

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): SS.2.3.6.1 <i>Explain the need for and purposes of rules in various settings inside and outside of school.</i> SS.2.1.7.1 <i>Apply civic virtues when participating in school settings.</i> SS.2.2.7.1 <i>Define democratic principles of equality, fairness, and respect.</i> SS.2.1.8.1 <i>Explain how people can work together to make decisions in the classroom.</i> SS.K-2.4.4 <i>Present explanations using a variety of print, oral, and digital technologies.</i> SS.K-2.5.1 <i>Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i> 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> SS.K-2.4.1 <i>Respectfully ask and answer questions.</i>	Content Objectives: Students will analyze and explain the reasons for rules in different settings and evaluate their role in creating order and safety. Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities. Students will define and illustrate the concepts of equality, fairness, and respect in classroom and community contexts. Students will describe and model ways groups make decisions and evaluate the outcomes of collective choices.	Notes: *Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures.
	Suggested Activities: Rule Hunt and Sort: Brainstorm (Circle Map) rules found in school, home, and community. Provide pictures or scenarios (e.g., crossing guard, library, playground, grocery store). Students sort (Tree map) the rules by setting and discuss: What is the rule for?, What would happen if it didn't exist? Civic Virtue Charades: Teach vocabulary: respect, responsibility, kindness, patience. Students act out a civic virtue while the class guesses. Discuss: How did this behavior help others? or Where do we see this in real life? Fair or Not Scenario Sort (Tree Map): Read short real-life classroom scenarios. Students decide: Is this fair, equal, respectful? Sort them into categories and discuss how to make each situation more fair. Vote for the Day" Give students a classroom decision to make (e.g., book to read, brain break to try). Introduce options and allow open discussion. Take a vote and reflect on the process: Was it fair? How did we listen to each other? Did everyone have a voice?	Literacy Connections: <i>Do Unto Otters: A Book About Manners</i> by Laurie Keller <i>A Little Spot of Responsibility</i> by Diane Alber <i>The Recess Queen</i> by Alexis O'Neill <i>One</i> by Kathryn Otoshi <i>The Day the Crayons Quit</i> by Drew Daywalt

Geography Standard(s): <i>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.</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 analyze and describe how Alaska’s land and cultures are different from other U.S. states, and compare these features to other places they’ve learned about. Suggested Activities: Alaska vs. the Lower 48 Comparison Chart or Venn Diagram (Double Bubble): As a class, brainstorm Alaska’s features-glaciers, permafrost, caribou, tundra, Inupiaq or Tlingit cultures, subsistence fishing, Northern Lights, etc. compare to another U.S. region (e.g., Hawaii, Texas, or New York). Geography: forests vs. deserts vs. tundra. Culture- different foods, holidays, clothing. Record comparisons in a T-chart or Venn diagram. Assessment: Have students draw or write about one way Alaska is special. *Consider inviting students to share any family or community connections to Alaska Native traditions. Think-Pair-Share with Talking Chips: Use structured discussion to help students process and verbalize Alaska’s distinct features. Think – Students individually reflect on: “What makes Alaska different from other places?” Pair – Students turn and talk to a partner, using Talking Chips (each gets 2 chips; one chip = one turn to talk). <i>This ensures equal participation.</i> Share – Pairs share out one key idea with the class. Chart responses under Geography and Culture headings.	
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1st Quarter

Theme: **My Local Community**

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

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

<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> <i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>	things that come from other places. Discuss who uses what and why. RallyCoach: Students pair up (or make pairs according to teacher preference). One solves a picture sort (e.g., local vs. distant resources), while the other coaches, then they switch roles.	
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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>		
Civics Standard(s): <i>SS.2.1.7.1 Apply civic virtues when participating in school settings.</i>	Content Objectives: Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.	Notes: Dictionary Day Make a Difference Day Indigenous People's Day Hispanic Heritage Month Alaska Day
	Suggested Activities: *See first quarter or appendix	

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

2nd Quarter

Theme: **My Local Community**

Unit: **Money in My World**

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

Civics Standard(s): <i>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.</i> <i>SS.2.1.7.1 Apply civic virtues when participating in school settings.</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' opinions and perspectives.</i>	Content Objectives: Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. Suggested Activities: Opinion Corners: Pose a simple, open-ended question with multiple valid opinions. Label 3–4 corners of the room with possible answers or viewpoints. Students choose a corner and go there. In corners, students discuss why they chose that answer. StandUp–HandUp–PairUp: Partners then switch roles and listen to the other's point of view.	Notes: Halloween Veteran's Day Attendance Awareness Month Election Day American Education Week Thanksgiving Alaska Native and American Indian Heritage Month
Economics Standard(s): <i>SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.</i> <i>SS.2.4.11.1 Explain how and why people earn money.</i> <i>SS.2.5.11.1 Describe examples of costs of production for local goods and services.</i> <i>SS.2.6.11.1 Participate in discussions about the role of banks in the local economy.</i> <i>SS.2.1.13.1 Classify</i>	Content Objectives: Students will compare and evaluate the prices of goods produced locally and elsewhere, identifying factors that may affect those prices. Students will explain how people provide goods or services in exchange for money and identify why earning money is important. Students will identify the resources and materials needed to make local goods and describe the costs involved in producing them. Students will discuss how banks help people keep money safe, save for goals, and borrow for big purchases. Suggested Activities: Price Tag Detectives (Tree Map): Show photos of real grocery items. Students sort into	Literacy Connections: <i>The Sandwich Swap</i> by Queen Rania & Kelly DiPucchio <i>The Salmon Princess</i> by Mindy Dwyer <i>Lemonade in Winter</i> by Emily Jenkins <i>The Berenstain Bears' Trouble with Money</i> by Stan & Jan Berenstain <i>A Chair for My Mother</i> by Vera B. Williams

<i>savings goals as short-term or long-term.</i> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.3.2 With support, classify statements as facts or opinions.</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>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>	categories: local vs. non-local. Discuss: Which costs more? Why? RallyRobin: Partners take turns listing reasons local goods might cost more or less. Job Match: Display pictures of community helpers. Students match each to what they do and how they earn money. Assessment: Students draw or write about what job they might want and why. Build a Business- (Discussion) Present a pretend local business. Ask: What would they need to buy? Ingredients, tools, workers? Students list or draw the input costs for one product. Bank Role-Play: Set up a pretend bank: teller, customer, savings account, borrowing desk. Students role-play different banking tasks (e.g., depositing money, saving for a bike). Timed-Pair-Share: Students describe to a partner one thing banks do. Savings Sort- Provide images of savings goals. Students sort into two columns: short-term vs. long-term. Assessment: Students write and draw something they are saving for, how much they need to save, and why they are saving for that item.	
Geography Standard(s): <i>SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.</i> <i>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance</i>	Content Objectives: Students will analyze how the natural environment affects the types of work people do in their community and explain how people depend on local resources. Suggested Activities: Environment to Economy Match: Match a local physical feature (e.g., ocean, tundra, forest, river, mountain) to a matching economic activity (e.g., fishing, guiding, logging, farming, shipping). Introduce each feature and discuss: Why would people work near water? What	

from adults and/or peers. <i>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	jobs exist in forested areas? Give each student a card with either a feature or an economic activity. Quiz-Quiz-Trade: Students quiz each other (e.g., “What job might go with this feature?”). Then they trade cards and move to a new partner.	
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2nd Quarter

Theme: **My Local Community**

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

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

<i>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</i>		
Economics Standard(s): SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. SS.2.3.13.1 Describe local examples of capital goods and human capital. <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-2.5.1 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>	Content Objectives: Students will assess how personal choices can benefit or harm the community and vice versa. Students will identify and describe examples of capital goods and human capital in their town or region. Suggested Activities: Decision Dominoes: Read a short scenario (e.g., choosing to litter, planting a garden, recycling) and students discuss costs and benefits of that choice for themselves and the community. People + Tools = Work: Students sort pictures into capital goods (tools, trucks, machines) vs. human capital (workers: fishermen, bakers, nurses).	
Geography Standard(s): SS.2.2.16.1 Describe how human activities affect the cultural and environmental	Content Objectives: Students will examine how human activities influence the cultural and environmental features of their local area.	

characteristics of the local region. SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community. <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>	Students will recognize and describe cultural and environmental characteristics that define their local community. Suggested Activities: Our Town Culture & Environment Collage: Using magazines or printed images (find yourself or have students bring in several from home), students create a collage showing human activity (roads, homes, fishing, buildings) and natural features (rivers, forests, mountains), labeling examples of each. Talk & Draw: Our Home: Students draw a quick scene of their town showing both natural features (mountains, rivers, snow) and cultural aspects (people fishing, wearing regalia, local buildings). Assessment: Pair up or work in small groups to share their drawings and explain what each part represents. Timed Pair Share: Each student gets 30 seconds to describe one part of their picture while their partner listens, then they switch.	
History Standard(s): SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community. SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community. SS.2.2.23.1 Compare life in the local community in the past to life in the local community today. SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups	Content Objectives: Students will compare community perspectives from the past and present on a shared issue or event. Students will generate questions using local historical sources and analyze how individuals and groups influenced events. Students will compare life in their community today to life in the past. Students will develop and evaluate possible explanations for changes in the local community over time. Suggested Activities: Then & Now Photo Sort: Show students photos or drawings of a place in their community from the past (e.g., old schoolhouse, downtown, fishing dock) and a current photo. Students compare and contrast (Double Bubble Map): What's changed? What's stayed	

have shaped local historical events. SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past. SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options. <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>	the same? How do you think people felt about this place then vs. now? (Optional: Think-Pair-Share) Local History Detective: Use short excerpts or teacher-read selections from local newspaper clippings, oral histories, or historical society materials (simplified). Students ask: Who was involved? Why is this important to our community? What questions do I have? Assessment: Students create "detective notebooks" with 2–3 questions per source. Past Problem, Modern Mind: Present a historical problem (e.g., "The community didn't have clean water" or "The ferry system changed"). Students brainstorm possible reasons the problem occurred, then evaluate which seem realistic or not. Use sentence frames like: "This seems like a real reason because...", "I don't think this would work because..." Community Timeline Walk: Create a large wall timeline with key local events (based on your region's history: new school built, fish cannery opened, dog sled races began, etc.). Look at and discuss each event as a class. Assessment: Each student selects one event to research, generate a question, and describe who was involved and why it mattered.	
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<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>		
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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>		
Civics Standard(s): SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. SS.2.1.7.1 Apply civic virtues when participating in school settings. <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' opinions and perspectives.</i>	Content Objectives: Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. Suggested Activities: *See first quarter or appendix	Notes: New Year's Day Review Class and School Expectations

Economics Standard(s): <i>SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.</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-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i>	Content Objectives: Students will analyze how their personal choices affect others and evaluate how community decisions impact them in return. Suggested Activities: Decision Dominoes: Present 2–3 relatable personal decision scenarios- A student throws away a half-full water bottle. A student picks up someone else’s trash. A student shares school supplies with a classmate. As a class, identify the benefits and costs to: The student, their classmates, the school or community. Optional: Use Dominos to visually track how one small action can ripple out to affect many others.	Martin Luther King Jr.’s Birthday *100th Day of School Literacy Connections: <i>What If Everybody Did That?</i> by Ellen Javernick <i>Because Amelia Smiled</i> by David Ezra Stein <i>If You Lived Here: Houses of the World</i> by Giles Laroche
History Standard(s): <i>SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.</i> <i>SS.2.1.22.1 Differentiate between primary and secondary sources.</i> <i>SS.2.2.22.1 Explain how historical sources can be used to study the local community’s past.</i> <i>SS.2.1.23.1 Create and explain a chronological sequence of multiple events.</i> <i>SS.2.3.23.1 Generate questions about, and describe how, specific</i>	Content Objectives: Students will compare and evaluate multiple versions of a historical event, identifying different perspectives and the reasons behind them. Students will distinguish between primary and secondary sources by examining their characteristics and explaining how each contributes to understanding the past. Students will explain how different historical sources help us learn about people, places, and events in their local community. Students will construct a timeline and explain the sequence of local or personal historical events. Students will generate questions and describe how local figures and groups have influenced community change over time.	

<i>individuals and groups have shaped local historical events.</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-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Suggested Activities: Primary or Secondary?: Create a mini "source station" with real or replica sources. Primary: Photos, diary entries, oral histories, artifacts. Secondary: Children's biographies, news articles, textbooks. Students sort the sources and explain which kind each is and what we can learn from it. Quiz-Quiz-Trade: Students quiz each other: "Is this a primary or secondary source?" and explain why before trading cards. Two Sides of the Story: Share two different retellings (e.g., from a student and a community elder) of an event. Students compare the two accounts and discuss- How are they the same? What's different? Why might that be? My Community Timeline Task (Flow Map): Students build a timeline of events that shaped their town or school (e.g., founding year, big storm, cultural celebration). Add pictures and short labels. Assessment: Have students present to the class or in small groups. Who Helped Shape Our Town?: Students choose or are assigned a community figure and generate 2–3 questions to ask or research. Assessment: Students write or draw 3 ways this person shaped the local area.	
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3rd Quarter

Theme: **My Local Community**

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

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

Economics Standard(s):	Content Objectives:	Notes:
SS.2.1.12.1 <i>Define scarcity and explain how it affects decision-making.</i> SS.2.1.11.1 <i>Describe the skills and knowledge required to produce certain goods and services.</i> SS.2.2.11.1 <i>Describe the goods and services that people in the local community produce and those that are produced in other communities.</i> SS.2.2.13.1 <i>Identify examples of the goods and services that local governments provide.</i> SS.2.1.15.1 <i>Explore and be able to explain traditional economic practices of the local region.</i> SS.K-2.2.1 <i>Interact with a variety of primary and secondary sources.</i> SS.K-2.3.1 <i>With support, identify sources that address a specific topic.</i> SS.K-2.3.2 <i>With support, classify statements as facts or opinions.</i>	Students will identify and describe examples of goods and services provided by local governments and explain their purpose. Students will define and analyze the concept of scarcity and explain how it influences decisions about needs and wants. Students will describe and evaluate the skills and knowledge required to produce specific goods and services in their community. Students will compare goods and services produced locally with those produced elsewhere and explain why communities specialize. Students will explore and explain traditional economic practices used in the local region, including bartering, subsistence activities, and sharing. Suggested Activities: Government Match-Up: Prepare cards with examples of local services (trash collection, fire station, road plowing, library, police, water treatment, schools). Students match them to government departments or sort by “goods” vs. “services.” Quiz-Quiz-Trade: Students quiz each other on what service each picture provides and who provides it. Scarcity Simulation: Set out limited classroom items (e.g., 3 scissors for 6 students, 4 pencils for 8). Have students discuss how to decide who gets what and how it feels when things are limited. Discuss: How does scarcity affect our decisions?” StandUp–HandUp–PairUp: Students pair with classmates and explain how they made a choice during scarcity.	Black History Month Groundhog Day Valentine’s Day Yukon Quest Iditarod President’s Day *100th Day *Leap Year Elizabeth Peratrovich Day Literacy Connections: <i>A Chair for My Mother</i> by Vera B. Williams <i>What Do People Do All Day?</i> by Richard Scarry <i>The Kids’ Guide to Money in Alaska</i> by Alaska Council on Economic Education

<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-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</i> <i>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</i>	Skills Match-Up Career Sort: Show images of local jobs (e.g., fisher, teacher, baker, pilot, carver). Students match each job to a list of necessary skills or tools. Assessment: Students write or discuss: Which job do you think takes the most training? Where Is It Made? Sorting Chart: Students sort goods into “Made in our community” vs. “Made somewhere else.” Use real items (milk, fish, fruit, clothes) or images. Discuss: “Why do we need goods from other places?” Tradition Tracker: Share a story or short video about a traditional practice (e.g., berry picking, subsistence fishing, hunting, or trading handmade goods). Assessment: Students draw or write about one traditional practice and explain why it’s important today. RoundRobin: In small groups, each student names one traditional practice and how it supports a community.	
Geography Standard(s): <i>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</i> <i>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.</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 analyze the ways human actions influence the cultural and environmental characteristics of their local area. Students will explain how and why people, goods, and ideas move into and out of their local community. Suggested Activities: Our Impact Photo Sort & Talk: Show students photos of local human activities (construction, hunting, fishing, festivals, recycling, logging, pollution). Students sort into: Helps the environment, hurts the environment, changes our culture. Discuss: How does this activity affect the way people live here? Travel Tracker Movement Map: Create a local-to-beyond movement map. Give students sticky notes or picture icons to map how things move: A truck carrying groceries, a plane	

<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> <i>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</i>	carrying people to Anchorage, Internet messages, a boat taking salmon out of town. Students explain the reasons behind each kind of movement.	
History Standard(s): <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> <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 compare and contrast the customs and traditions of two Alaska Native cultural groups, identifying local connections. Suggested Activities: Tradition T-Chart Cultural Comparison (Double Bubble Map): Choose two Alaska cultural groups. Use visuals, books, or a short teacher-read passage. Students work in pairs or groups to compare: language, food, tools, homes, clothing, traditions. Can be completed using a simple T-Chart or Venn Diagram. Assessment: RoundTable- Each group member adds one comparison detail aloud before passing the paper.	

4th Quarter

Theme: **My Local Community**

Unit: **Leaders and Laws**

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

Civics Standard(s): <i>SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities.</i> <i>SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.</i> <i>SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.</i> <i>SS.2.4.6.1 Explain what governments are and some of their functions.</i> <i>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</i> <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> <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</i>	Content Objectives: Students will analyze the responsibilities of local and state leaders and explain how their decisions affect the community. Students will evaluate the voting process and justify why it's important in choosing leaders. Students will explain the purpose of rules in different settings and reflect on how they promote fairness and safety. Students will describe the basic functions of government and discuss how it serves the community. Students will apply group roles during a class activity and demonstrate responsibility in collaboration. Suggested Activities: Vote for a Class Celebration: Students nominate 2–3 celebration ideas (e.g., extra recess, PJ day). Create ballots and hold a vote. Connect to real elections—Why do we vote? What makes it fair? RallyRobin: Pairs or students name the benefits of voting. Who's in Charge?: Create a sorting game with photos/names of real leaders (mayor, governor, president) and descriptions of their jobs. As a class, discuss and match. Assessment: Write a "day in the life" story from a leader's point of view. Mix-N-Match: Students walk around and find matching role/job cards. Rules Matter Classroom Museum: In small groups, students create a poster showing what would happen with and without a specific rule (e.g., lining up, raising hands). Display around the room. Have students walk with their groups and compare to other groups. Build-a-Government Graphic Organizer: Use a simple organizer to show- Who makes rules? Who enforces rules? How do they help us? Discuss school, city, and state examples.	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: <i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>We the Kids</i> by David Catrow <i>I Am a Good Citizen</i> by Mary Small <i>What Do You Do With an Idea?</i> by Kobi Yamada
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<i>help answer compelling questions with guidance from adults and/or peers.</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' opinions and perspectives.</i>	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?	
Geography Standard(s): SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community. <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 analyze reasons why people, goods, and ideas move between places and explain how these movements impact their local community. Suggested Activities: Movement Match-Up: Introduce 3 categories of movement: people, goods, ideas. Show examples that travel into and out of the local community. Students match what is moving with how it moves (e.g., salmon → by boat; mail → by plane). Class discussion: Why did this need to move? How does it help the community? Fan-N-Pick: One student fans cards, another picks, a third answers, and the last praises or adds on. Rotate roles.	
History Standard(s): SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.	Content Objectives: Students will generate meaningful questions about influential individuals or groups from their community and explain how their actions shaped local history.	

<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>	Suggested Activities: As a class, read a story or short text about the person or group. In small groups, students generate 2–3 questions they would ask this person (e.g., "Why did you help start the town fair?" "How did your group protect the land?"). Assessment: Each student draws a poster of the person/group with: Their name, what they did, a student-generated question, a sentence about their impact. RoundRobin: Each student in a small group takes a turn sharing one question aloud.	
Civics Standard(s): SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority. SS.2.2.8.1 Identify and explain how rules function in public settings. SS.2.2.9.1 Describe the government systems in place in the students' local community. SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way. <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>	Content Objectives: Students will analyze how community roles of authority are fulfilled through cooperation and shared responsibilities. Students will explain the function of rules in public settings and their role in promoting safety and fairness. Students will describe the basic structure of local government and summarize how it serves the community. Students will participate in a class decision-making process and reflect on the importance of democratic participation. Suggested Activities: Build a Town Simulation: Students work in groups to design a simple town (paper map or blocks) and decide: Who will be the leaders? Who makes rules? Who enforces them? How	Notes: Month of the Military Child April Fool's Day Earth Day School Library Month Literacy Connections: <i>The Little Red Fort</i> by Brenda Maier <i>No David!</i> by David Shannon <i>Duck for President</i> by Doreen Cronin <i>Grace for President</i> by Kelly DiPucchio

<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-2.5.1 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> <i>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</i> <i>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</i>	will the town handle problems (e.g., lost dog, trash pickup)? Think-Write-RoundRobin: Each group member contributes one solution for a shared problem. Rules at the Library, Park, and Pool (Tree Map and/or Double Bubble): Create a simple chart comparing rules at various public places. Students explain how rules help and which rules they would add or change. Classroom Voting Project: Class votes on a classroom privilege (extra recess, read-aloud choice, PJ day). Students campaign for options, cast ballots, and tally votes. After voting, discuss: Why is voting fair? What happens when we don't vote? StandUp–HandUp–PairUp: Students share why they voted for their choice and how it might benefit the group.	
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4th Quarter

Theme: **My Local Community**

Unit: **Our World, Our Neighbors**

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

Economics Standard(s): <i>SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.</i> <i>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.</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-2.2.1 Interact with a variety of primary and secondary sources.</i> <i>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</i>	Content Objectives: Students will explain the purpose of international trade and analyze how different countries depend on one another for goods and services. Students will categorize imported and exported products and explain their origins and destinations. Suggested Activities: Product Passport (Tree Map): Collect everyday items or pictures of them like bananas, sneakers, salmon, iPads, mukluks, etc. Students sort into: Made here, sold here, Made here, sold abroad, Made elsewhere, sold here. Add a world map with string or yarn showing where each product came from or went to. RallyCoach: One student sorts, the other coaches and explains, then switches. Around the World in One Bag: Create a “suitcase” with artifacts/images from another region including items or pictures such as clothing, buildings, food, landscapes. Students examine and compare: How is this place’s land different? What cultural traditions do they have? What’s similar to or different from Alaska?	Notes: May Day Mother’s Day Memorial Day Literacy Connections: <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman <i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw
Geography Standard(s): <i>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.</i> <i>SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places.</i>	Content Objectives: Students will describe how regions outside of Alaska differ and change over time in terms of physical and cultural characteristics. Students will illustrate how people in Alaska are connected globally through the products they use. Suggested Activities: How Goods Travel Drawing (Flow Map): Students pick a product (e.g., chocolate, fish, jeans) and draw its journey from where it started to how it arrived in Alaska (e.g., farm → truck → ship → store → home).	

<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>	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?	
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