

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**

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

Geography Standard(s): <i>SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.</i> <i>SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.</i> <i>SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i> <i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i>	Content Objectives: Students will construct a functional map of the school environment by applying spatial awareness and incorporating essential map elements such as a key, symbols, and a compass rose. Learners will interpret a local area map to classify and label natural landforms and bodies of water, including rivers, lakes, and mountains. Students will analyze geographic tools (maps and globes) to determine the location of Alaska in relation to the United States and the world. Suggested Activities: School Map Builders: Take a walk around the school. Back in class, they build their own simple maps with labeled rooms, add a symbol key, draw symbols (e.g., desk = classroom), and include a compass rose. Assessment: Students present their maps in small groups and explain: What each symbol represents; How the map could help someone new to the school Map Detective of Alaska: Provide a simplified local map (with natural features marked but not labeled). Students use clues and visuals to identify and label rivers, lakes, and mountains (e.g., “This blue squiggly line is a river – what’s its name?”). Include real, local features such as the Tanana River or Chena River, and Denali. Where Is Alaska? Map Hunt: Using wall maps, atlases, and classroom globes, students search for and mark Alaska on various representations. Assessment: Students will draw Alaska on a blank U.S. map and circle it on a printed globe view.	
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History Standard(s): <i>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.</i> <i>SS.1.1.24.1 Describe cause-and- effect relationships based on an event in the classroom.</i> <i>SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.</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> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i> <i>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</i> <i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i>	Content Objectives: Students will organize and construct a personal timeline to illustrate significant life events in chronological order, demonstrating understanding of sequence and time progression. Learners will analyze classroom events to explain the relationship between actions and their outcomes, identifying clear cause-and-effect connections. Students will evaluate common classroom events to determine and justify reasonable explanations for why they occurred. Suggested Activities: My Life in Order Timeline Project: Learners select 3–5 personal milestones (e.g., birth, first steps, first day of school). They illustrate and label each on a timeline using provided templates. Include dates or ages if known. Teacher models with their own mini timeline. Assessment: Successful completion of timeline order. Teacher and students complete a Cause-and-Effect Graphic Organizer as a group (Multi-Flow Map): One side- What happened (effect) Other side- What caused it (cause) Students must explain the link aloud. Why Did That Happen? Class Discussion: Present short videos or photos of classroom situations (e.g., a knocked-over plant or missing supplies). Ask learners to brainstorm and share possible explanations (“Maybe someone was running,” “Maybe it was an accident”). Support the use of “because” and “might have.”	
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1st Quarter

Theme: **My Place in the World**

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

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.1.3.7.1 <i>Demonstrate active listening and positive interactions with group members and at class meetings.</i>	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 <i>With support, explain the difference between producers and consumers.</i> SS.1.2.11.1 <i>Compare and contrast goods produced in the local community with those produced elsewhere.</i> SS.1.1.12.1 <i>Identify situations where goods are in high or low demand.</i> SS.K-2.2.2 <i>Gather facts from teacher-curated sources to answer questions.</i> SS.K-2.1.2 <i>Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i> SS.K-2.3.2 <i>With support, classify statements as facts or opinions.</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. Have students participate in a simple classroom market role-play where they experience what happens when demand for goods is high or low.	

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

<i>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> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i>	Suggested Activities: Learners create a “Then and Now” drawing with two panels; one showing the past and one the present labeling and describing the differences. Present side-by-side images of the local community then (past photos, maps, traditions, buildings) and now (current ones). Invite a local cultural bearer, Elder, or show authentic media (videos, photos, or artifacts) about Alaska Native traditions: dancing, subsistence hunting, blanket toss, storytelling, etc.	
Civics Standard(s): <i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i>	Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. Suggested Activities: *See first quarter or appendix	Notes: Dictionary Day Make a Difference Day Indigenous People’s Day Hispanic Heritage Month Alaska Day
Economic Standard(s): <i>SS.1.4.11.1 Define income.</i> <i>SS.1.3.11.1 Identify prices of products in a local market.</i> <i>SS.1.1.13.1 Examine decisions that people make about spending and saving money.</i> <i>SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.</i>	Content Objectives: Students will define income as money earned through work or services and analyze examples of how people receive income in the local community. Learners will investigate local goods and identify their prices, using observations from real or simulated markets to compare values. Students will evaluate different financial choices and explain reasons why people might choose to save or spend money. Students will explain how and why communities trade to obtain resources that are not locally available.	Literacy Connections: <i>Lemonade in Winter: A Book About Two Kids Counting Money</i> by Emily Jenkins <i>A Day’s Work</i> by Eve Bunting

SS.1.2.14.1 Sort resources into categories based on location of origin. SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.2 With support, classify statements as facts or opinions. SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.	Suggested Activities: Students draw or label a person who earns income and describe what they do to earn it. Classroom Market Walk: Create a pretend market in the classroom with labeled price tags (e.g., apple \$1, fish \$3). Students visit each "booth" with play money and record prices on a market price sheet. Discuss: What's expensive? What's cheap? Why might that be? Spend or Save? Money Decision Sort: Provide cards showing different scenarios (e.g., "You want a toy" vs. "You need a winter coat"). Students sort the cards into "Spend Now" or "Save for Later" categories and justify their thinking in small groups. Trading for What We Need Simulation: Divide class into small "communities" with different resource cards (e.g., salmon, bananas, lumber, oranges). Some groups don't have what they need (e.g., no fruit). Students negotiate and trade with other "communities." Assessment: Group reflection on why trading was necessary.	
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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.1.1.6.1 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.	Content Objectives: Students will analyze the responsibilities of local community leaders and construct a visual or written representation that shows how these leaders support the community. Students will compare and contrast roles in various settings and justify how responsibilities change depending on context (home, school, community).	Notes: Halloween Veteran's Day Attendance Awareness Month Election Day American Education Week

<i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.4.2 Differentiate their own opinion from others.</i>	Suggested Activities: Community Leader Interview Project: Students brainstorm questions, then (with help) interview a local leader (e.g., teacher, principal, nurse, librarian, soldier, firefighter). They create a drawing, or short booklet illustrating the leader’s job and how it helps the community. Quiz-Quiz-Trade with community helper cards to reinforce leader roles. Responsibility Venn Diagram (Double Bubble Map): Students complete a Venn diagram comparing their roles at home vs. school, then add a third circle (community). Assessment: discuss with a partner and present one way their responsibilities shift across these places.	Thanksgiving Alaska Native and American Indian Heritage Month Literacy Connections: <i>Helpers in Your Neighborhood</i> by Shira Evans <i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>Clothesline Clues to Jobs People Do</i> by Kathryn Heling & Deborah Hembrook <i>Me on the Map</i> by Joan Sweeney <i>Benny’s Flag</i> by Phyllis Krasilovsky
Geography Standard(s): <i>SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.</i> <i>SS.1.1.19.1 Identify people and goods that travel from the local community to another place.</i> <i>SS.1.3.19.1 Describe local economic activities.</i>	Content Objectives: Students will analyze a local map to determine environmental features and identify cultural elements (such as schools, parks, or community centers) that reflect their community’s values and traditions. Students will classify goods and services that originate in their local community and explain how and why they are transported to other regions. Students will investigate economic activities in their community (such as fishing, crafting, or tourism) and illustrate how these activities support people’s needs and wants.	

<i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Suggested Activities: Community Map Detective: Provide a simple map of your local community or school area. Students work in pairs to highlight and label natural/environmental features and cultural features. Then, have them discuss what these features tell us about how people live in the area. Where Does It Go? Sorting Game: Prepare cards with local goods (e.g., fish, berries, artwork) and community workers (e.g., pilot, delivery driver, artist). Students match the goods with their likely destinations. Assessment: Students present one match and explain why it travels. Community Jobs Mini-Book: Students choose or are assigned a local job (e.g., fisherman, store owner, artist, postal worker). They create a picture and sentence(s) showing what that person does and how it helps the community. Combine into a class book or wall display of "Our Local Economy."	
History Standard(s): <i>SS.1.3.23.1 Ask questions about significant figures in local history.</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 guidance from adults and/or peers.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated</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.	

<i>sources to answer questions.</i>	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. Think-Pair-Share: Students share out and teacher records questions. As students share, write their questions on the board. Prompt with stems if needed.	
Civics Standard(s): <i>SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.</i> <i>SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.</i> <i>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.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	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. Students will compare their own opinions with those of others and articulate similarities and differences respectfully.	Notes: Holidays Around the World First Day of Winter/Winter Solstice Literacy Connections: <i>Whose Hands Are These? A Community Helper Guessing Book</i> by Miranda Paul <i>Mama, Do You Love Me?</i> by Barbara M. Joosse <i>The Salmon Princess</i> by Mindy Dwyer <i>Arctic Lights, Arctic Nights</i> by Debbie S. Miller <i>When I Was Eight</i> by Christy Jordan-Fenton

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

<i>about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i> <i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</i>	Suggested Activities: 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. Comparing Alaska Venn Diagram (Double Bubble Map): Choose one other Alaskan community (e.g., Nome Juneau, or Anchorage). Use images or short videos to explore food, homes, clothing, and landscape. Students then complete a Venn diagram with teacher support as a class. From the Land Sorting Activity (Tree Map): Students receive picture cards of items (e.g., fish, blueberries, wood, furs, boats). They sort into categories: Food, Shelter, Clothing, Transportation. Discuss as a class how these resources are gathered or used locally and how that connects to the natural environment.	
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3rd Quarter

Theme: **My Place in the World**

Unit: **Living the Alaska Way**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.1.1.9.1 Identify symbols used locally.</i> <i>SS.1.2.9.1 Explain that government systems determine the rules of a society.</i> <i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i>	Content Objectives: Students will identify and interpret symbols in their local community (e.g., state flag, tribal symbols, signs) and explain their meanings. Students will explain how local government leaders and systems create rules to keep communities organized and safe.	Notes: New Year's Day Review Class and School Expectations Literacy Connections: <i>Know and Follow Rules</i> by Cheri J. Meiners

<i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	Suggested Activities: Local Symbol Scavenger Hunt- Show pictures of familiar symbols: Alaska state flag, tribal flags or logos, stop signs, fish & wildlife symbols, etc. Students complete a matching activity or go on a scavenger hunt (in school or via images). Assessment: Students draw and explain their favorite symbol's meaning and purpose. Who Makes the Rules?: Sorting Game Create cards with real-life situations (e.g., "Someone litters in the park" or "You cross the street safely"). Students sort them by who makes the rule: school, family, government. Follow up with discussion or drawings of community helpers (mayor, police officer, tribal council) and how they support rules.	<i>I Pledge Allegiance</i> by Pat Mora <i>Whose Tools Are These?</i> by Sharon Katz Cooper <i>Needs and Wants</i> by Gillia M. Olson
Economics Standard(s): <i>SS.1.2.12.1 Explain how and why households make choices between needs and wants.</i> <i>SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Content Objectives: Students will differentiate between needs and wants and analyze why families must make choices when resources are limited. Students will identify examples of public and private goods and services in the community and compare how each meets community needs. Suggested Activities: Family Budget Basket: Give each group a pretend "budget basket" with a set number of tokens (e.g., 10 coins). Present a mix of illustrated items (e.g., food, toys, clothes, video games, medicine). Students discuss and choose which items to "buy," justifying their choices and labeling each as a need or want. Thumbs Up, Thumbs Out: Explain the terms "public" (provided for everyone, usually by the government like a library or fire station) and "private" (run by individuals or companies like a store or restaurant). Say a place or service aloud, one at a time (e.g., "post office," "coffee shop," "school," "grocery store"). Students give: Thumbs up if it's public. Thumbs out to the side if it's private. Pause to quickly clarify	Martin Luther King Jr.'s Birthday *100th Day of School

	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.”.	
Geography Standard(s): <i>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.</i> <i>SS.1.1.19.1 Identify people and goods that travel from the local community to another place.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	Content Objectives: Students will compare and contrast the landforms, weather, and cultural traditions of their community with those of another Alaskan community. Students will identify and describe how people, goods, and services move from their community to other parts of Alaska or beyond. Suggested Activities: Where Does It Go? Movement Map: Draw or display a simple Alaska map. Ask students to brainstorm goods or people that leave your community (e.g., fish, crafts, pilots, mail). Place pictures or labels on the map showing where they go (e.g., salmon from Valdez to Fairbanks). Alaska Community Venn Diagram (Double Bubble Map): Choose a second community (e.g., compare Anchorage 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.	

History Standard(s): <i>SS.1.2.23.1 Illustrate how communities change over time.</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 identify ways their community has changed over time and illustrate those changes through images and descriptions.	
	Suggested Activities: Then and Now Drawing Booklet: Show side-by-side images of your local community “then” (historical photos or drawings) and “now” (recent photos). As a class, discuss what’s changed (buildings, transportation, clothing, activities) and what has stayed the same. Give each student a folded booklet or plain paper with 3 sections: Past, Present, Future. Students draw or label what their community looked like long ago, what it looks like today, and what they think it might look like in the future. Scaffold: Use a sentence frame— “In the past, people used ____.” “Today, people use ____.” “In the future, people might use ____.”	

3rd Quarter

Theme: **My Place in the World**

Unit: **Seasons and Traditions**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i>	Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	Notes: Black History Month Groundhog Day Valentine’s Day Yukon Quest Elizabeth Peratrovich Day
	Suggested Activities: *See first quarter or appendix	

Geography Standard(s): SS.1.3.19.1 <i>Describe local economic activities.</i> SS.1.1.16.1 <i>Describe local weather and how it affects individuals and their activities.</i> SS.1.2.16.1 Identify human activities that affect the local environment. SS.K-2.1.1 <i>Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> SS.K-2.5.1 <i>Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Content Objectives: Students will identify and describe ways people in their community earn a living and contribute to the local economy through jobs, services, and production. Students will describe local weather patterns and explain how daily activities, clothing, and transportation are influenced by weather conditions. Students will identify and explain how everyday human actions—like littering, building, and transportation—can positively or negatively impact the local environment. Suggested Activities: Who Works Here? Community Job Web (Circle Map): As a class, brainstorm jobs people have in your local community (e.g., fisherman, teacher, store clerk, soldier, airman, postal worker, pilot, hunter, car mechanic). Write or draw them on chart paper in a web around the title “Local Jobs” or “How People Help Our Community”. Discuss what goods or services each job provides, and whether it involves natural resources, helping people, or selling something. Weather & Me Journal Page: As a class, observe the day’s weather. Students complete a drawing and sentence: “Today it is _____. I will wear _____. I can/can’t do _____.” Over several days or weeks, students begin to analyze patterns and how weather changes what they do. What Helps? What Hurts? Chart: Use pictures or quick drawings. Sort them into two categories as a class: Helps the Environment / Harms the Environment. Assessment: Students then draw one thing they do that helps the environment or write a sentence (with support): “I help the environment when I _____.”	Iditarod President’s Day *100th Day *Leap Year 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
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History Standard(s): <i>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</i>	Content Objectives: Students will identify and describe examples of cultural traditions, language, stories, and seasonal practices that are unique to Alaska Native and other local cultural groups.	
	Suggested Activities: Alaska Traditions Story Circle: Read a short traditional Alaska Native story or watch a short video clip of a local custom (e.g., drumming, dancing, subsistence fishing, potlatch, Native Youth Olympics). In a circle, invite students to share something they've seen, done, or learned about that connects to a local tradition. Assessment: Students draw or write one tradition to share. Consider inviting a local elder, culture bearer, or parent to speak about a tradition.	

4th Quarter

Theme: **My Place in the World**

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

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i> <i>SS.K-2.4.1 Respectfully ask and answer questions.</i> <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'</i>	Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	Notes: Read Across America St. Patrick's Day First Day of Spring Spring Break International Women's Day Music in Our Schools Month Literacy Connections:
	Suggested Activities: *See first quarter or appendix	

<i>opinions and perspectives.</i>		<i>Michael Recycle</i> by Ellie Bethel
Geography Standard(s): <i>SS.1.3.17.1 Describe types of natural disasters common to the local region.</i> <i>SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.</i> <i>SS.1.2.16.1 Identify human activities that affect the local environment.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</i> <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Content Objectives: Students will identify and describe natural disasters that occur in their region (such as earthquakes, floods, wildfires, or volcanic eruptions) and explain how they affect people and the environment. Students will describe how people use natural resources from their environment—such as water, plants, animals, and land—for food, shelter, clothing, and transportation. Students will identify and discuss how everyday human actions—such as building, transportation, recreation, and waste disposal—positively or negatively impact the environment in their community. Suggested Activities: Disaster Detective Discussion: Show pictures or name several natural disasters (e.g., earthquake, wildfire, volcanic eruption, blizzard). For each one, ask: “Has this happened in Alaska?” “What happens when this occurs?” “How do people stay safe?” On the board or chart paper, sort disasters into “Common in Alaska” and “Not Common in Alaska”. Assessment: Students draw one natural disaster and write one way people respond to it. Disaster Sound & Motion Match: Teach 3–4 local natural disasters (e.g., earthquake, wildfire, blizzard, volcanic eruption). For each one, assign: A motion (e.g., shaking hands for earthquake, fanning arms for wildfire, swirling arms for blizzard) and sound effect or word (e.g., “rumble!” “crackle!” “whoosh!”). Call out the name of a disaster. Students respond with the correct motion and sound. Then ask: Where might this happen in Alaska? How do people stay safe during this?.	<i>10 Things I Can Do to Help My World</i> by Melanie Walsh <i>The Raven and the Totem</i> by Kristina Rodanas <i>The Salmon Princess</i> by Mindy Dwyer <i>Arctic Hunter</i> by Diane Hoyt-Goldsmith <i>Earthquakes</i> by Franklyn M. Branley <i>Wildfire</i> by Ashley Wolff

	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.	
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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>		
Civics Standard(s): <i>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</i> <i>SS.K-2.4.1 Respectfully ask and answer questions.</i> <i>SS.K-2.4.2 Differentiate their own opinion from others.</i>	Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	Notes: Month of the Military Child April Fool's Day Earth Day School Library Month
	Suggested Activities: *See first quarter or appendix	

SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.		
Geography Standard(s): SS.1.1.19.1 Identify people and goods that travel from the local community to another place. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	Content Objectives: Students will identify people and goods that leave their local community and explain where they go and how they travel.	Literacy Connections: <i>A Salmon for Simon</i> by Betty Waterton <i>Mail Carriers</i> by Julie Murray <i>Fishing with Dad</i> by Rebekah Raye <i>Shanyaak'utlaax: Salmon Boy</i> (Tlingit story) <i>If You Lived Here: Houses of the World</i> by Giles Laroche
	Suggested Activities: Where Does It Go? Movement Map: Draw or project a simple Alaska map (or a map of your region). Ask students- "What goods do we make, grow, or catch here?" "What jobs do people have that involve travel?" Have students write ideas on sticky notes (e.g., fish, mail, nurse, pilot, arts and crafts, berries). Have them place them on the map starting from your town, then draw arrows or lines to show where they might go (e.g., Anchorage, Seattle, other villages). Label the type of transportation that may be used (plane, boat, truck, snowmachine).	
History Standard(s): SS.1.1.21.1 Describe an event from two different perspectives. SS.1.1.22.1 Review various types of historical documents. SS.1.3.22.1 With support, use historical sources to ask questions about events. SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.	Content Objectives: Students will analyze a single event and describe how two different people may have experienced it. Students will examine simple historical sources such as photos, maps, or artifacts and identify what they can learn from each. Students will generate questions about past events based on images, stories, or objects shared. Students will organize key events from their lives in sequence to understand the concept of time. Students will illustrate and describe how their community has changed (e.g., buildings, roads, traditions).	

<i>SS.1.2.23.1 Illustrate how communities change over time.</i> <i>SS.1.3.23.1 Ask questions about significant figures in local history.</i> <i>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.</i> <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 guidance from adults and/or peers.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.3.1 With support, identify sources that address a specific topic.</i> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	Students will ask and discuss questions about important people from their community's past. Students will identify and share traditions and practices specific to Alaska Native and local cultures (e.g., storytelling, food, celebrations). Suggested Activities: Point of View Picture Sort: Describe a classroom scenario (e.g., two students want the same toy). Have students discuss how each person might feel and why. Assessment: Students then draw the event from both perspectives in a split-page sketch. History Detective: Show students old local photos, simple maps, or tools. Ask- What do you notice?, What was this used for?, What questions do you have? Record responses in a group chart. What Do You Wonder? After looking at a photo, story, or artifact, students turn and talk: "What do you wonder about this?" Write down a few class questions to model inquiry. My Life Timeline (Flow Map): Fold a sheet into four squares- When I was a baby, When I was 3, Last year (kindergarten), This year. Assessment: Students draw and label events, then share in small groups. Then, Now, Future Chart: Create a class chart with three sections. Students draw or dictate something about the community in the past, now, and what they think it might be like in the future. Question the Hero: Choose a local figure and read or tell their story, then brainstorm questions students might ask that person. Record them as a class. If possible, mail questions to individual. Tradition Show & Tell (with pictures or stories): Ask students ahead of time (send a family note) to bring in or describe something from home that represents a tradition or cultural activity. Have students take turns showing or describing their item/picture/story and tell.	
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SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.		
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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>		
Civics Standard(s): SS.1.1.10.1 <i>Identify some of the rights of American citizens and residents.</i> SS.1.3.7.1 <i>Demonstrate active listening and positive interactions with group members and at class meetings.</i> SS.K-2.5.2 <i>Participate in deliberative and democratic procedures for classroom problem-solving.</i> SS.K-2.5.3 <i>Explain ways to individually or collaboratively address local or regional problems or issues.</i>	Content Objectives: Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings. Students will identify and discuss basic rights that all American citizens and residents share, such as the right to speak freely, go to school, vote (as adults), and feel safe. Suggested Activities: Rights We All Have Circle Sort: Prepare a list or visual cards of different actions (some rights, some not)- Going to school, Having a safe place to live, Choosing what to say, Breaking the rules, Telling others they can't talk, Helping choose leaders (voting). Read each one aloud and have students give a thumbs up if it sounds like a right and thumbs down if it's not a right. Create a class chart titled: "Rights We All Have" and post the correct ones with pictures. Assessment: Students draw one right they think is important and explain why.	Notes: May Day Mother's Day Memorial Day Literacy Connections: <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow <i>Voices in the Park</i> by Anthony Browne <i>A Picture Book of Martin Luther King Jr.</i> by David A. Adler <i>The Keeping Quilt</i> by Patricia Polacco
History Standard(s): SS.1.1.21.1 <i>Describe an event from two different perspectives.</i> SS.1.2.21.1 <i>Compare the student's own account of an event to a peer's account of the same event.</i>	Content Objectives: Students will analyze and compare different perspectives by describing the same event from their own and another person's point of view. Students will examine primary sources (photos, objects, maps, and short texts) and	

<i>SS.1.1.22.1 Review various types of historical documents.</i> <i>SS.1.3.22.1 With support, use historical sources to ask questions about events.</i> <i>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.</i> <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-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.3.1 With support, identify sources that address a specific topic.</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>	generate questions about past events using evidence from those sources. Students will sequence key personal life events and describe how they occurred over time. Suggested Activities: Story Swap: After a shared experience (e.g., a fire drill, class game, or story), students draw or write what happened from their point of view. Pair students and have them share their versions of the same event. As a class, discuss- What was the same? What was different? Why might people see or remember it differently? Emphasize that different doesn't mean wrong, just different perspectives! History Mystery Photos: Display 2–3 local or historical photographs (e.g., early Alaska village life, traditional tools, classrooms long ago). Record student observations and questions on chart paper using "I see / I think / I wonder" columns and discuss/compare. Timeline Gallery Walk: Give each student a single sheet of paper. Have them draw and label 3–4 events from their life (e.g., "I was born," "I lost my first tooth," "I started school," "I learned to ride a bike"). They place their page on their desk or tape it to the wall. Students walk around the room in pairs and view each other's timelines, noticing similarities and differences in life events and order. After everyone has done the Gallery Walk, discuss: "What is something you saw that is the same as your timeline?", "What is something you saw that is different?"	
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