.</p> <p>Students will formulate questions about individuals and groups who have significantly shaped history across the United States.</p> <p>Students will describe and explain the</p>	<p>Literacy Connections:</p> <p><i>The Story of Ruby Bridges</i> by Robert Coles</p> <p><i>Encounter</i> by Jane Yolen</p> <p><i>If You Lived At The Time Of The American Revolution</i> by Kay Moore</p> <p><i>The Declaration of Independence</i></p> <p><i>Coming to America: The Story of Immigration</i> by Betsy Maestro & Giulio Maestro</p> <p><i>Sarah, Plain and Tall</i> by Patricia MacLachlan</p> <p><i>You Wouldn't Want to Be an American Colonist!</i> by Jacqueline Morley</p> <p><i>A Story to Tell: Traditions of a Tlingit Community</i> by Richard Nichols, illustrated by D. Bambi Kraus</p> <p><i>Stolen Words</i> by Melanie Florence, Gabrielle Grimard</p> <p><i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown & Roy Corral</p>
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<p>historical topic.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p> <p>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.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>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.</p> <p>SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have</p>	<p>probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>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.</p> <p>Students will explain how national and global events have impacted Alaska, both historically and in the contemporary era.</p> <p>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.</p> <p>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</p>	<p><i>Salmon Summer</i> by Bruce McMillan</p> <p><i>Balto and the Great Race</i> by Elizabeth Cody Kimmel</p> <p><i>Grandfather's Journey</i> by Allen Say</p> <p><i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatiuh</p>
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<p>shaped the history of Alaska and the United States.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.4.3 Critique the motives behind different perspectives.</i></p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific</i></p>	<p>creator, what information they offer, and who their likely intended audience was.</p> <p>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.</p> <p>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.</p> <p>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 impacted Alaska, both historically and in</p>	
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<p><i>evidence that supports the claims.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i></p> <p><i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i></p> <p><i>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.</i></p>	<p>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.</p>	
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4th Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Global Connections & Environmental Impact**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
<p>Geography Standard(s):</p> <p>SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.</p> <p>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.</p> <p>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.</p> <p>SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to</p>	<p>Content Objectives:</p> <p>Students will discuss the reasons for variations in environmental characteristics across different global regions.</p> <p>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.</p> <p>Students will discuss how natural and human-induced catastrophic events in one global region can impact populations in other regions.</p> <p>Students will construct maps and other graphical representations depicting various regions around the world.</p> <p>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.</p> <p>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.</p>	<p>Notes:</p> <p>Traditional Chiefs Week</p> <p>St. Patrick's Day</p> <p>First Day of Spring</p> <p>Spring Break</p> <p>April Fool's Day</p> <p>Month of the Military Child</p> <p>School Library Month</p> <p>Earth Day</p> <p>May Day</p> <p>Mother's Day</p> <p>Memorial Day</p> <p>Statewide Assessments</p> <p>Literacy Connections: <i>Here We Are: Notes for Living on Planet Earth</i> by Oliver Jeffers</p> <p><i>A River Ran Wild</i> by Lynne Cherry</p> <p><i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul</p>
	<p>Suggested Activities:</p> <p>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</p>	

<p>examine relationships between the locations of places in the world and their environmental characteristics.</p> <p>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.</p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.5.2 Use deliberative and democratic procedures</i></p>	<p>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 the reasons for these variations (e.g., distance from equator, mountains).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p><i>The Day the Crayons Quit</i> by Drew Daywalt</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p><i>What Do You Do with a Problem?</i> by Kobi Yamada</p> <p><i>The Dust Bowl</i> by David Booth</p>
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<p><i>to identify ways to take action about local and/or regional problems or issues.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling</i></p>	<p>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 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.</p> <p>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.</p>	
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<p><i>questions.</i></p> <p><i>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.</i></p>		
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Fifth Grade

Recommended Scope and Sequence 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):	Content Objectives:	Notes:
SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.	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.	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.
SS.5.1.7.1 Apply civic virtues and democratic principles in school settings.	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.	Labor Day First Day of Fall Dictionary Day Patriot Day
SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	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.	Make a Difference Day Indigenous Peoples' Day Constitution Day
SS.5.2.6.1 Assess the importance of participation in democracy.	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.	Hispanic Heritage Month Alaska Day Halloween
SS.5.2.8.1 Evaluate how		

<p>rules and laws change society and how people change rules and laws.</p> <p>SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>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.</p> <p>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.</p> <p>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will identify beliefs, experiences, perspectives, and values that influence their own point of view on a civic issue and recognize and consider the beliefs, experiences, perspectives, and values that</p>	
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<p>together through government.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p>	<p>influence others' points of view on civic issues.</p> <p>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.</p> <p>Students will describe ways people benefit from working together through the government and identify challenges people face when working together through the government.</p>	
<p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>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."</p> <p>Multi-Flow Map: Cause and effects of responsible citizen participation. Brainstorm</p>	<p>Literacy Connections:</p> <p><i>The Juice Box Bully</i> by Bob Sornson and Maria Dismondy</p> <p><i>Say Something!</i> by Peter H. Reynolds</p> <p><i>The Important Book</i> by Margaret Wise Brown</p> <p><i>Lillian's Right to Vote</i> by Jonah Winter</p> <p><i>Each Kindness</i> by Jacqueline Woodson</p> <p><i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport</p> <p><i>What Can a Citizen Do?</i> by Dave Eggers</p>

	<p>what leads to responsible participation, and brainstorm the results or implications of responsible participation.</p> <p>Bridge Map: Create analogies to demonstrate understanding of responsible participation (ex., Voting is to democracy AS a steering wheel is to a car.)</p> <p>Flow Map: Show the process of how a bill becomes a law.</p> <p>Turn & Talk: “What if there were no rules/laws?” Students discuss hypothetical scenarios.</p> <p>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.</p> <p>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 Circle to share their observations and explain why the rules made a difference in their scenarios.</p> <p>Thinking Map - Multi-Flow Map: Introduce a historical "problem" or situation that led to a</p>	<p><i>What Do You Do with a Problem?</i> by Kobi Yamada</p> <p><i>Just Help! How to Build a Better World</i> by Sonia Sotomayor</p> <p><i>We the People</i></p> <p><i>Officer Buckle and Gloria</i> by Peggy Rathmann</p> <p><i>A Fine, Fine School</i> by Sharon Creech</p> <p><i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatiuh</p> <p><i>If Everybody Did</i> by Jo Ann Stover</p> <p><i>Grace for President</i> by Kelly DiPucchio</p> <p><i>Sofia Valdez, Future Prez</i> by Andrea Beaty</p>
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	<p>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.</p>	
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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**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
<p>Civics Standard(s):</p> <p>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.</p> <p>SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.</p> <p>SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.</p>	<p>Content Objectives:</p> <p>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.</p> <p>Students will compare and contrast the 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</p>	<p>Notes:</p> <p>Veteran’s Day</p> <p>Attendance Awareness Month</p> <p>Election Day</p> <p>Alaska Native and American Indian Heritage Month</p> <p>American Education Week</p> <p>Thanksgiving</p> <p>Holidays Around the World</p> <p>First Day of Winter/Winter Solstice</p>

<p>SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i></p>	<p>state of Alaska.</p> <p>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.</p> <p>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.</p>	<p>Guest speakers from the city, borough, and/or state level government representatives</p> <p>Literacy Connections: <i>We the Kids: The Preamble to the Constitution</i> by David Catrow</p> <p><i>Shhh! We're Writing the Constitution</i> by Jean Fritz</p> <p><i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro & Giulio Maestro</p> <p><i>Our Government: The Three Branches</i> by Shelly Buchanan</p> <p><i>Shh! We're Writing the Constitution</i> by Jean Fritz</p> <p><i>A Kid's Guide to the Bill of Rights</i> by Kathleen Krull</p>
	<p>Suggested Activities:</p> <p>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).</p> <p>For comparison, use a Double Bubble Map to compare two branches at a time (e.g., Legislative vs. Executive). Students can work in pairs to fill in similarities and differences.</p> <p>In small groups, students create a short</p>	

	<p>news report (could be a skit, poster presentation, or digital presentation) showcasing a specific instance where one or more national government branches impacted Alaska.</p> <p>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.</p> <p>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.</p> <p>We the People congressional hearings simulation https://civiced.org/we-the-people/hearings</p> <p>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.</p>	
<p>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.</p> <p>SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary</p>	<p>Content Objectives:</p> <p>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 event.</p> <p>Students will compare and contrast information presented in primary and</p>	<p>Resources:</p> <p>"Liberty's Kids"</p> <p>Literacy Connections: <i>If You Lived in Colonial Times</i> by Ann McGovern</p>

<p>sources, analyze significant historical events in the United States.</p> <p>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.</p> <p>SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.21.1 Analyze connections among historical context and people’s perspectives in the American colonies.</p> <p>SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.</p> <p>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</p> <p>SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>	<p>secondary sources about a significant historical event in the United States, then analyze that event using information from both types of sources.</p> <p>Students will create a chronological sequence of related events from early U.S. history and use that sequence to compare developments that occurred concurrently.</p> <p>Students will analyze a significant event or development in early American history to identify its probable causes and explain its probable effects.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	
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<p>SS.5.3.21.1 Compare how people’s perspectives shaped the historical sources they created, including the foundational documents of the United States.</p>	<p>from multiple sources.</p> <p>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.</p>	
<p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p>	<p>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.</p>	
<p>SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.</p>	<p>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).</p>	
<p>SS.5.3.24.1 Summarize the central claim in a secondary work of early American history.</p>	<p>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.</p>	
<p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p>	<p>Students will infer the intended audience and the primary purpose of an early American historical source.</p>	
<p>SS.5.5.22.1 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source</p>	<p>Students will identify key contextual information about a historical source, including its maker, date, place of origin,</p>	

<p>is useful for studying a particular historical topic.</p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>SS.3-5.4.3 Critique the motives behind different perspectives.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i></p>	<p>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.</p>	
	<p>Suggested Activities:</p> <p>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).</p> <p>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.</p> <p>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 RallyCoach to explain their thinking to their partner, and frequent Turn and Talks allow for peer feedback and discussion.</p> <p>Students are assigned colonial perspectives (e.g., Loyalist, Patriot) for a historical</p>	

SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.

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.	
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3rd Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Geography and Human-Environment Interaction-Where We Live – Landscapes, Resources, and Human Impact**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
<p>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.</p> <p>SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.</p> <p>SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region.</p> <p>SS.5.1.19.1 Explain how cultural and environmental characteristics affected</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will explain how cultural</p>	<p>Notes: New Year’s Day</p> <p>Review Class and School Expectations</p> <p>Martin Luther King Jr.’s Birthday</p> <p>100th Day of School</p> <p>Black History Month</p> <p>Groundhog Day</p> <p>Valentine’s Day</p> <p>Elizabeth Peratrovich Day</p> <p>Yukon Quest</p> <p>Iditarod</p> <p>President’s Day</p> <p>Leap Year</p> <p>Read Across America Day</p>

<p>the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>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.</p> <p>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.</p> <p>SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early</p>	<p>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 waterways, fertile land, and climate, influenced the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will explain how the establishment of</p>	<p>International Women’s Day</p> <p>Music in Our Schools Month</p> <p>Literacy Connections: <i>A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840</i> by Barbara Greenwood</p> <p><i>Explore the Wild West!</i> by Anita Yasuda</p> <p><i>Reasons for Westward Expansion</i> <i>The Celestials’ Railroad</i> by Bruce Watson</p>
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<p>American colonies.</p> <p>SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions.</p> <p>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.</p> <p>SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.</p> <p>SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and</i></p>	<p>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 of people within and between early American colonies was influenced by the desire to access or utilize various natural resources.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will examine how both environmental characteristics, such as the availability of fertile land, access to water, climate, and natural resources, and cultural characteristics,</p>	
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<p><i>others.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p>	<p>including economic activities, social structures, religious freedom, and relationships with Native Americans, influenced where and how populations were distributed in the early American colonies.</p> <hr/> <p>Suggested Activities:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will work in teams, each team</p>	
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SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.

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, 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.

	<p>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.</p> <p>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.</p>	
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4th Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Economics & Global Connections-Resources, Choices, and Interdependence**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Economics Standard(s):	Content Objectives:	Notes:
<p>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.</p> <p>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.</p> <p>SS.5.1.13.1 Explain what interest rates are and how they work.</p> <p>SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries.</p> <p>SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history.</p>	<p>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.</p> <p>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.</p> <p>Students will define what an interest rate is and explain how interest rates function in relation to borrowing and saving money.</p> <p>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.</p> <p>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.</p> <p>Students will summarize multiple reasons why individuals have specialized in specific tasks</p>	<p>Traditional Chiefs Week</p> <p>St. Patrick's Day</p> <p>First Day of Spring</p> <p>Spring Break</p> <p>April Fool's Day</p> <p>Month of the Military Child</p> <p>School Library Month</p> <p>Earth Day</p> <p>May Day</p> <p>Mother's Day</p> <p>Memorial Day</p>

<p>SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.</p>	<p>and why businesses have engaged in trade throughout U.S. history.</p> <p>Students will identify incentives and negative incentives that can influence people's decisions and explain how these incentives can impact choices.</p>	
<p>SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.</p>	<p>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.</p>	
<p>SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.</p>	<p>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.</p> <p>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.</p>	
<p>SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.</p>	<p>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.</p>	
<p>SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.</p>	<p>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 incomes, using examples from U.S. history.</p>	
<p>SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in</p>	<p>Students will describe ways that people in the past utilized improved capital goods, such as</p>	

<p>the United States.</p> <p>SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.</p> <p>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.</p> <p>SS.5.5.11.1 Explain how profits influenced sellers in early American markets.</p> <p>SS.5.6.11.1 Identify examples of external benefits and costs.</p> <p>SS.5.7.11.1 Describe the role of other financial institutions in an economy.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>SS.3-5.2.3 Gather</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
	<p>Suggested Activities:</p> <p>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.</p> <p>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").</p>	

<p><i>relevant information from multiple credible sources to address compelling questions or research.</i></p> <p><i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i></p> <p><i>SS.3-5.4.3 Critique the motives behind different perspectives</i></p> <p><i>SS.3-5.3.3 Develop claims in response to</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students act out scenarios representing inflation (e.g., "a gallon of milk costs \$10"), deflation (e.g., "house prices drop dramatically"), or unemployment (e.g., "many 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.</p> <p>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.</p> <p>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</p>	
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<p><i>compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i></p>	<p>work and a Pair-Share.</p> <p>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.</p>	
<p>Geography Standard(s): SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.</p> <p><i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i></p> <p><i>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.</i></p> <p><i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i></p>	<p>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.</p> <p>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 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.</p>	<p>Statewide Assessments</p>

<p>History Standard(s): SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.</p> <p><i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i></p> <p><i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i></p> <p><i>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.</i></p>	<p>Content Objectives:</p> <p>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.</p>	
	<p>Suggested Activities:</p> <p>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.</p> <p>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 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.</p> <p>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,</p>	

	<p>identifying similarities and differences in their causes, impacts, and affected groups.</p> <p>Following this, they participate in a Timed Pair Share to share their insights and connections from their maps with a partner.</p>	
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Middle School

6 - 8

Sixth Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.

Ancient Civilizations

<p>Grade(s): 6 Length: two semesters Prerequisite(s): none</p>	<p>Course Overview: In this 6-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.</p>
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Themes (Recommended Order)	
Semester 1	Semester 2
<ul style="list-style-type: none"> ● Human Beginnings & Early Civilizations ● Early River Civilizations 	<ul style="list-style-type: none"> ● Early Mediterranean Civilizations ● Research and Inquiry

Theme 1: Human Beginnings & Early River Civilizations

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Early Human Civilizations	Our Location in the World	Geography Anchor Standard 18: Geographic Representations and Reasonings	Define absolute and relative location using real-world examples. Draft and utilize a variety of maps to communicate information Construct and interpret latitudinal and longitudinal representations of absolute and relative locations
	Prehistory	History Anchor Standard 21: Perspectives	Analyze multiple points of view to create a multifaceted interpretation of prehistory.
		History Anchor Standard 22: Historical Sources & Evidence	Analyze contradictory or conflicting sources and synthesize information to develop well-reasoned conclusions.
		History Anchor Standard 24: Historical Thinking	Locate Primary and Secondary Sources to investigate perspectives regarding prehistory

Theme 1: Human Beginnings & Early River Civilizations

	Human Migration Theory	Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	<p>Investigate the biological and cultural processes that shaped the earliest human communities.</p> <p>Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another.</p> <p>Discuss how people adapted to environments, recognized the influence of geography on cultural practices, economies, and social structures.</p>
	Geographic Regions	Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Cultures	Demonstrate an understanding of the defining characteristics and placement of global regions.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Understanding geographic location and reasoning behind migration toward specific locations.
Indigenous Cultures of Alaska	Migration Patterns to and within Alaska	Geography Anchor Standard 18: Geographic Representations and Reasonings	<p>Demonstrate an understanding of the defining characteristics and placement of the physical regions of Alaska</p> <p>Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.</p>

Theme 1: Human Beginnings & Early River Civilizations

	The First Alaskans	Geography Anchor Standard 19: Human Populations: Spatial Patterns and Movement	Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information. Examine the distribution of human populations over time, including population density, migration trends, and urbanization.
		History Anchor Standard 22: Historical Sources	Examine multiple explanations for how people came to Alaska. Investigate how the climate and physical features of Alaska influenced migration and settlement.
		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of citizens	Understand and evaluate the civil and human development of various early civilizations throughout Alaska. Compare and contrast hunter-gatherer societies and early farming societies. Analyze the impact of subsistence, barter, and sharing within the first Alaskans.
		Geography Anchor Standard 19: Human Populations: Spatial Patterns and Movements	Examine multiple explanations for how people came to Alaska Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.

Theme 1: Human Beginnings & Early River Civilizations

		<p>Inquiry Anchor Standard 2: Evaluate Sources and Evidence</p>	<p>Evaluate the impact of the Agricultural Revolution and early technological innovations using primary and secondary sources.</p> <p>Identify and use the methods and tools valued by historians, geographers, anthropologists, and archaeologists in order to trace the themes of history.</p>
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Theme 2: Early River Civilizations

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Mesopotamian Civilization	Language & Culture	<p>Geography Anchor Standard 18: Geographic Representations and Reasonings</p>	<p>Construct and use different types of maps and graphs to represent and analyze religions.</p> <p>Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other.</p>
		<p>History Anchor Standard 23: Change, Continuity, and Context</p>	<p>Identify patterns of continuity and change in written language throughout early river civilizations.</p>

Theme 2: Early River Civilizations

		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.
	Evolution of Governance	Civic Anchor Standard 8: Processes, Rules and Law	Compare and contrast modern rules and law with historical systems.
		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.
Egyptian Civilization	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	Construct arguments utilizing new evidence that allows for new interpretations.

Theme 2: Early River Civilizations

	Rise and Fall of Civilizations	<p>Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture.</p>	<p>Evaluate cultural and societal trade methods and the movement of products throughout early civilization history.</p> <p>Analyze the economic systems of ancient civilizations by exploring methods of generating and using money, such as bartering, coin introduction and forms of trade.</p>
		<p>Geography Anchor Standard 19: Human Populations: Spatial Patterns and Movement</p>	<p>Describe the characteristics of a civilization and connect that information to real-world examples.</p> <p>Demonstrate an understanding of how humans impact their environment.</p> <p>Create and interpret timelines that clearly demonstrate key periods in the development of human societies.</p>

Theme 3: Early Mediterranean Civilizations

	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Roman and Greek Civilizations	Politics and Religion	History Anchor Standard 21: Perspectives	Evaluate the social, economic, and cultural structure of civilizations and their impact on modern society.
		History Anchor Standard 22: Historical Sources and Evidence	Analyze primary and secondary sources to understand early methods of record-keeping and acknowledge the contributions of those whose histories were lost
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change of time in various aspects of medieval and MesoAmerican civilizations.
		History Anchor Standard 24: Historical Thinking	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	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. Explore how religion and culture shaped family lineage and societal structures.
		Civics Anchor Standard 8: Processes, Rules, and Laws	Examine legal frameworks surrounding feudal authority and discuss how they shaped social hierarchies and affected both marginalized and

Theme 3: Early Mediterranean Civilizations

			powerful groups.
Human systems	Civics Anchor Standard 7: Participation and Deliberation		Explore how religion, politics ,and culture shaped family lineage and societal structures. .
	Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens		Identify rights and responsibilities of citizens and noncitizens within different forms of government.
	Economics Anchor Standard 11: Economic Systems, Models, and Markets		Analyze the role of precious metals in shaping economic systems, trade networks, and market dynamics. Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies. 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		Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars. Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.

Theme 3: Early Mediterranean Civilizations

		<p>Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns</p>	<p>Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</p> <p>Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.</p>
		<p>History Anchor Standard 21: Perspectives</p>	<p>Analyze the economic, political, and societal motivations or justifications for warfare among civilizations.</p>
		<p>History Anchor Standard 24: Historical Thinking</p>	<p>Evaluate the impact of cultural and religious ideologies on the decision-making processes of civilizations at war.</p>

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Seventh Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.

7th Grade World Geography & Cultures

<p>Grade(s): 7 Length: 2 Semesters Prerequisite(s): None</p>	<p>Course Overview: In this 7-th grade course, students will study how geography, culture, and human innovation have influenced civilizations throughout history. It starts with the development of geography skills and explores early migrations, leading to an examination of the rise and fall of civilizations in Europe, Africa, Asia, the Middle East, and the Americas. Students analyze the impacts of religion, governance, trade, and environmental factors on social structures and global interactions. Students will also incorporate Alaska’s geography and Native cultures, prompting comparisons between global trends and local experiences regarding adaptation, resource usage, and cultural resilience. Through inquiry based learning, map analysis, and the evaluation of primary and secondary sources, students enhance their critical thinking and civic literacy, linking ancient and regional histories to contemporary global challenges and interdependence.</p>
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Themes (Recommended Order)	
Semester 1	Semester 2
<ul style="list-style-type: none"> ● Geography Skills ● Europe/ Russia ● Africa/ Middle East 	<ul style="list-style-type: none"> ● Asia/Oceania ● South/North America ● Research and Inquiry

Theme 1: Geography Skills

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Geography Skills	5 Themes of Geography	Inquiry Anchor Standard 1: Develop Questions and Plan Inquiries	Analyze complex issues from multiple perspectives.
		Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Demonstrate an understanding of the defining characteristics and placement of global regions.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	<p>Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.</p> <p>Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.</p> <p>Construct and use different types of maps and graphs to represent and analyze religions.</p>
		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Create and interpret timelines that clearly demonstrate key periods in the development of human societies.

Theme 2: Europe / Russia

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Europe	Religion & Social Structures	Geography Anchor Standard 18: Geographic Representations and Reasonings	Construct and use different types of maps and graphs to represent and analyze religions. Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different 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 both prehistory and written history. Construct arguments utilizing new evidence that allows for new interpretations.
	Rise and Fall of Civilizations	Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture.	Evaluate cultural and societal trade methods and the movement of products throughout early civilization history. Analyze the economic systems of medieval civilizations by exploring methods of generating and using money, such as bartering, coin introduction and forms of trade.

Theme 2: Europe / Russia

Russia	Natural Resources & Energy	Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	<p>Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.</p> <p>Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments</p> <p>Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</p>
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	<p>Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth’s surface.</p>
		Geography Anchor Standard 19: Human Populations: Spatial Patterns and Movement	<p>Demonstrate an understanding of how humans impact their environment.</p>
		History Anchor Standard 21: Perspectives	<p>Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.</p>
		History Anchor Standard 24: Historical Thinking	<p>Analyze the causes and effects of events and societal developments in the past.</p>

Theme 3: Africa/Middle East

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Africa	Natural Resources	Economics Anchor Standard 11: Economic Systems, Models, and Markets	Analyze the role of precious metals in shaping economic systems, trade networks, and market dynamics. Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies. Compare and contrast agricultural practices based on technology, social structures, economic development, and political systems
		History Anchor Standard 21: Perspectives	Evaluate the social, economic, and cultural structure of civilizations and their impact on modern society.
		History Anchor Standard 24: Historical Thinking	Understand and compare unique historical and geographical features of Africa
	Human systems	Civics Anchor Standard 7: Participation and Deliberation	Explore how religion, politics, race, and culture shaped family lineage and societal structures.
		Civics Anchor Standard 8: Processes, Rules, and Laws	Examine legal frameworks surrounding Apartheid and discuss how they shaped social hierarchies and affected both marginalized and powerful groups.

Theme 3: Africa/Middle East

		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens	Identify rights and responsibilities of citizens and noncitizens within different forms of government.
Middle East	World Religions	Civic Anchor Standard 6: Civic and Political Institutions and Systems	Analyze the significance of various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics. Explore how religion and culture shaped family lineage and societal structures.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars. 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	Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.

Theme 3: Africa/Middle East

		Geography Anchor Standard 18: Geographic Representations and Reasonings	Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other.
		History Anchor Standard 21: Perspectives	Analyze the economic, political, and societal motivations or justifications for warfare among civilizations.

Theme 4: Asia/Oceania/Arctic

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Asia	Environment	Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and culture	Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. 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	Detect patterns in how Earth's physical features and biomes are distributed across its surface.
		Geography Anchor Standard 18: Geographic Representations and	Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both

Theme 4: Asia/Oceania/Arctic

		Reasoning	locally and globally.
		Geographic Anchor Standard 19: Human Populations: Spatial Patterns and Movement	Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. Investigate the arrangement and distribution of populations over time.
		History Anchor Standard 21: Perspectives	Examine and assess cultural exchanges and conflicts during significant historical events to better understand the complexities of societal interactions and influences.
	Population/Migration	Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another. Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another. Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.
		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Construct maps to represent the spread of people and ideas over time Investigate the arrangement and distribution of populations over time.

Theme 4: Asia/Oceania/Arctic

Oceania	Ocean Currents	Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Investigate the interconnectedness of ecosystems of the Earth.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Describe the geographical features, climate and ecosystems that define the physical attributes of different locations. Identify the components and characteristics of the earth's physical systems, and explain how they affect each other. Construct and use different types of maps and graphs to analyze current paths throughout the region.
	Environment	Inquiry Anchor Standard 1: Develop Questions and Plan Inquiries	Formulate clear and focused questions that require investigation about a variety of topics. Analyze complex issues from multiple perspectives. Develop inquiries that address real-world problems.
		Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Analyze how geographical features, climate, and natural resources influenced change throughout the world's oceans.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Identify the components and characteristics of the earth's physical systems, and explain how they affect each other. Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes

Theme 4: Asia/Oceania/Arctic

		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Demonstrate an understanding of how humans impact their environment.
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change over time in various aspects of human history
		History Anchor Standard 23: Change, Continuity, and Context	Explore the cultural and societal implications of cultural diffusion.

Theme 5: South/North America

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
South America	Trade & Economy	Inquiry Anchor Standard 1: Develop Questions and Plan Inquiries	Develop inquiries that address real-world problems.
		Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Differentiate between reliable and unreliable sources.
		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens	Describe the roles of political, civil, and economic organizations in shaping people's lives.
		Economics Anchor Standard 13: The National Economy	Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy.

Theme 5: South/North America

		Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Analyze the relationships between countries and regions in the global economy.
	Systems of Government	History Anchor Standard 23: Change, Continuity, and Context	Explore the cultural and societal implications of cultural diffusion.
		Inquiry Anchor Standard 3: Develop Claims	Utilize evidence to construct arguments that address historical events and societal changes.
		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens	Describe the roles of political, civil, and economic organizations in shaping people's lives.
		Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Analyze the relationships between countries and regions in the global economy.
		History Anchor Standard 21: Perspectives	Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
North America	Physical Features of Alaska	Geography Anchor Standard 20: Geography of Alaska	-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	Demonstrate an understanding of how humans impact their environment Analyze the impact of natural disasters and human-induced hazards on human populations

Theme 5: South/North America

	Physical History of Alaska	Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Examine the causes of historical and continuing conflicts in Alaska Evaluate the impact of war on Alaska’s ecosystems, resources and landscapes, recognize the environmental changes caused by military activities.
	Historical Use of Natural Resources	Geography Anchor Standard 16: Human environment Interaction: Place, Regions and Cultures	Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses. Explain how Alaska's geographic location and resources have affected the state and the world. Analyze and evaluate the impact of past management of Alaska’s resources Formulate clear and focused questions about future resource use in Alaska. Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives. Evaluate changes that occur in the meaning, use distribution and importance of resources over time due to forces of cooperation and conflict.
	The Law and the Land	Civics Anchor Standard 6: Civic and Political Institutions and Systems	Examine the major components and roles of local, Tribal and state governments.

Theme 5: South/North America

		Civics Anchor Standard 8: Processes, Rules, and Laws	<p>Evaluate and compare procedures for making decisions at the Tribal, local, state and national levels.</p> <p>Assess specific rules and laws(both actual and proposed) as means of addressing public concerns.</p> <p>Identify the interconnectivity of local, Tribal, and state processes, rules and laws.</p>
		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens	<p>Describe the roles and responsibilities of people in the United States.</p>
		History Anchor Standard 21: Perspectives	<p>Perspectives regarding tribal, state, and federal entities throughout the state.</p> <p>Research Native American groups through examination of oral histories, primary sources and contributions over time.</p> <p>Perspectives of land ‘ownership/stewardship’</p>
	Impact of Colonialism	History Anchor Standard 21: Perspectives	<p>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.</p> <p>Explain how the perspectives of people in the present shape interpretations of the past.</p>

Theme 5: South/North America

		<p>History Anchor Standard 23: Change, Continuity, and Context</p>	<p>Identify the factors that led to initial Russian and/or European Contact</p> <p>Evaluate the immediate and long-term effects of colonization on Native American groups</p>
		<p>History Anchor Standard 24: Historical Thinking</p>	<p>Develop skills in chronological reasoning and understanding cause-and-effect relationships in history.</p>
		<p>Geography Anchor Standard 18: Geographic Representations and Reasonings</p>	<p>Understanding the importance of location and trade throughout North America.</p> <p>Evaluate colonization and its effect on prehistoric trade and economy throughout North America.</p>
		<p>History Anchor Standard 23: Change, Continuity, and Context</p>	<p>Explore the cultural and societal implications of cultural diffusion.</p>

Theme 6: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Eighth Grade

Grade 6 through 8 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 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.
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Themes (Recommended Order)	
Semester 1	Semester 2
<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● 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) ● Research and Inquiry

Theme 1: Geography and Early Civilizations of the Americas

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

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Early Americas	Early Human Migration	Geography Anchor Standard 19: Human populations: Spatial Patterns and Movements	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	Analyze the push and pull factors that influenced early people to migrate
		History Anchor Standard 23: Change, Continuity, and Context	Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.
		History Anchor Standard 24 Historical Thinking	Describe the technical limitations of historians and archeologists studying the distant past.
	Physical Geography of the Americas	Geography Anchor Standard 18: Geographic Representation and Reasoning	Identify on a map the major physical features of North, Central, and South America. Research and locate on a map indigenous place names, landmarks, and sacred sites throughout

Theme 1: Geography and Early Civilizations of the Americas

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

			North, Central, and South America
	Indigenous Cultural Groups of the Americas	Geography Anchor Standard 16: Human Environment Interaction: Place, Regions and Culture	Investigate the interplay between indigenous cultures of the Americans and their environment. Identify the spiritual, cultural, and economic significance of geographic features in indigenous communities. 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.
		Civics Anchor Standard 6: Civic and Political Institutions and Systems	Investigate the unique ways that Indigenous peoples organize themselves and their societies.

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Age of Exploration, Exploitation, and Colonialism	Gathering and Evaluating Sources	Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias. Analyze a variety of primary sources about Exploration routes, encounters and cultural exchanges.
		History Anchor Standard 21: Perspectives	Compare and contrast perspectives through primary and secondary source research.
	Exploration and Exploitation	History Anchor Standard 21: Perspectives	Compare the economic, technological, and cultural factors that motivated exploration.
		History Anchor Standard 23: Change, Continuity, and Context	Examine the impacts of encounters between explorers and indigenous populations.
		Geography Anchor Standard 17: Global interconnections: Changing Spatial Patterns	Evaluate the long-term impact of the Columbian Exchange

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

	Global Interconnections	Geography Anchor Standard 19: Human populations: Spatial Patterns and Movements	Identify trade routes and network that facilitate the exchange of goods, ideas, and cultures between continents
		Economic Anchor Standard 11: Economic Systems, Models, and Markets	Analyze how the exchange of goods contributed to the development of global trade.
		History Anchor Standard 23: Change, Continuity, and Context	Investigate the ways in which cultural diffusion occurred in cross-cultural interactions.
	Civic Participation	History Anchor Standard 24: Historical Thinking	Investigate the impacts of European colonization on Indigenous populations
		Historic Anchor Standard 23: Change, continuity, and Context	Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships. Research the connections between the origins and outcomes of colonization in today's world.

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environment impact, and global cooperation.
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Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
The Thirteen Colonies	Analyzing Primary Sources	Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Identify and analyze primary sources to understand the inquiry perspectives of different groups in colonial America
		History Anchor Standard 21: Perspectives	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	Examine the reasons for European colonization in different regions of Colonial America

Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.
		History Anchor Standard 23: Change, Continuity, and Context	Investigate the interactions and conflicts between people in Colonial America
	Cause and Effect	Civics Anchor Standard 6: Civic and Political Institutions and Systems	Identify the factors that led to the growth of representative government in colonial societies
		Economic Anchorage Standard 11: Economic Systems, Models, and Markets	Examine the economic systems of different colonial regions.
		Geography Anchor Standard 19: Human Populations: Spatial Patterns and Movements	Evaluate the consequences of the Atlantic slave trade.
	Civic Participation and Decision-Making	Inquiry Anchor Standard 3: Develop Claims	Analyze the impact of events on colonial governance and social structures.

Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

		Civics Anchor Standard 7: Participation and Deliberation	Investigate the impact of events on colonial governance and social structures
		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	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

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
American Revolution	Analyzing Historical Documents	Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution. Examine secondary sources to understand differing interpretations of events and their significance.
		History Anchor Standard 21: Perspectives	Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic.

Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

	Understanding Historical Context	History Anchor Standard 21: Perspectives	Investigate the economic, political, and social factors that contribute to tensions between American colonies and the British government leading up to the Revolution. Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period.
		History Anchor Standard 23: Change, Continuity, and Context	Analyze the challenges faced by the newly independent United States.
	Cause and Effect	History Anchor Standard 23: Change, Continuity, and Context	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	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	Evaluate the consequences of the American Revolution on various groups.
	Creation of Democracy	Civic Participation and Decision-Making	Inquiry Anchor Standard 3: Develop Claims

Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

		Civic Anchor Standard 7: Participation and Deliberation	Investigate the role of social movements and protests in shaping American society and politics.
		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	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.

Theme 5: Civic and Political Institutions of the U.S.

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
American Democracy	Understanding Civic life and Government	Civics Anchor Standard 6: Civic and Political Institutions and Systems	<p>Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights.</p> <p>Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing and interpreting laws.</p> <p>Analyze the role of state, local, and Tribal governments and their relationship to the federal government.</p> <p>Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs.</p>

Theme 5: Civic and Political Institutions of the U.S.

	<p>Analyzing Political Institutions</p>	<p>Civics Anchor Standard 6: Civic and Political Institutions and Systems</p>	<p>Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy.</p> <p>Examine the structure and functions of the U.S. Congress in making laws and representing constituents.</p> <p>Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government.</p> <p>Examine the structure and function of the judicial branch in interpreting the meaning of laws.</p>
	<p>Engaging in Civic Participation</p>	<p>Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens</p>	<p>Explore the rights and responsibilities of people in a respective democracy.</p> <p>Analyze the significance of civic participation through activities such as voting, community service, and advocacy.</p> <p>Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.</p> <p>Reflect on the responsibilities of active citizenship and the potential for individual and collective impact.</p>

Theme 5: Civic and Political Institutions of the U.S.

	Examining Democratic Processes	Civic Anchor Standard 8: Processes, Rules, and Laws	Investigate the election process and its impact on representation. Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions.
		Civics Anchor Standard 7: Participation and Deliberation	Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process. Evaluate the impact of public policies on various groups within society.

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
The Expansion West	Analyzing Multiple Perspective	Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Examine Primary sources to understand the viewpoints on Manifest Destiny. Compare and contrast the perspectives on issues related to land ownership and sovereignty.
		History Anchor Standard 21: Perspectives	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	Investigate the economic, social, and political factors that contribute to the idea of Manifest Destiny and westward expansion. 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	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.
	Cause and Effect	Civics Anchor Standard 8: Processes, Rules, and Laws	Identify key events and policies related to westward expansion.
		History Anchor Standard 24: Historical Thinking	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	Evaluate the impact of westward expansion on different regions and its contribution to the Civil war.

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

Trail of Tears	Ethical Decision-Making	History Anchor Standard 21: Perspectives	Investigate the historical and contemporary impacts of westward expansion on people and the environment. Investigate the role of individuals and groups in shaping responses to Indian Removal policies.
		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	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

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
The Civil War	Analyzing Primary and Secondary Sources	Inquiry Anchor Standards 2: Evaluate Sources and Evidence	Identify and analyze primary sources to gain insights into experiences of individuals during this era Examine secondary sources to understand how interpretation of events differ.
	Analyzing Primary and Secondary Sources	History Anchor Standard 21: Perspective	Analyze viewpoints from different time periods to evaluate changing perspectives.

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

	Understanding Historical Context	History Anchor Standard 21: Perspective	Investigate the economic, political, and social factors that contribute to the sectional tension leading to secession and the outbreak of the Civil War.
		History Anchor Standard 24: Historical Thinking	-Analyze the social and cultural factors that led to the rise of social and political reform movements.
		History Anchor Standard 23: Change, Continuity, and Context	Analyze the social and cultural factors that led to the rise of social and political reform movements.
	Cause & Effect	History Anchor Standard 22: Historical Sources and Evidence	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	Examine the social and political changes brought about by the Emancipation Proclamation and the 13th, 14th and 15th Amendments. Evaluate the impact of reform movements on historical and contemporary societies.

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

	Civic Participation and Decision-Making	History Anchor Standard 23: Change, continuity, and Context	Analyze the contributions of key individuals to the advancement of civil rights and social change. Investigate the role of social movements in shaping the political and cultural landscapes.
		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	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

Unit	Topic	Anchor Standard	Learning Outcomes <i>The student demonstrates an understanding of...</i>
Reconstruction	Analyzing Primary and Secondary Sources	History Anchor Standard 22: Historical Sources and Evidence	Identify and analyze primary sources to gain insight into the experiences of African Americans during Reconstruction.
		Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Examine secondary sources to understand differing interpretations of the Reconstruction era.
		History Anchor Standard 21: Perspectives	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: Historical Sources and Evidence	Investigate the social, economic, and political conditions that led to Reconstruction.
		History Anchor Standard 21: Perspectives	Examine the lingering effects of slavery on the lives of newly freed African Americans. 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	Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights. Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws
	Ethical Decision-Making	History Anchor Standard 24: Historical Thinking	Investigate the historical and contemporary impact of Reconstruction.
		Civics Anchor Standard 7: Participation and Deliberation	Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society.

Theme 9: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

High School

9 - 12

Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, to include:

1.0 credit of World Studies

1.0 credit of U.S. Studies

0.5 credit of Alaska Studies, 0.5 credit of Government, 0.5 credit of Economics

AK Studies Options 9th - 12th (One semester required)	World Studies Options 9th - 10th (Two semester required)	U.S. Studies Options 10th -11th (Two semesters required)	Government Options 11th - 12th (One semester required)	Economics Options 11th - 12th (One semester required)
Alaska Studies	World History 1 World History 2 World Geography Global Diplomacy and Model U.N. AP World History 1 AP World History 2 AP European History 1 AP European History 2 Comparative Religions Ap Comparative Government	U.S. History 1 U.S. History 2 U.S. History: War & Conflicts 1 U.S. History: War & Conflicts 2 U.S. Civil Right Experience AP U.S. History 1 AP U.S. History 2	U.S. Government & Civics U.S. Legal Systems AP U.S. Government & Politics	Economics & Financial Literacy AP Macroeconomics AP Microeconomics
<p>Social Studies Electives</p> <p><i>Core courses not taken as graduation requirements may be taken as elective courses</i></p> <ul style="list-style-type: none"> AP Art History AP Psychology Anthropology Psychology 				

Alaska Studies

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> ● SS.9012.1.1 Construct compelling questions representing key ideas of 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.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 4 Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> ● 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 audience 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,

	<p>social, cultural, and political ideas.</p> <ul style="list-style-type: none"> ● SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. ● SS.9-12.4.8 Listen to understand.
<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> ● 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 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. ● 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
- Research and Inquiry

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.	See Appendix
	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.	
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.	

Theme 1: Alaska's Land and People

	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.
		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
Northern Expansion	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.	See Appendix
	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.	

Theme 2: Land Claims Throughout Time

	Claims and Stewardship	<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>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 governments.</p>
		<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patters</p>	<p>SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from indigenous Russian, and American perspectives.</p>
	Land and People	<p>Geography Anchor Standard 20 Geography of Alaska</p>	<p>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.</p>

Theme 3: Resource Stewardship Throughout Time

	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.	See Appendix
	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

		<p>Civics Anchor Standard 8 Civic and Political Institutions and Systems</p>	<p>SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.</p>	
		<p>Geography Anchor standard 16 Human environment Interaction: Place, Regions and Cultures</p>	<p>SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.</p>	
<p>“The Last Frontier”</p>	<p>Alaska and the World</p>	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.</p>	

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.	
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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.	See Appendix
	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.
	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.

Theme 4: The Myth of the Last Frontier

	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

	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.	See Appendix
	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.	
	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	

Theme 5: Civics and Government

			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.
	Federal Impact	Civics 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

Theme 5: Civics and Government

	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.	
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Theme 6: Alaska's Economy

	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.	See Appendix
	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	

Theme 6: Alaska's Economy

			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.	
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.	

Theme 6: 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.
	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.	

Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

World Studies

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> ● SS.9012.1.1 Construct compelling questions representing key ideas of 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.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 4 Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> ● 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 audience 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. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	<p>understanding and productive, nonhostile speech.</p> <ul style="list-style-type: none"> ● SS.9-12.4.8 Listen to understand.
<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> ● 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 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. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

World History I

<p>Grade(s): 9 - 10 Length: One Semester Credit: 0.5 Prerequisite(s): None</p>	<p>Course Overview: This course explores global developments from 500 to 1900, with 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. Examining the rise of empires, transoceanic exploration, and the profound effects of colonization and the Atlantic slave trade from 1450 to 1900. Students will analyze how Enlightenment ideas, political revolutions, and the Industrial Revolution reshaped societies, economies, and global power structures.</p>
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Timeframes	Themes (Recommended Order)
	Foundational Theme: Post-Classical Societies and Trade Networks
<ul style="list-style-type: none"> • 500 - 1900 	<ul style="list-style-type: none"> • Power and Society in Afro-Eurasia • Global Trade and Cultural Exchange • Belief Systems and Cultural Identity • Movement, Crisis, and Change • Global Interactions and Exchange • Industry and Global Change • Resolutions and Reform • Research and Inquiry

Theme 1: Power and Society in Afro-Eurasia

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
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		<p>Explain the emergence of new dynasties in China and their major contributions.</p> <p>Explain the emergence of the Mongols and their major contributions.</p> <p>Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes</p>	<p>Chinese Dynasties</p> <p>Japanese Feudal Societies</p> <p>India</p> <p>Islamic Golden Age</p>

Theme 1: Power and Society in Afro-Eurasia

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

Theme 2: Global Trade and Cultural Exchange

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
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-Saharan Trade Routes Indian Ocean Trade Routes Pax Mongolia

Theme 2: Global Trade and Cultural Exchange

	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.</p> <p>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.</p> <p>SS.9-12.17.3 Examine the Impact of global interconnections on the long- and short-term catastrophes on global trade, politics, and human migration.</p>	<p>Explain the emergence of new dynasties in China and their major contributions.</p> <p>Explain the emergence of the Mongols and their major contributions.</p> <p>Describe the rise of the Islamic Empire and its impact on increasing cultural and economic changes</p> <p>Compare cultural and technological innovations of Asian Empires</p> <p>Analyze cultural diffusion and trade among Asian Empires.</p>
	<p>Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement</p>	<p>SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in</p>	

Theme 2: Global Trade and Cultural Exchange

post-classical societies.

Theme 3: Belief Systems and Cultural Identity

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	<p>Geography Anchor Standard 18 Geographic Representations and Reasoning</p> <p>Geography Anchor Standard 19 Human Populations: spatial Patterns and movement.</p>	<p>SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.</p> <p>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.</p>	<p>Investigate the spread and transformation of major world religions: Islam, Christianity, Buddhism</p> <p>Study the role of religious institutions in politics, art, education, and daily life</p> <p>Islamic Golden Age</p>
	<p>Anchor Standard 2 Evaluate Sources and Evidence</p> <p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<p>SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas,</p>	

Theme 3: Belief Systems and Cultural Identity

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 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.

Theme 4: Movement, Crisis, and Change

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
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	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.	Compare differing historical perspectives of the crusades to explain how religious conflict impacted post - classical societies. <ul style="list-style-type: none"> - Islamic POV - Christian POV

Theme 4: Movement, Crisis, and Change

	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p>	
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Theme 5: Global Interactions and Exchange

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
<p>Cause and Effects of Exploration</p>	<p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest.</p>	<p>Notable Explorers/Expeditions New Technology Emerging European Monarchies Impact of Colonization</p>

Theme 5: Global Interactions and Exchange

		<p>SS.WH.2.23.2</p> <p>Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries.</p>	
	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>SS.9-12.2.1</p> <p>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.</p>	
<p>Columbian Exchange and Consequences</p>	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>SS.WH.2.17.1</p> <p>Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas.</p> <p>SS.9-12.17.2</p> <p>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	

Theme 5: Global Interactions and Exchange

	<p>Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement</p>	<p>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.</p> <p>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.</p> <p>SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.</p>	
	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>SS.9-12.2.1</p> <p>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.</p>	

Theme 6: Industry and Global Change

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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.	

Theme 7: Expansion and Empire

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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.	

Theme 7: Expansion and Empire

	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p> <p>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.</p>	
	<p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p>	<p>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.</p>	

Theme 7: Expansion and Empire

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 8: Revolutions and Reform

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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 8: 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.	

Theme 9: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

World History II

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.

Themes

(Recommended Order)

- War and Global Conflict
- Decolonization and Nation-Building
- Globalization and Contemporary Challenges
- Research and Inquiry

Theme 1: War and Global Conflict

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the student is able to ...</i>	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

	<p>History Anchor Standard 21 Perspectives</p>	<p>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.</p>	
WWII	<p>Civics Anchor Standard 6 Civic and Political Institutions and Systems</p>	<p>SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.</p>	<p>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</p>
	<p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p>	<p>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.</p>	

Theme 1: War and Global Conflict

	<p>Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement</p>	<p>SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.</p>	
	<p>History Anchor Standard 21 Perspectives</p>	<p>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.</p>	
<p>Aftermath of World War II</p>	<p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.</p>	<p>War Crimes Tribunals UN New Countries 6 Days War Berlin Airlift Spread of Communism Iron Curtain</p>
	<p>History Anchor Standard 24 Historical Thinking</p>	<p>SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.</p>	

Theme 1: War and Global Conflict

	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.</p>	
Cold War Global Conflicts	<p>History Anchor Standard 21 Perspectives</p>	<p>SS.WH.5.21.1 Analyze how the Cold War led to global conflict.</p>	<p>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</p>
	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.</p>	

Theme 2: Decolonization and Nation-Building

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
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	

Theme 2: Decolonization and Nation-Building

		Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.	
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Theme 3: Globalization and Contemporary Challenges

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	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

Theme 3: Globalization and Contemporary Challenges

	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.</p>	
	<p>Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement</p>	<p>SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.</p> <p>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.</p> <p>SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the</p>	

Theme 3: Globalization and Contemporary Challenges

		spread of ideas, beliefs, language, technologies, and diseases over time.	
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.	

Theme 3: Globalization and Contemporary Challenges

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.	
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Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

World Geography

Grade(s): 9 - 12
Length: One Semester
Credit: 0.5
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.

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
- Research and Inquiry

Theme 1: Place, Regions, and Culture

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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 surface and resources. SS.9-12.16.5	

Theme 1: Place, Regions, and Culture

		<p>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.</p> <p>SS.9-12.16.6</p> <p>Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</p>	
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Theme 2: Changing Spatial Patterns

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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.	

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

Theme 3: Geographic Representations and Reasoning

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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 geospatial skills to interpret the past and present to make informed decisions.	

Theme 4: Spatial Patterns and Movement

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Human Populations: Spatial Patterns and Movement	<p>Geography Anchor Standard 19</p> <p>Human Populations: Spatial Patterns and Movement</p>	<p>SS.9-12.19.1</p> <p>Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.</p> <p>SS.9-12.19.2</p> <p>Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.</p> <p>SS.9-12.19.3</p> <p>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	

Theme 5: Geography of Alaska

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to...</i>	Learning Objectives
Geography of Alaska	Geography Anchor Standard 20 Geography of Alaska	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 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.	

Theme 5: Geography of 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 and political decision-making.

Theme 6: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

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)
<ul style="list-style-type: none">• United Nations• Global Cooperation and Economic Interdependence• Human Rights and Genocide• Research and Inquiry

Theme 1: United Nations

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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 effects of decolonization after WWII.	

Theme 2: Global Cooperation and Economic Interdependence

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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 one nation increasingly affect economic conditions and policies in other nations.	

Theme 3: Human Rights and Genocide

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Universal Human Rights	<p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p> <p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations.</p> <p>SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.</p>	<p>The Convention on the Prevention and Punishment on the Crime of Genocide</p> <p>Universal Human Rights Declaration</p>
Model United Nations Simulation and Research Project	<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<p>SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.</p> <p>SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.</p> <p>SS.9-12.5.3 Examine the historical context of issues to</p>	

Theme 3: Human Rights and Genocide

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.

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<ul style="list-style-type: none"> 1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement 	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>National History Day</p> <p>(Crowd source project ideas for each course)</p>

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
- Research and Inquiry

Theme 1: Introduction to the Study of Religions and its Early Development

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Universal question of existence	<p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p> <p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</p> <p>Analyze role of myth, nature, and agriculture in the development of religious thought</p>	<p>Religious thought</p> <p>Spiritual nature of humanity</p>
Animist Religions	<p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p> <p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>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.</p> <p>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.</p>	<p>Define: Animism Shamanism Polytheism</p> <p>Impact of Western religion and missionaries on animist religions</p> <p>Explore the role of nature and the natural world Indigenous peoples' culture, worldview, and spirituality</p>

Theme 1: Introduction to the Study of Religions and its Early Development

		<p>SS.9-12.16.6</p> <p>Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</p> <p>Analyze role of myth, nature, and agriculture in the development of religious thought</p>	
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Theme 2: Development of Religions

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
Dharmic and East Asian	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p> <p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>SS.9-12.17.1</p> <p>Evaluate how Change in the environmental And cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>SS.9-12.17.2</p>	<p>Hinduism</p> <p>Buddhism</p> <p>Daoism</p> <p>Confucianism</p> <p>Shintoism</p>

Theme 2: Development of Religions

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

Theme 2: Development of Religions

		<p>impact of global interconnections on the physical environment and culture on local, state, and national scales.</p>	
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Theme 3: Modern Issues and Trends in Religions

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Social Impacts	<p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>Analyze the connections between beliefs and cultural development, as demonstrated by major world religions.</p> <p>Discuss the development of the interfaith movement and religious pluralism.</p> <p>Compare and contrast new religious movements and their opposition.</p>	Modern religious movements

Theme 3: Modern Issues and Trends in Religions

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.	

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>National History Day</p> <p>(Crowd source project ideas for each course)</p>

Advance Placement (AP) European History

Course Details:	Overview:
<p>Grade: 10 Length: Two Semesters Prerequisites: Teacher recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Advance Placement (AP) World History

Course details:	Overview:
<p>Grade: 10 Length: Two Semesters Prerequisites: Teacher Recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).</p>

United States Studies

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> ● SS.9012.1.1 Construct compelling questions representing key ideas of 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.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 4 Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> ● 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 audience 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. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	<p>understanding and productive, nonhostile speech.</p> <ul style="list-style-type: none"> ● SS.9-12.4.8 Listen to understand.
<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> ● 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 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. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

U.S. History I: Transformation

<p>Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies teacher recommendation</p>	<p>Course Overview: <i>U.S. History I: Transformation</i> 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.</p>
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Timeframes	Themes (Recommended Order)
1824-1920	<ul style="list-style-type: none"> ● 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 ● Research and Inquiry

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)

Foundational Theme 1: American Industrial Revolution

		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.US.1.13.1 Analyze how economic growth and industrialization transformed daily life.	*Immigrants and Expanding Workforce *Child Labor *Disease *Fire Hazards *Overcrowding
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.US.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.US.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.US.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.US.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.US.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.US.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.US.H.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.US.H.2.21.3 Explain the impact of the Western Campaign on Indigenous Peoples	
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.H.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.US.H.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.	*Juneteenth *The Great Migration
		History Anchor Standard 23 Change, Continuity, and Context	SS.US.H.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.	

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.US.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.US.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.US.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.US.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth	
		History Anchor Standard 24 Historical Thinking	SS.US.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.	*Gilded Age *Ethnic Enclaves and Segregation *Anti-Defamation League
		Civics Anchor Standard 7 Participation and Deliberation	<ul style="list-style-type: none"> 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

Theme 3: Conflict at Home and Abroad

				*Triangle Fire
		<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.</p> <p>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.</p> <p>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.</p>	<p>*Pullman Strike of 1894</p> <p>*Eugene V. Debs</p> <p>*Tenements</p> <p>*Jacob Riis</p> <p>*Social Reform</p> <p>*Photography and Journalism</p> <p>*"Muck-raking"</p> <p>*Waring/White Wings</p> <p>*National Consumers League</p> <p>*Mother Jones</p> <p>*Samuel Gompers</p> <p>*Lucy Randolph Mason</p> <p>*Frances Perkins</p>
		<p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p>	<p>SS.USH.3.10.1 Analyze the strategies of Black People, Indigenous People, and People of Color to achieve basic civil rights in the early 20th century.</p>	<p>*NAACP and its founders</p> <p>*W.E.B. Du Bois</p> <p>*Urban League</p> <p>*Marcus Garvey</p> <p>*Pan-Africanism</p> <p>*Purchase of Alaska (1867)</p> <p>*Annexation of Hawaii (1898)</p>

Theme 3: Conflict at Home and Abroad

			SS.US.H.3.10.2 Analyze how ideologies of the Progressive movement impacted Indigenous People in the United States	<ul style="list-style-type: none"> *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.US.H.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870's.	<ul style="list-style-type: none"> *Tenement Housing Act of 1867 *George Washington Carver *Thomas Edison *Elisha Otis
		History Anchor Standard 21 Perspectives	<p>SS.US.H.3.21.1 Compare and Contrast the perspectives of monopolists and labor unions about the best way to improve society.</p> <p>SS.US.H.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements.</p>	<ul style="list-style-type: none"> *Andrew Carnegie and his "Gospel of Wealth" *Henry Ford *John D. Rockefeller *Cornelius Vanderbilt *Booker T. Washington
		History Anchor Standard 23 Change, Continuity, and Context	<p>SS.US.H.3.23.1 Evaluate major reform movements and reformers during the Progressive Era.</p> <p>SS.US.H.3.23.2 Analyze the campaign for, and opposition to, women's suffrage</p>	<ul style="list-style-type: none"> *National American Woman Suffrage Association *Susan B. Anthony *Elizabeth Cady Stanton *National Association of Colored Women

Theme 3: Conflict at Home and Abroad

			in the late 19th and early 20th centuries.	*Ida B. Wells
		History Anchor Standard 24 Historical Thinking	SS.US.2.24.2 Examine the outcomes of 19-century reform movements. SS.US.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: World War 1	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.US.3.17.1 Analyze the factors that enabled the United States to become an imperial power.	

Theme 3: Conflict at Home and Abroad

		<p>Economics Anchor Standard 14 The Global Economy</p>	<p>SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries.</p> <p>SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.</p>	
		<p>History Anchor Standard 22 Historical Sources and Evidence</p>	<p>SS.US.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.</p>	*Power of Propaganda
		<p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>SS.US.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad.</p>	*4 M.A.I.N. reasons for WW1: <ul style="list-style-type: none"> Militarism Alliances Imperialism & Industrialism Nationalism
		<p>History Anchor Standard 24 Historical Thinking</p>	<p>SS.US.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War 1.</p>	*Neutrality *President Woodrow Wilson: 1914 speech , and 1917 speech .

Theme 3: Conflict at Home and Abroad

	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
		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.US.3.10.3 Evaluate wartime restrictions on civil liberties.	

Theme 3: Conflict at Home and Abroad

	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
		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

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

U.S. History II: Modernization

<p>Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation</p>	<p>Course Overview: <i>U.S. History II: Modernization</i> 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.</p>
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Timeframes	Themes (Recommended Order)
1918-current	<ul style="list-style-type: none"> ● Emergence as a Global Power ● Cold War ● Civil Rights Movements, Power Movements, and the Rise of Modern Politics ● United States in the Global Age ● Research and Inquiry

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.US.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)
	The Roar: 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

		<p>Economics Anchor Standard 13 The National Economy</p>	<p>SS.US.4.13.1 Assess how innovations in transportation, communication, and finance changed American Society.</p>	<ul style="list-style-type: none"> *Radio *Telephone *Train *Automobile *Airplane (commercial use and more) *Synthetic materials *Steel and skyscrapers *Elevators *Electric Lights *Appliances *Advertising and Consumerism
		<p>History Anchor Standard 21 Perspectives</p>	<p>SS.US.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920's.</p>	<ul style="list-style-type: none"> *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.US.H.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.US.H.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

		<p>History Anchor Standard 24 Historical Thinking</p>	<p>SS.US.H.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>SS.US.H.4.24.3 Analyze the conditions and policies that led to the Great Depression.</p> <p>SS.US.H.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities.</p> <p>SS.US.H.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.</p> <p>SS.US.H.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.</p>	<ul style="list-style-type: none"> *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	<p>History Anchor Standard 24 Historical Thinking</p>	<p>SS.US.H.4.24.7 Explain the historical developments and policies that resulted in the United States entering WW2.</p>	<ul style="list-style-type: none"> *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.US.H.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.US.H.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.US.H.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. SS.9-12.10.7	

Theme 1: Emergence as a Global Power

			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.US.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.US.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.US.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 ramifications *New countries

Theme 1: Emergence as a Global Power

				developing Nuclear weapons, and the balance of global power
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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 economic and social impacts of the Cold War on the United States.	*Truman Doctrine *Domino Theory *Korean "War" *Vietnam War *My Lai Massacre *President John F. Kennedy *Cuban Missile Crisis *President Richard Nixon *Space Race

Theme 2: Cold War

				<ul style="list-style-type: none"> *NASA *Technological Boom that continues today
		<p>Civics Anchor Standard 6 Civic and Political Institutions and Systems</p>	<p>SS.US.6.6.2 Assess the impact of student movements and the counterculture on American politics and society.</p>	<ul style="list-style-type: none"> *Anti-War Movement *Kent State *Counterculture *Civil Rights
		<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>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</p>	<ul style="list-style-type: none"> *Pentagon Papers *Watergate Scandal
		<p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p>	<p>SS.US.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.</p>	<ul style="list-style-type: none"> *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. SS.9-12.8.8 Explain the significance and impact of	*Rosa Parks *Thurgood Marshall *NAACP *Indian Civil Rights Act *American Indian Movement *Dennis Banks *Chicano Movement and Labor Rights *Cesar Chavez *Alaska Native Claims Settlement Act

Theme 3: Civil Rights Movements, Power Movements, and Rise of Modern Politics

			landmark Supreme Court cases.	<ul style="list-style-type: none"> *Women’s Rights *Plessy v. Ferguson *Dred Scott v. Sanford *Brown v. the Board of Education
		History Anchor Standard 21 Perspectives	SS.US.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.US.6.13.1 Evaluate the impact of Great Society era policies in addressing economic, social, and environmental conditions.	<ul style="list-style-type: none"> *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.US.6.23.1 Analyze the rise of modern conservatism in the United States.	*The End of the Cold War
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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 *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

Theme 4: United States in the Global Age

	<p>"A War Against All Those Who Seek to Export Terror..."</p>	<p>Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns</p>	<p>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.US.7.17.1 Analyze U.S. responses to global challenges and crises.</p>	<p>*Global War on Terror *"By All Means Necessary" *Foreign Policy *Invasions in the Middle East</p>
		<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>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 policies</p>	<p>*Social Contract: Reevaluation vs. Erosion *Patriot Act *Homeland Security *TSA *Surveillance *Profiling *Guantanamo Bay *Enemy Combatants *Drone Warfare *Counterterrorism</p>
	<p>Future Impact of Current Conditions</p>	<p>Civics Anchor Standard 7 Participation and Deliberation</p>	<p>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</p>	<p>*Federalism *Individual rights *Systemic Inequalities *Separation of Powers *Judicial Review *Checks and Balances *Birthright Citizenship</p>

Theme 4: United States in the Global Age

			<p>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.</p>	<p>*Social Media *"Fake News": Disinformation and Propaganda *Increasing urbanization *The Future of Politics *Increased Public Activism</p>
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Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Advanced Placement (AP) United States History

Course Details:	Overview:
<p>Grade: 10 -11 Length: Two Semesters Prerequisites: Teacher Recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Advanced Placement (AP) Comparative Government and Politics

Course details:	Overview:
<p>Grade: 11-12 Length: One Semester Prerequisites: United States History semester 1 or teacher recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board Ap Central website for more information (http://apcentral.collegeboard.org).</p>

U.S. History: Wars and Conflicts I

NOTE: [LIST of Final Project IDEAS](#)

<p>Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation</p>	<p>Course Overview: <i>U.S History: Wars and Conflicts</i> 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.</p>
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Timeframes	Themes (Recommended Order)
<ul style="list-style-type: none"> ● 1754-1812 ● 1811-1858 ● 1861-1877 ● 1871-1910 	<ul style="list-style-type: none"> ● 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 ● Research and Inquiry

Theme 1: Colonial Conflicts and Revolutionary War

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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
		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.	*Key Indigenous Figures: Chief Powhatan Metacom/"King Philip"
		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.	
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 increasingly affect economic	

Theme 1: Colonial Conflicts and Revolutionary War

			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
		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.	*Key Battles: Lexington and Concord Bunker Hill Saratoga Trenton Yorktown

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
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Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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

		<p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p>	<p>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.</p> <p>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.</p>	
War of 1812	America’s Second War of Independence and its causes and effects	<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p>	<p>*Sovereignty *Restriction of Trade *Impressment</p> <p>Key Battles: Battle of Lake Erie Invasion and Burning of Washington, D.C. Battle of Baltimore Battle of New Orleans (post)</p> <p>*William Henry Harrison *American Nationalism *Defined Canadian border</p>
		<p>Economics Anchor Standard 14 The Global Economy</p>	<p>SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.</p>	

Theme 2: Antebellum: Westward Expansion Conflicts, War of 1812, and Mexican - American War

				*Displaced more Indigenous Peoples
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
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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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.	<ul style="list-style-type: none"> *Slavery *States' Rights *Economics *Political Tensions *Lincoln *Secession

Theme 3: Civil War and Reconstruction

	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 dynamics. SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.	*Key Figures Ulysses S. Grant William Tecumseh Sherman (and his March to the Sea) Robert E. Lee Stonewall Jackson Key Battles: 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.US.2.23.3 Analyze the major factors that determined the outcome of the Civil War.	*Antietam *Gettysburg *Industrialization vs. Agriculture *Resources

Theme 3: Civil War and Reconstruction

		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
	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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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

Theme 4: Spanish-American War and U.S. Imperialism

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
		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 -

Theme 4: Spanish-American War and U.S. Imperialism

				Writings/Strategies required reading for Kaiser Wilhelm II's officers)
	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: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

U.S. History: Wars and Conflicts II

<p>Grade(s): 11 Length: One Semester Credit: 0.5 Prerequisite(s): Two semesters of World Studies or teacher recommendation</p>	<p>Course Overview: <i>U.S History: Wars and Conflicts</i> 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</p>
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Timeframes	Themes (Recommended Order)
<ul style="list-style-type: none"> ● 1915-1919 ● 1937-1945 ● 1947-1991 ● 1990-Current 	<ul style="list-style-type: none"> ● World War 1 ● World War 2 ● Cold: War on Communism ● Post Cold War: Contemporary Conflicts and Global Engagement ● Research and Inquiry

Theme 1: World War 1

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Suggested Learning Connections
World War 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 MAIN reasons: Militarism Alliances Imperialism (& Industrialism) 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.	*Blockades and retaliation *Inflation *U.S. as Lender
	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

Theme 1: World War 1

	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. 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	*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: Women in the Workforce Women’s Suffrage The Great Migration

Theme 1: World War 1

affected by geopolitics and international economics.

Theme 2: World War 2

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
World War 2	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
	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	*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

Theme 2: World War 2

			<p>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.</p>	<p>Okinawa</p> <p>*North African Campaign: “Operation Torch” The Second Battle of El Alamein The Tunisia Campaign</p> <p>*Key Figures: President Franklin D. Roosevelt, General Dwight D. Eisenhower, General George S. Patton, General Douglas MacArthur, Harry S. Truman</p>
	Domestic Impacts	<p>Civics Anchor Standard 6 Civic and Political Institutions and Systems</p>	<p>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.</p>	<p>*“The Forgotten War”: Japan in Alaska Bombing of Dutch Harbor</p> <p>*Forced Relocation and Internment of Aleuts *Alaska Territorial Guard *Executive Order 9066 and the Forced Internment of Japanese Americans (primarily Washington, Oregon, and California, but NOT Hawaii)</p>

Theme 2: World War 2

		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.	
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Theme 3: Cold War: War on Communism

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
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 3: 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
		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	*U.S. Industrial Production (for Military) *(FALSE MISSILE ALERT - 1983)
	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	*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

Theme 3: Cold War: War on Communism

			Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.	Government *PTSD *Agent Orange *My Lai Massacre and U.S. war crimes
	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 4: Post Cold War: Contemporary Conflicts and Global Engagement

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will ...</i>	Learning Objectives
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 4: Post Cold War: Contemporary Conflicts and Global Engagement

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
		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.	*Department of Homeland Security *TSA *Social Contract *Erosion of Citizen’s Rights, including privacy
		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.	
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 4: 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
“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 event sources for bias	*Evolution of Tactics and Their Legality *Drone Warfare *Due Process *Social Media *Political Polarization *Advocacy and Activism *Isolationism vs. Interventionism

Theme 4: Post Cold War: Contemporary Conflicts and Global Engagement

			and identify noncredible sources.	
		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.	

Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

US Civil Rights Experience

Grade(s): 10 - 12

Length: OneSemester

Credit: 0.5

Prerequisite(s): Two Semesters of World Studies or teacher recommendation

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.

Themes

(Recommended Order)

- Foundation of Inequality
- The Modern Civil Rights Movement
- Legal and Political Change
- Ongoing Civil Rights Struggles
- Research and Inquiry

Theme: Foundations of Inequality			
	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	
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
	History Anchor Standard 23 Change, Continuity, and Context	SS.USH.2.23.2 Use evidence to explain the	

Theme: Foundations of Inequality

		<p>development of cultures and identities within groups facing discrimination and opposition</p> <p>SS.USH.2.24.3 Describe how white supremacist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions</p>	
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Theme 2: The Modern Civil Rights Movement

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p> <p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p>	<p>SS.9-12.8.8 Examine the significance of and impact of landmark Supreme Court cases</p> <p>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</p>	<p>Sequence Key events and the expansion/constriction of specific rights throughout history, including the right to:</p> <ul style="list-style-type: none"> ● Immigrate ● Vote ● Own Property ● Marry ● Access Government Services ● Access public facilities ● A Fair Trial ● Obtain an education

Theme 2: The Modern Civil Rights Movement

	<p>Geography Anchor Standard 18 Geographic Representation and Reasoning</p>	<p>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.</p> <p>SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.</p>	<ul style="list-style-type: none"> Acquire economic equality <p>Identify and discuss key figures in the Civil Rights Movement:</p> <ul style="list-style-type: none"> Elizabeth Petrovick, Albert Schenck, Martin Luther King Jr, Cesar Chavez, Gloria Steinem, etc) <p>Identify and discuss specific tactics used to expand the civil rights of specific groups</p> <p>Identify and discuse specific Supreme Court Cases</p>
	<p>History Anchor Standard 21 Perspectives</p> <p>History Anchor Standard 23 Change, Continuity, and Context</p>	<p>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</p> <p>SS.USH.2.24.3 Describe how white supremacist groups in the US arose with the maintaining of the oppression of specific groups through informal institutions</p>	<p>Aleut Internment Native Alaskan Civil Rights</p>

Theme 2: The Modern Civil Rights Movement

	Civics Anchor Standard 7 Participation and Deliberation	SS.US.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.	
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Theme 3: Legal and Political Change

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	Civics Anchor Standard 6 Civic and Political Institutions and Systems Civics Anchor Standard 8 Processes, Rules, and Laws	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	Explain how governmental systems were utilized to either expand or restrict civil rights of specific groups CRA VRA Modern Amendments

Theme 3: Legal and Political Change

	<p>Civics Anchor Standard 7 Participation and Deliberation</p>	<p>SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies</p> <p>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.</p>	
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Theme 4: Ongoing Civil Rights Struggles

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	State Content Standard	Learning Objectives
	<p>Civics Anchor Standard 6 Civic and Political Institutions and Systems</p> <p>Civics Anchor Standard 7</p>	<p>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.</p> <p>SS.9-12.7.1</p>	<p>Identify various national and world perspectives of groups pertaining to the struggle for civil rights.</p> <p>Identify those that opposed the expansion of rights of various</p>

Theme 4: Ongoing Civil Rights Struggles

	<p>Participation and Deliberation</p> <p>Civics Anchor Standard 8 Processes, Rules, and Laws</p> <p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p>	<p>Evaluate how fundamental US Principles have been interpreted over time and how they currently shape policy debates.</p> <p>Using data and evidence, examine the influences on and barriers to voter participation and voter behavior</p> <p>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</p> <p>SS.9-12.10.7 Recognize the historic inequalities in the US and Alaska and evaluate proposed solutions to correct</p>	<p>groups and the tactics used by those groups.</p> <p>Discuss current court cases and proposed legislation that concerns the rights of various marginalized groups and protected persons.</p> <p>Articulate the effects of restricting the civil rights of various groups and formulate possible solutions to present day problems that adversely affect the rights of marginalized groups</p> <p>Identify how the expansion of rights of various groups impacts others in society</p> <p>Explain when minority rights must be protected from majority rule in a representative democracy</p>
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Theme 4: Ongoing Civil Rights Struggles

	<p>Economics Anchor Standard 11 Economic Systems, Models, and Markets</p> <p>Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture</p> <p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p>	<p>SS.9-12.10 Articulate the government’s role in market economies when market inequalities and/or inefficiencies occur, including historical actions</p> <p>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.</p> <p>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.</p>	
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Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Government Studies

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> ● SS.9012.1.1 Construct compelling questions representing key ideas of 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.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 4 Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> ● 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 audience 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. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	<p>understanding and productive, nonhostile speech.</p> <ul style="list-style-type: none"> ● SS.9-12.4.8 Listen to understand.
<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> ● 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 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. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

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: 0.5

Prerequisite(s): Two semesters of United States Studies or teacher recommendation

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 the 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
- Research and Inquiry

Theme 1: Origins and Foundations of Government

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Origins	Influential Historical Documents and Philosophers, and Types of Governments	Civics Anchor Standard 6 Civic and Political Institutions and Systems	<p>SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.</p> <p>SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.</p>	<ul style="list-style-type: none"> *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: <ul style="list-style-type: none"> 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.	
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

	<p>Separation of Powers, and Checks and Balances</p>	<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.</p>	<p>*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</p>
	<p>Bill of Rights</p>	<p>Civics Anchor Standard 6 Civic and Political Institutions and Systems</p>	<p>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.</p>	<p>*Consent of the Governed *In defense of citizens' rights *Amendments *Eminent Domain *Privacy</p>

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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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
		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.	*Expansions of the Bill of Rights Protection with 13th, 14th, and 15th Amendments *"Pork" *Filibuster *Fiscal Policy

Theme 2: Political Systems and Processes

				*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
		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.	*Historical Expansions of Presidential Powers *Presidential Succession *Executive Departments *President’s Cabinet *Independent Agencies
	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 the creation, implementation, and interpretation of laws and policies. SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.	*Landmark Supreme Court cases, including Civil Rights *Judicial Review *Due Process *Jurisdiction: exclusive, concurrent, original, appellate

Theme 2: Political Systems and Processes

	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.	<ul style="list-style-type: none"> *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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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 address a variety of public issues.	*Swing States *GOTV *Campaign funding *"Dark Money" *Federal Election Commission *Political Action Committees *Community Engagement

Theme 3: Civic Engagement and Participation

			<p>SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.</p> <p>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.</p>	
	Participation	<p>Civics Anchor Standard 7 Participation and Deliberation</p>	<p>SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy.</p> <p>SS.9-12.7.8 Examine different electoral systems in the United States, and explain how to register to vote.</p>	<p>*Digital Participation</p> <p>*Basic functions such as; transfer title, register to vote</p> <p>*Ballot Literacy</p>
		<p>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens</p>	<p>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.</p> <p>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.</p> <p>SS.9-12.10.5 Examine the intersection of personal views,</p>	<p>*Rights and Responsibilities of a citizen</p>

Theme 3: Civic Engagement and Participation

			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 their impact on constitutional and human rights. SS.9-12.10.6		

Theme 3: Civic Engagement and Participation

			<p>Apply elements of civic discourse in the classroom and in the broader community. SS.9-12.10.7</p> <p>Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.</p>	
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Theme 4: Contemporary Political Issues

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
Current Political Issues	Current Political Climate: Domestic	<p>Civics Anchor Standard 7</p> <p>Participation and Deliberation</p>	<p>SS.9-12.7.1</p> <p>Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.</p> <p>SS.9-12.7.3</p> <p>Use strategies to evaluate current event sources for bias and identify non credible sources.</p> <p>SS.9-12.7.6</p> <p>Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.</p>	<ul style="list-style-type: none"> *Policy Analysis *Critical analysis of Current events *Immigration *Political Overreach *Health Equity *Free Speech *2nd Amendment Rights *Taxes *Immigration

Theme 4: Contemporary Political Issues

	<p>Current Political Climate: Foreign Relations</p>	<p>Civics Anchor Standard 8 Processes, Rules, and Laws</p>	<p>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.</p>	<p>*Immigration *Global Relations and U.S. Foreign Policy *Critical analysis of Current events *NATO</p>
	<p>Future Impact of Current Conditions</p>	<p>Civics Anchor Standard 7 Participation and Deliberation</p>	<p>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.</p>	<p>Civil Liberties Fairness of Elections National Debt Inflation Trade and Tariffs Domestic Policies Foreign Policies Political Polarization Global Impacts and Implications Informed Citizens</p>

Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

U.S. Legal Systems

Grade(s): 11 - 12

Length: One semester

Credit: 0.5

Prerequisite(s): Two semesters of US Studies or teacher recommendation

Course Overview:

US Legal Systems examines the legal system that is a part of the American democratic republic process. It is designed to answer such questions as:

- What is law?
- What is the social function of laws?
- How does law work?
- What is the political structure of the government?
- What is the function of the government?

This class covers topics such as statutes, common law principles, court decisions and regulatory and constitutional laws dealing with public issues such as education, pollution, highway safety, poverty, civil rights and problems directly concerning youth. The course provides practical information and problem-solving opportunities that develop the knowledge and skills needed to survive in a law-saturated society.

Themes

(Recommended Order)

- Constitutional Foundations
- Legal Systems and Processes
- Legal Analysis and Justice
- Mock Trial Capstone
- Research and Inquiry

Theme 1: Constitutional Foundations

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	<p>SS.9-12.6.3</p> <p>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.</p>		<p>Explain how the U.S. Constitution establishes a limited government by defining, restricting, and delegating powers through checks and balances.</p> <p>Analyze how the Separation of Powers is designed to prevent tyranny and assess the historical context of its evolving application (e.g., judicial review).</p> <p>Identify the specific constitutional rights guaranteed by the Bill of Rights and explain how those rights safeguard political and social freedoms.</p> <p>Evaluate the principle of Due Process (5th and 14th Amendments) and explain its role in protecting the rights of individuals in both criminal and civil proceedings.</p>
	<p>SS.9-12.6.5</p> <p>Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.</p>		
	<p>SS.9-12.6.8</p> <p>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.</p>		

Theme 2: Legal Systems and Processes

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	<p>SS.9-12.7.1</p> <p>Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.</p>		<p>Differentiate between the primary functions and goals of Civil Law and Criminal Law, and identify examples of local ordinances and administrative law.</p> <p>Map the structure and hierarchy of the U.S. judicial system, analyzing the jurisdiction and purpose of local, state, and federal courts.</p> <p>Explain the various steps and procedures a hypothetical case follows as it moves through the legal system from initial complaint to final appeal.</p> <p>Analyze how established constitutional rights (e.g., freedom of speech, right to counsel) are specifically designed to protect the rights of the minority and unpopular viewpoints in court decisions</p>
	<p>SS.9-12.8.1</p> <p>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.</p>		
	<p>SS.9-12.8.3</p> <p>Evaluate public policies in terms of intended and unintended outcomes and related consequences.</p>		

Theme 2: Legal Systems and Processes

	<p>SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.</p>		
	<p>SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.</p>		
	<p>SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.</p>		
	<p>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.</p>		

Theme 3: Legal Analysis and Justice

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	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.		Read and analyze court decisions and opinions to identify the legal question, holding (decision), and rationale (reasoning) of the court.
	SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.		Evaluate the quality and sufficiency of legal evidence in a given scenario, including the ability to identify bias and conflicting information.
	SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.		Differentiate between precedent (stare decisis) and judicial activism, and evaluate how past decisions constrain or enable current legal conclusions.
	SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. SS.9-12.4.8 Listen to understand.		Articulate and defend a personal definition of justice (economic, moral, political, social), and analyze whether current legal system outcomes align with these values.

Theme 3: Legal Analysis and Justice

	<p>SS.9-12.5.3</p> <p>Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.</p>		
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Theme 4: Mock Trial Capstone

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
	<p>SS.9-12.8.2</p> <p>Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues.</p> <p>SS.9-12.3.1</p> <p>Develop a defensible claim using evidence from</p>		<p>Apply official courtroom procedures and rules of evidence to effectively execute assigned roles (attorney, witness, clerk, bailiff) during a mock trial.</p> <p>Construct opening statements, direct examinations, and closing arguments that defend a position using relevant legal evidence and content-specific vocabulary.</p> <p>Execute effective cross-examination</p>

Theme 4: Mock Trial Capstone

	<p>multiple sources and perspectives.</p>		<p>strategies and appropriate objections to challenge opposing arguments and evidence according to procedure. Engage in respectful and informed deliberation as a juror, synthesizing all evidence and arguments to reach a verdict based on legal standards.</p>
<p>SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</p> <p>SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.</p>			
<p>SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.</p> <p>SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make</p>			

Theme 4: Mock Trial Capstone

	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.		

Theme 5: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Advanced Placement (AP) United States Government and Politics

Course Details	Overview
<p>Grade: 11 - 12 Length: One Semester Prerequisites: Teacher Recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Contemporary Economic Studies

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> ● SS.9012.1.1 Construct compelling questions representing key ideas of 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.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> ● 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.
<p>Anchor Standard 4 Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> ● 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 audience 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. ● SS.9-12.4.7 Share personal views with the intent of promoting mutual

	<p>understanding and productive, nonhostile speech.</p> <ul style="list-style-type: none"> ● SS.9-12.4.8 Listen to understand.
<p>Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> ● 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 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. ● SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Economics and Financial Literacy

Grade(s): 11-12
Length: one semester
Credit: 0.5
Prerequisite(s): Two semesters U.S Studies or teacher recommendation

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
- Research and Inquiry

Theme 1: Economic Principles and Systems

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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
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	Gross Domestic Product Federal Reserve System Recession Inflation Monetary and Fiscal Policy

Theme 1: Economic Principles and Systems

		<p>economies.</p> <p>SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.</p> <p>SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time.</p> <p>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.</p>	
Market Structures	<p>Economics Anchor Standard 11 Economic Systems, Models, and Markets</p>	<p>SS.9-12.11.1 Compare and contrast market, command, and traditional economies.</p> <p>SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies.</p>	<p>Command Traditional Free Market Mixed Capitalism Socialism</p>

Theme 1: Economic Principles and Systems

		<p>SS.9-12.11.3 Critique inequities in different economic systems.</p> <p>SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets.</p> <p>SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy.</p> <p>SS.9-12.11.6 Describe the consequences of competition in specific markets.</p> <p>SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market.</p> <p>SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy.</p>	
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Theme 1: Economic Principles and Systems

		<p>SS.9-12.11.9 Explain the various roles that governments play in the market.</p> <p>SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.</p>	
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Theme 2: Personal Finance

Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
Finance	<p>Economics Anchor Standard 12 Decision-Making and Personal Finance</p>	<p>SS.9-12.12.1 Explain the various types of currency.</p> <p>SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving.</p> <p>SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained.</p>	<p>US Money Supply</p> <p>Investments</p> <p>Stock Exchange</p> <p>Consumer Rights Movement</p> <p>Advertising</p>

Theme 2: Personal Finance

		<p>SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option.</p> <p>SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate.</p> <p>SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests.</p>	
Compound Interest	<p>Economics Anchor Standard 12 Decision-Making and Personal Finance</p>	<p>SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts.</p> <p>SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</p>	<p>Credit Ratings</p> <p>Payday Loans</p> <p>Retirement</p>

Theme 2: Personal Finance

<p>Employment</p>	<p>Economics Anchor Standard 12 Decision-Making and Personal Finance</p>	<p>SS.9-12.12.2 Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends.</p> <p>SS.9-12.12.3 Relate the way that intangible job benefits can affect a person’s personal life, career choices, and income.</p> <p>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.</p>	<p>Interview Skills</p> <p>Resume</p> <p>Cover Letter</p> <p>Filling out Job Applications</p> <p>Explore Local Unions</p> <p>Collective Bargaining</p> <p>Contracts</p> <p>FAFSA</p>
<p>Taxes</p>	<p>Economics Anchor Standard 12 Decision-Making and Personal Finance</p>	<p>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.</p>	<p>Federal taxes</p> <p>State taxes</p> <p>Sales tax</p> <p>Property tax</p>

Theme 2: Personal Finance			
			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			
Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	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	Economies of Scale

Theme 3: Global Economics			
		<p>policies in other nations.</p> <p>SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.</p>	
Trade Agreements	<p>Economics Anchor Standard 14 The Global Economy</p>	<p>SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries.</p> <p>SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade.</p> <p>SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations.</p>	Tariffs

Theme 4: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

Advanced Placement (AP) Macroeconomics

Course Details:	Overview:
<p>Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Advanced Placement (AP) Microeconomics

Course Details:	Overview:
<p>Grade: 11-12 Length: One Semester Prerequisites: U.S. History 1 & 2 or teacher recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Electives

Advanced Placement (AP) Art History

Course Details:	Overview:
<p>Grade: 11-12 Length: Two Semesters Prerequisites: Teacher Recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board AP Central website for more information (http://apcentral.collegeboard.org).</p>

Advanced Placement (AP) Psychology

Course Details:	Overview:
<p>Grade: 11-12 Length: Two Semesters Prerequisites: Teacher recommendation</p>	<p>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.</p> <p>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.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.org).</p>

Psychology

Grade(s): 11-12
Length: One Semester
Credit: 0.5
Prerequisite(s): English 10 or teacher recommendation

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 psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. It will also address protective factors for mental health and explore 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
- Research and Inquiry

Theme 1: Introduction to Psychology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner will...</i>	Suggested Learning Connections
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.	<ul style="list-style-type: none"> *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 to guide the selection.	<ul style="list-style-type: none"> *What is Psychology?

Theme 1: Introduction to Psychology

		<p>Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement</p>	<p>SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.</p>	<ul style="list-style-type: none"> *Origins of Psychology *History of Mental Health Treatment *Freud: “unconscious mind”, and “defense mechanisms” *Jung: “Theory of Psychological Types”
	Ethical Principles of Psychology	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p>	<ul style="list-style-type: none"> *Ethics of Psychology *Therapeutic Relationships and boundaries *Confidentiality *Privacy *Informed Consent *Potential for Harm
	Techniques of Psychology	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p>	<ul style="list-style-type: none"> *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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
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.	<ul style="list-style-type: none"> *Piaget’s Cognitive Development *Erikson’s Stages of Development *Neuroplasticity *Importance of Childhood Bonding or Attachment *Observations in research
			SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.	<ul style="list-style-type: none"> *Executive Function *Self-Concept *Self-Esteem *Relationships *Neuroplasticity
			SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.	<ul style="list-style-type: none"> *Relationships *Neuroplasticity *Re-learning *Age-Related Issues

Theme 3: Cognitive Processes

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
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

		<p>Inquiry Anchor Standard 4 Communicate and Critique Conclusions</p>	<p>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</p>	<p>*Peer review of findings, then revise as needed.</p>
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Theme 4: Careers and Research

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
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.	
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Theme 5: Social Psychology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
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 <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Suggested Learning Connections
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 corroborative value of the sources to guide the selection. SS.9-12.2.2 Evaluate the credibility of a	*Protective factors: Individual, Social, and Environmental *Stress Management *Explore available local resources and community help centers *Ethnocultural Connections: Social connectedness, and Environment

Theme 6: Mental Health, Common Psychological Disorders, & the Future of Psych

			<p>source by examining how experts value the source. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.</p>	*The effects of outside influences on the brain
	Common Disorders	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p>	<p>*Identify various abnormal behaviors *Identify various treatment options</p>
	The Future of Psych	<p>Inquiry Anchor Standard 2 Evaluate Sources and Evidence</p>	<p>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.</p>	*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
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Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
1: Develop questions and plan inquiries 2: Evaluate sources and evidence 3: Develop claims 4: Communicate and critique conclusions 5: Informed civic discourse and engagement	The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively , both orally and in writing, by using sound reasoning and presenting sufficient evidence.	See Appendix

Introduction to Anthropology

Grade(s): 10 -12
Length: 1 Semester
Credit: 0.5
Prerequisite(s): World Studies and Alaska Studies or teacher recommendation

Course Overview:

Introduction to Anthropology is a dynamic semester-long course designed for high school students to explore the fascinating study of humanity through time and across cultures. Students will be introduced to the four key subfields of anthropology: biological/physical anthropology, cultural anthropology, linguistic anthropology and archaeology. The course covers a wide range of topics including human evolution, genetic variations, primatology, past civilizations, and contemporary cultural practices. Through an engaging mix of lectures, discussions, and hands-on activities, students will deepen their understanding of how humans have evolved biologically, socially, and culturally. This course is designed to foster critical thinking, inquiry, and creativity, providing students with a deeper appreciation of the human experience across time and space

The course is divided into six units. In Unit 1, students will gain an overview of anthropology and its subfields. Unit 2 focuses on cultural anthropology, where students will learn about the key elements of culture, conduct ethnographic research, and examine the advantages of life history in understanding cultures. In Unit 3, students will study archaeology, learning about excavation techniques, the reconstruction of past cultures, and the major prehistoric sites and artifacts across the globe. In Unit 4, students will dive into biological and physical anthropology, exploring the evolutionary relationships between humans and nonhuman primates, studying early hominin fossils, and examining the factors that shaped human migration and development. In Unit 5, students will learn about linguistic anthropology. Unit 6 is designed to delve into applied anthropology. In place of a final exam, students will complete a culminating project that synthesizes their learning.

Timeframes	Themes (Recommended Order)
<ul style="list-style-type: none"> ● 2 Weeks ● 3 Weeks ● 3 Weeks ● 3 Weeks ● 2 Weeks ● 3 Weeks 	<ul style="list-style-type: none"> ● Introduction ● Cultural Anthropology ● Archaeology ● Biological Anthropology ● Linguistic ANthropology ● Applied Anthropology ● Research and Inquiry

Theme 1: Introduction				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
1	<p>Introduction to Anthropology</p> <p>Compelling Question: How can the study of humanity help me</p>	<p>SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.</p> <p>SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field</p> <p>SS.9-12.3.1</p>		<p>Define anthropology as the study of humankind, across all times and places.</p> <p>Identify and define the four main subfields of anthropology (cultural anthropology,</p>

Theme 1: Introduction

	<p>understand my own community?</p>	<p>Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.4.3</p> <p>Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. SS.9-12.4.4</p> <p>Critique the use of the reasoning, sequencing, and supporting details of explanations. SS.9-12.5.1</p> <p>Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. SS.9-12.5.4</p> <p>Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.</p>		<p>biological/physical anthropology, linguistic anthropology, and archaeology).</p> <p>Explain the primary focus and methodology of each of the four subfields.</p> <p>Describe how the four subfields collectively contribute to a holistic understanding of humanity.</p> <p>Select a relevant local issue, assess its characteristics through an anthropological lens, and justify which specific subfield(s) offer the most effective analytical</p>
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Theme 1: Introduction				
				framework for understanding it.

Theme 2: Cultural Anthropology				
Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
2	<p>Cultural Anthropology</p> <p>Compelling Question</p> <p>How do cultural practices shape human experience and identity?</p>	<p>SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.</p> <p>SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.</p> <p>SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</p> <p>SS.9-12.4.2 Present adaptations of arguments and explanations</p>		<p>Define and differentiate between key cultural concepts: Culture, Enculturation, Acculturation, Ethnocentrism, Cultural Relativism, Emic, Etic, and Fieldwork Methods (Participant Observation, Ethnography, Informant, Key Consultant)</p> <p>Explain the importance of participant observation and ethnography as core fieldwork methods,</p>

Theme 2: Cultural Anthropology

		<p>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.</p> <p>SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.</p> <p>SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p>SS.9-12.4.5 Revise ideas based on new knowledge and feedback.</p> <p>SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</p> <p>SS.9-12.5.1 Identify local, regional,</p>		<p>analyzing their ethical considerations.</p> <p>Analyze a contemporary cultural practice (local or global) from multiple perspectives, demonstrating a commitment to cultural relativism.</p> <p>Compare and contrast the cultural systems of two distinct groups, including at least one example from an Alaska Native culture.</p> <p>Conduct a mini-ethnography project focused on a local cultural group or community practice.</p>
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Theme 2: Cultural Anthropology

		<p>and/or global problems by using varying perspectives and ways of knowing.</p> <p>SS.9-12.5.2</p> <p>Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.</p>		
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Theme 3: Archeology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
3	<p>Archaeology</p> <p>Compelling Question What can the things people leave behind tell us about who they were and who we are?</p>	<p>SS.9-12.3.1</p> <p>Develop a defensible claim using evidence from multiple sources and perspectives.</p> <p>SS.9-12.3.3</p> <p>Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence.</p>		<p>Define and classify the key components of a site (artifacts, features, ecofacts) and explain the importance of context in archaeological interpretation.</p> <p>Analyze a chronological problem using the Law of Superposition and explain</p>

Theme 3: Archeology

		<p>SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</p> <p>SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.</p> <p>SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p>SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</p> <p>SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.</p>		<p>the difference between relative and absolute dating methods.</p> <p>Explore and analyze key Alaskan archaeological sites and evaluate how the material evidence from these sites aligns with and informs the historical and cultural knowledge of associated Indigenous communities and local sources.</p> <p>Evaluate the ethical and legal issues in archaeology, specifically discussing the necessity of NAGPRA and consultation with Indigenous communities.</p> <p>Examine case studies of CRM (Cultural Resource Management) in Alaska, such as pipeline</p>
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Theme 3: Archeology

				<p>construction or public works projects, and how archaeologists consult with Alaska Native Corporations and Tribes to protect heritage.</p> <p>Conduct a simulated site analysis, interpreting material evidence to reconstruct a plausible narrative of past human activity and produce an archaeological report.</p>
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Theme 4: Biological Anthropology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
4	<p>Compelling Question: How has human biology evolved, and how does this impact contemporary human diversity?</p>	<p>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</p>		<p>Explain the principles of natural selection and adaptation, providing examples of human biological traits that reflect adaptation to diverse environments.</p>

Theme 4: Biological Anthropology

		<p>question.</p> <p>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.</p> <p>SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.</p> <p>SS.9-12.2.3 Evaluate the credibility of an expert.</p> <p>SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.</p> <p>SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</p>		<p>Differentiate between the concepts of biological race and social race, analyzing evidence of human genetic clinal variation.</p> <p>Analyze skeletal features to infer information about an individual's life (e.g., sex, age, trauma) using principles of bioarchaeology.</p> <p>Evaluate the major anatomical and behavioral adaptations (e.g., bipedalism, encephalization, tool use) that distinguish hominins from other primates, analyzing the evolutionary trade-offs of these changes.</p> <p>Analyze the concept of biocultural evolution by explaining how cultural practices (e.g., cooking, shelter, agriculture) have</p>
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Theme 4: Biological Anthropology

		<p>SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.</p> <p>SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p>SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</p>		shaped the trajectory of human biological change.
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Theme 5: Linguistic Anthropology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
5	Linguistic Anthropology	<p>SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of</p>		Explain the difference between the structural components of language and its social function, providing examples of how language is used to

Theme 5: Linguistic Anthropology

		<p>views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.</p> <p>SS.9-12.2.3 Evaluate the credibility of an expert.</p> <p>SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.</p> <p>SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</p> <p>SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.</p> <p>SS.9-12.4.4 Critique the use of the</p>		<p>negotiate identity.</p> <p>Analyze the concept of code-switching and language ideologies by observing and interpreting language use within a specific social context.</p> <p>Evaluate the Sapir-Whorf Hypothesis by comparing how different languages (including one Indigenous language) categorize or describe an aspect of reality (e.g., color, time, or kinship).</p> <p>Investigate the processes of language endangerment and revitalization in Alaska, summarizing the social, cultural, and political impacts of language loss.</p>
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Theme 5: Linguistic Anthropology

		<p>reasoning, sequencing, and supporting details of explanations.</p> <p>SS.9-12.4.6</p> <p>Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</p>		
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Theme 6: Applied Anthropology

Unit	Topic	Anchor Standard <i>Learner demonstrates an understanding of...</i>	State Content Standard <i>Therefore, the learner is able to ...</i>	Learning Objectives
6	Applied Anthropology	<p>SS.9-12.2.1</p> <p>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.</p> <p>SS.9-12.2.4</p> <p>Recognize how expertise is developed from multiple</p>		<p>Apply the anthropological approach to a real-world problem, demonstrating critical thinking, ethical consideration, and the ability to construct evidence-based recommendations for stakeholders.</p> <p>Identify a contemporary local</p>

Theme 6: Applied Anthropology

		<p>ways of knowing. SS.9-12.2.5 Recognize author or expert bias. SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. 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.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</p>		<p>issue relevant to the Alaskan context and scope the problem by defining the key stakeholders and project boundaries.</p> <p>Synthesize the concepts, methods, and evidence from all the subfields to analyze the selected issue holistically.</p> <p>Formulate a practical, culturally competent, and ethical intervention or policy recommendation directed toward a specific stakeholder group.</p>
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Theme 7: Research and Inquiry

Inquiry Anchor Standard <i>Learner demonstrates an understanding of...</i>	Learning Outcomes	Suggested Learning Connections
<p>1: Develop questions and plan inquiries</p> <p>2: Evaluate sources and evidence</p> <p>3: Develop claims</p> <p>4: Communicate and critique conclusions</p> <p>5: Informed civic discourse and engagement</p>	<p>The learner will be able to conduct research by selecting, evaluating, and synthesizing information from diverse sources. This skill will be applied to communicate effectively, both orally and in writing, by using sound reasoning and presenting sufficient evidence.</p>	<p>See Appendix</p>

