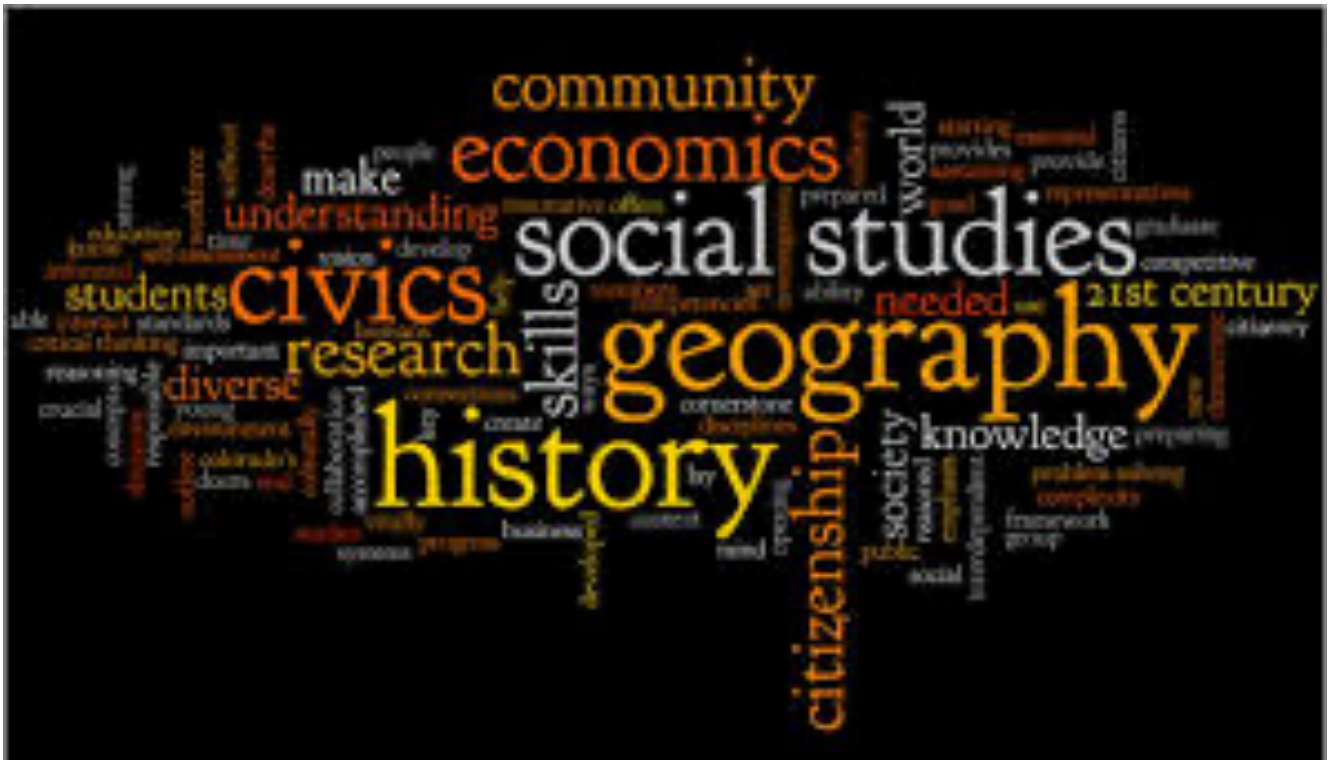
Petersburg School District
K-12 Social Studies



March 2026

Acknowledgements

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Elementary School: K-5

Kindergarten

Me and My World

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

Unit 1: Family, Friends, and Me

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.K.3.6.1 Identify rules for different settings. SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks. SS.K.2.7.1 Demonstrate respect for people in the school community.	Students will be able to identify and describe rules that are used in different settings. Students will analyze how individuals in a school or community work together to accomplish shared tasks, and demonstrate respectful behavior toward others during collaborative discussions.	**Literacy Connections:**

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**Suggested Activities:** Rules Walk: Take a walk around the school and stop at places like the hallway, library, or playground. Discuss what rules are important in each place and why. Team Task Challenge: Students work in groups to complete a task (e.g., building a block tower, sorting books, making a mural). Focus on taking turns, sharing ideas, and listening to one another.	

Civics Standard(s): SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. SS.K.4.7.1 Identify the student's own point of view on a topic. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.	**Content Objectives:** Students will evaluate ways to have productive conversations and collaborate with peers to make group decisions. Students will identify and explain their own point of view on a familiar topic or issue.	**Notes:** **Literacy Connections:**
	Suggested Activities: Collaboration Reflection Chart: After a group activity, students share what went well in their collaboration and what they could improve next time (with visual supports). Opinion Drawing & Sharing: Students draw their favorite food, season, or activity and share their opinion with a partner or the class using a sentence like, “I like ___ because ___.”	

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<tr>
<td rowspan="2">Civics Standard(s):
S.K.1.8.1 Identify a problem that can be solved through sharing or compromise.
SS.K.2.8.1 Evaluate consequences of following or not following rules.
SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</td>
<td>Content Objectives:
Students will identify problems in social situations and propose solutions that involve sharing or compromise.
Students will evaluate the positive and negative consequences of following or not following rules in school and community settings.
With guidance, students will construct supporting questions that help explore and answer compelling social studies questions.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<tr>
<td>Suggested Activities:
What Should We Do?:Present illustrated cards with short social scenarios (e.g., Two students want the same seat). Have students discuss and act out different solutions.
T-Chart Activity: Make a class T-chart with “What Happens When We Follow Rules” vs. “What Happens When We Don’t.” Add drawings or sentence strips.</td>
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Unit 2: Seasons and Holidays

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<td rowspan="2">Civics Standard(s):
SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.
S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td>
<td>Content Objectives:
Students will determine and apply strategies for having productive conversations and working together to make group decisions.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<td>Suggested Activities:
See Unit 1.</td>
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<td>History Standard(s):
SS.K.1.21.1 Demonstrate the importance of listening to others’ points of view in the classroom and on the playground.
SS.K-2.4.2 Differentiate their own opinion from others.</td>
<td>Content Objectives:
Students will demonstrate the importance of listening to others’ points of view in both classroom and playground settings by showing respect, asking questions, and responding appropriately during conversations.</td>
<td>Notes:

Literacy Connections:</td>
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<tr><td>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td><td>Suggested Activities:
Classroom Listening Pledge-Create a simple class pledge with student input (e.g., “We listen, we ask, we respect”). Display it visibly and refer to it before group or recess time.</td><td></td></tr>
<tr><td rowspan="2">Civics Standard(s):
SS.K.2.7.1 Demonstrate respect for people in the school community.</td><td>Content Objectives:
See Unit 1.</td><td rowspan="2">Notes:

Literacy Connections:</td></tr>
<tr><td>Suggested Activities:</td></tr>
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<tr>
<td rowspan="2">Geography Standard(s):
SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.
SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.</td>
<td>Content Objectives:
Students will identify and name environmental features (such as landforms, plants, and bodies of water) in the area surrounding the school. With support, students will describe seasonal weather patterns in their local community using observations and descriptive language.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<td>Suggested Activities:
Map It: Using a basic aerial view of the school, guide students in drawing nearby features (e.g., “Here’s where the trees are,” “Here’s the parking lot”).
Daily Weather Chart: Each day, a student helper records the weather on a chart using words and symbols (e.g., sunny, cloudy, cold). Discuss patterns weekly.</td>
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<td rowspan="2">History Standard(s):
SS.K.2.21.1 Describe an event from the student’s perspective.
SS.K.2.4.2 Differentiate their own opinion from others.
SS.K.2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td>
<td>Content Objectives:
Students will describe a personal event or experience from their own point of view, using details to express their thoughts and feelings.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<td>Suggested Activities:
Story Retelling with a Twist: After reading a story, ask students to retell a similar story from their life and describe how their experience was the same or different from the character’s.</td>
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Unit: Exploring My Town

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<td rowspan="2">Civics Standard(s):
SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.
SS.K.2.7.1 Demonstrate respect for people in the school community.
SS. K.2.4.2 Differentiate their opinion from others.
SS.K.2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td>
<td>Content Objectives:
Students will participate in guided discussions to explain how people in a community work together to complete common tasks and solve problems.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<td>Suggested Activities:
Read: A story involving cooperation to complete a task the discuss: “Who worked together in the story?”, “What problems did they solve as a team?”
Community Helpers Role-Play: Set up a dramatic play area with props for different community roles (e.g., doctor. Firefighter, teacher, grocery clerk). Students act out how these people work together and solve problems.</td>
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<td>Economic Standard(s):
SS.K.1.11.1 With support, identify examples of goods and services.
SS.K.1.12.1 With support, explain the difference between needs and wants.
SS.K.2.12.1 Explain why people have to make choices between wants and needs.</td>
<td>Content Objectives:
With support, students will identify examples of goods and services in their community and daily lives.
With support, students will explain the difference between wants and needs by sorting or discussing examples from personal experiences.
Students will explain why people must make choices between needs and wants due to limited resources.</td>
<td>Notes:

Literacy Connections:</td>
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SS.K.1.13.1 With Support, explain why people save and provide examples from personal experience or literature. SS.K.2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K.2.3.2 With support, classify statements as facts or opinions.	Students will explain the purpose of saving and identify examples of saving behavior from personal experiences or literature, with teacher guidance and support. **Suggested Activities:** Needs vs. Wants Bag: Show mystery items (toy, food, coat, candy) and discuss if they're a need or a want. Wants and Needs Chart: Students draw or paste images in a T-chart labeled "Needs and Wants." Piggy Bank Journal: Students draw and write about something they would save for and where they would keep their money.	
Geography Standard(s): SS.K.3.16.1 Name environmental characteristics of the area surrounding the school. SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community. SS.K2.17.1 With support, explain that products come from both local and distant places.	**Content Objectives:** Students will identify and name environmental features in the area surrounding the school. With support, students will participate in discussions about the physical and cultural characteristics of their local community. With support, students will explain that products can come from both nearby and faraway places. With support, students will discuss how and why goods are transported to their local community.	**Notes:** **Literacy Connections:**

SS.K.1.19.1 With support, discuss how and why goods travel to the local community. SS.K.2.3.2 With support, classify statements as facts or opinions. SS.K.2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.	**Suggested Activities:** All About Our Community Posters: Students bring or draw a picture of a place or event they've been to (e.g., parade, powwow, playground, store) and describe it to the class. Product Labels Investigation: Bring in food boxes, clothing tags, and toy labels. Read where items were made and mark them on a simple world or U.S. map.	

Unit: Mapping My Town

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<td rowspan="2">Civics Standard(s):
SS.K.1.9.1 Identify symbols used at home and school.
SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td>
<td>Content Objectives:
Students will recognize and describe common symbols found in their home and school environments, such as flags, logos, or safety signs.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<tr>
<td>Suggested Activities:
Symbol Scavenger Hunt: Walk around the school and identify symbols like the school logo, restroom signs, exit signs, or recycling labels. Students can draw what they find. Create a Personal Symbol: Students design their own symbol that represents them or their family and explain its meaning to the class.</td>
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<tr>
<td>Economic Standard(s):
SS.K.2.11.1 Participate in discussions about goods and services in the local community.
SS.K.4.11.1 Participate in discussions about how people work to support their families.
SS.K.1.14.1 Describe goods that are produced in the local geographic region.
SS.K.1.15.1</td>
<td>Content Objectives:
Students will talk about different kinds of jobs and services in their community and how they help people.
Students will explore and discuss how family members earn a living and contribute to their households.
Students will learn about items that are made or grown in their local area and how they are used by the community.</td>
<td>Notes:

Literacy Connections:</td>
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Demonstrate how sharing and bartering are basic economic systems. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**Content Objectives:** Students will explore simple ways people exchange goods, like sharing and trading, through play-based or real-life examples. **Suggested Activities:** Community helper role play: students act out different professions. Job sorting activity (Tree Map): use a variety of job images and have students sort into categories.	
Geography Standard(s): SS.K.1.18.1 With support, create a map of the classroom. SS.K.2.19.1 Identify different types of communities. SS.K.3.19.1 With support, describe the physical environment of the local community. SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map. S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.2.1 Interact with a variety of primary and secondary sources.	**Content Objectives:** Students will create a simple map of the classroom with teacher guidance, including key features and spatial awareness. Students will describe elements of the local physical environment, such as landforms, bodies of water, and natural features, with support. Students will identify and compare different types of communities, such as rural, urban, and suburban. With guidance, students will recognize and name a significant geographic feature in their local community and locate it in images and on a map. **Suggested Activities:** Classroom Map Drawing: Students draw a simple map of the classroom with key items like desks, rug, door, and windows. Treasure Hunt: Hide an object in the room and have students use their maps to describe or locate it. Neighborhood Walk: Take a guided walk around the school or nearby area to observe and talk about	**Notes:** **Literacy Connections:**

	physical features (trees, hills, rivers, etc.). Field Trip or Virtual Visit: Visit or virtually explore a local landmark or natural feature.	
History Standard(s): SS.K.3.23.1 Ask questions about local and school history. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**Content Objectives:** Students will develop curiosity about the past by asking questions related to the history of their school and local community. **Suggested Activities:** Photo Time Travel: Show old and current photos of the school or town. Have students ask questions about the changes they notice. Classroom Interview: Invite a long-time teacher, staff member, or local elder to visit. Before the visit, help students generate questions they want to ask about "what school was like back then."	**Notes:** **Literacy Connections:**

Unit: Alaska's Peoples and Traditions

<table>
<tr><td rowspan="2">Civics Standard(s):
SS.K.2.7.1 Demonstrate respect for people in the school community.</td><td>Content Objectives:
See Unit 1.</td><td rowspan="2">Notes:

Literacy Connections:</td></tr>
<tr><td>Suggested Activities:</td></tr>
<tr><td>Geography Standard(s):
SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.
S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td><td>Content Objectives:
Students will explore and talk about the unique places, people, and traditions that make their local community special, with teacher support.</td><td>Notes:

Literacy Connections:</td></tr>
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<tr>
<td>SS.K-2.3.2 With support, classify statements as facts or opinions.</td>
<td>Suggested Activities:
Community Collage: Students create a collage using pictures that show local landmarks, traditional clothing, foods, homes, and natural features. Use it as a discussion starter.
Local Traditions Show & Tell: Students bring in (or draw) something from home that reflects a family or community tradition, and explain its significance.</td>
<td></td>
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<tr>
<td rowspan="2">History Standard(s):
SS.K.3.23.1 Ask questions about local and school history. SS.K.1.25.1 Explore traditions of local cultural groups.
SS.K-2.1.2
Construct
supporting
questions to help answer compelling questions with guidance from
adults and/or
peers.
SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:
Students will develop curiosity about the past by asking thoughtful questions about their school and community history. Students will explore and learn about the customs, celebrations, and traditions of local cultural groups through shared stories and experiences.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<td>Suggested Activities:
Classroom Time Capsule: Create a time capsule and have students ask, “What would someone in the future want to know about us?” Cultural Celebration Day: Highlight a local tradition (e.g., a dance, food, or holiday) and invite students to participate.
Art from Tradition: Create simple crafts inspired by local cultural practices (e.g., patterns, animals, or natural materials).</td>
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Unit: The United States and the World

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<tr><td rowspan="2">Civics Standard(s):
SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.
SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td><td>Content Objectives:
Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together.</td><td rowspan="2">Notes:

Literacy Connections:</td></tr>
<tr><td>Suggested Activities:
Decision-Making Chart: Present a simple class decision (example; what color to use on a bulletin board, what to have for snack, choose two different books) and model how to share ideas, listen, and vote or come to consensus.</td></tr>
<tr><td rowspan="2">Geography Standard(s):
SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.
SS.K-2.2.1 Interact with a variety of primary and secondary sources.</td><td>Content Objectives:
Students will identify a significant local landform or geographic feature and locate it in both photos and on a simple map with guidance.</td><td rowspan="2">Notes:

Literacy Connections:</td></tr>
<tr><td>Suggested Activities:
Draw and Label: Students draw the feature and label it using a simple map or picture guide. Map Puzzle: Assemble a simple map of the local area highlighting the feature.</td></tr>
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<tr>
<td rowspan="2">History Standard(s):
SS.K.1.22.1 Identify different types of documents.
SS.K.3.22.1 With support, engage with historical sources.
SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.
SS.K.2.23.1 Describe a past event.
SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.
SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:
Students will recognize and name examples of historical documents, such as photographs, letters, newspapers, and maps.
Students will explore historical sources like photos, objects, or simple documents with teacher support to learn about the past. Students will begin to understand that events happen in order by exploring and creating simple visual timelines.
Students will talk about a past personal or community event using descriptive language and sequence.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<tr>
<td>Suggested Activities:
Classroom Poster: Create a “Types of Documents” poster with labeled visuals. Artifact Exploration Station: Display real or replica historical items (books, tools, toys) and discuss their use.
Daily Routine Timeline: Create a class timeline of daily events (e.g., morning meeting, lunch, recess).
Memory Share Circle: Students bring in a photo or drawing of a past event and share about it with the class.</td>
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<tr>
<td>Civics Standard(s):
SS.K.4.7.1 Identify the student's own point of view on a topic.
SS.K-2.4.2 Differentiate their own opinion from others.</td>
<td>Content Objectives:
Students will express their own point of view on a familiar topic and explain their thinking using simple language and examples.</td>
<td>Notes:

Literacy Connections:</td>
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	Suggested Activities: Opinion Sharing Circle: Pose simple, age-appropriate questions like “What is your favorite school lunch?” or “Should we have more recess?” and have students share their opinion and why. "I Think Because" Chart: Students complete sentence starters such as “I think ___ is best because ___,” with teacher modeling and support. Think-Pair-Share	
History Standard(s): SS.K.2.21.1 Describe an event from the student’s own perspective. SS.K.1.24.1 Explain how the student’s own actions may affect others. SS.K.2.24.1 Describe a time when the student’s own actions affected others own actions may affect others. SS.K.2.24.1 Describe a time when the student’s own actions affected others SS.K-2.3.2 With support, classify statements as facts or opinions. SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.	**Content Objectives:** Students will describe a personal experience by sharing their thoughts, feelings, and actions during the event. Students will begin to recognize that their actions can have positive or negative effects on others and explain how. Students will reflect on a personal experience and describe how their behavior impacted someone else.	**Notes:** **Literacy Connections:**
	Suggested Activities: Story Drawing: Students draw a picture of something that happened to them (e.g., birthday, field trip) and describe what they saw and felt. Experience Journal: Use sentence starters like “One time I…” or “I felt…” to help students write about an event. Classroom Scenarios: Present short stories or puppet skits and ask, “What did the character do?” and “How did that make the other person feel?” Kindness Chain: Students name kind actions they’ve done and how it helped someone else; link these into a paper chain.	

	Peer Interviews: In pairs, students ask and answer: “What is something you did that made someone else feel good?”	

First Grade

My Place in the World

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

Unit 1: Where We Live and Learn

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. SS.1.1.8.1 Summarize why rules may be needed to solve a problem. SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.	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.	**Literacy Connections:**

SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.4.1 Respectfully ask and answer questions. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**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.	
History Standard(s): SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. SS.1.1.24.1 Describe cause-and- effect relationships based on an event in the classroom. SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	**Content Objectives:** Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together. 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.	**Notes:** **Literacy Connections:**

SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.3.2 With support, classify statements as facts or opinions. SS.K-2.3.3 With support, identify sources that can be used to support specific opinions. SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.	**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."	

Unit 2: Goods, Services, and Trading in Alaska

Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	**Notes:** **Literacy Connections:**
	Suggested Activities: See Unit 1.	
Economics Standard(s): SS.1.1.11.1 With support, explain the difference between producers and consumers. SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. SS.1.1.12.1	**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.	**Notes:** **Literacy Connections:**

Identify situations where goods are in high or low demand. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.3.2 With support, classify statements as facts or opinions.	**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.	**Notes:** **Literacy Connections:**
Geography Standard(s): SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.	**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.	**Notes:** **Literacy Connections:**

SS.1.3.19.1 Describe local economic activities. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**Suggested Activities:** Where Did it Come From?: Local Goods Investigation. Bring in or show pictures of familiar items (e.g., bread, salmon, milk, clothing). For each item, guide students to consider: Is this made here or brought in? Who might we get it from? Living From the Land, Local Needs Sort **(Tree Map)**: Show photos or real items related to Alaska (e.g., fish, furs, berries, driftwood, homes on stilts). Complete a class anchor chart with categories: Food, Shelter, Clothing, Tools with examples from the local environment. Students draw or write about one local job, describing: What the worker does, if they sell a good or offer a service, and how that helps the community.	
History Standard(s): SS.1.2.23.1 Illustrate how communities change over time. SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. SS.K-2.1.2 Construct supporting questions to help answer compelling	**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.	**Notes:** **Literacy Connections:**

questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**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.	

Unit 3: Goods, Services, and Trading in Alaska (Part II)

<table>
<tr>
<td rowspan="2">Civics Standard(s):
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td>
<td>Content Objectives:
Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:
See Unit 1.</td>
</tr>
<tr>
<td>Economics Standard(s):
SS.1.4.11.1 Define income.
SS.1.3.11.1 Identify prices of products in a local market.
SS.1.1.13.1 Examine decisions that people make about spending and saving money.</td>
<td>Content Objectives:
Students will define income as money earned through work or services and analyze examples of how people receive income in the local community.
Learners will investigate local goods and identify their prices, using observations from real or simulated markets to compare values. Students will evaluate different financial choices and explain reasons why people might choose to save or spend money.
Students will explain how and why communities trade to obtain resources that are not locally available.</td>
<td>Notes:

Literacy Connections:</td>
</tr>
</table>

SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region. SS.1.2.14.1 Sort resources into categories based on location of origin. SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.2 With support, classify statements as facts or opinions. SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.	**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.	

Unit 4: Our Local Community

Civics Standard(s): SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.	**Content Objectives:** Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.	**Notes:** **Literacy Connections:**
	Suggested Activities: See Unit 1.	
Economics Standard(s): SS.1.4.11.1 Define income. SS.1.3.11.1 Identify prices of products in a local market. SS.1.1.13.1 Examine decisions that people make about spending and saving money.	**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.	**Notes:** **Literacy Connections:**

SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region. SS.1.2.14.1 Sort resources into categories based on location of origin. SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.2 With support, classify statements as facts or opinions. SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.	**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.	
History Standard(s): SS.1.3.23.1 Ask questions about significant figures in local history.	**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.	**Notes:** **Literacy Connections:**

SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**Suggested Activities:** What Do You Wonder?: Show a Photo or Tell a Short Fact. Example: "This is Elizabeth Peratrovich. She helped pass a law to stop discrimination in Alaska." Ask: "What do you wonder about her?" Write "What do you wonder?" at the top of a chart or board. Students Think-Pair-Share: Students share out and teacher records questions. As students share, write their questions on the board. Prompt with stems if needed.	

Unit 5: Our Local Community (Part II)

Civics Standard(s): SS.1.3.6.1 Explain the need for rules at home, at school, and in the community. SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals. SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.	**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:** **Literacy Connections:**

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**Suggested Activities:** Rule Role-Play: In small groups, students act out scenarios with and without rules (e.g., crossing the street, sharing toys). Afterwards, they discuss how rules made the situation better or worse. Community Task Sorting: Provide picture cards representing community jobs and tasks (e.g., firefighter, teacher, garbage collector). Students sort cards into groups that show how people share jobs to keep the community running. Assessment: In pairs, students create a poster or drawing showing a community goal and how tasks are divided. Opinion Circle: Present a simple, relatable question (e.g., “What is the best school lunch?” or “Should recess be longer?”). In a circle, students take turns sharing their views and then listen actively to a peer’s opinion. Students can also RallyRobin: alternate sharing opinions. Assessment: Students write one way their opinion was similar or different.	

Geography Standard(s): SS.1.3.16.1 Identify cultural characteristics of the local community. SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.	**Content Objectives:** Students will describe cultural characteristics such as traditions, language, foods, and celebrations that are unique to their local community. Students will compare and contrast how two Alaskan communities are similar and different in terms of geography, culture, and daily life. Students will explain how people in their community depend on local natural resources for food, shelter, transportation, and activities.	**Notes:** **Literacy Connections:**
	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.	
History Standard(s): SS.1.2.23.1 Illustrate how communities change over time. SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**Content Objectives:** Students will analyze how communities grow and change by exploring changes in buildings, transportation, technology, and traditions. Students will identify and describe traditions, stories, practices, and celebrations unique to Alaska Native cultures and other local groups. **Suggested Activities:** Cultural Traditions Quilt: After reading about or discussing local customs (e.g., potlatches, subsistence hunting, Native languages), students draw one tradition in a square. Combine into a class quilt (paper or felt). Assessment: Have students present their square to the class. Consider inviting a local elder, culture bearer, or parent to share a family tradition or story. Then and Now Picture Sort/Timeline Craft: Show historical vs. modern images of your local area (e.g., homes, boats, clothing, communication). Students sort the pictures into "Then" and "Now." Students then create a simple illustrated timeline (3–4 parts) showing how one aspect of the community has changed over time (e.g., schools or how food is gathered).	**Notes:** **Literacy Connections:**

Unit 6: Living the Alaska Way

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

Economics Standard(s):	Content Objectives:	Notes:
SS.1.2.12.1 Explain how and why households make choices between needs and wants. SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	Students will differentiate between needs and wants and analyze why families must make choices when resources are limited. Students will identify examples of public and private goods and services in the community and compare how each meets community needs. **Suggested Activities:** Family Budget Basket: Give each group a pretend "budget basket" with a set number of tokens (e.g., 10 coins). Present a mix of illustrated items (e.g., food, toys, clothes, video games, medicine). Students discuss and choose which items to "buy," justifying their choices and labeling each as a need or want. Thumbs Up, Thumbs Out: Explain the terms “public” (provided for everyone, usually by the government like a library or fire station) and “private” (run by individuals or companies like a store or restaurant). Say a place or service aloud, one at a time (e.g., “post office,” “coffee shop,” “school,” “grocery store”). Students give: Thumbs up if it’s public. Thumbs out to the side if it’s private. Pause to quickly clarify or reinforce the reason after each one. For example: “Yes, the library is public because it’s free for everyone to use and paid for by taxes.”.	**Literacy Connections:**

Geography Standard(s):	Content Objectives:	Notes:
SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community. SS.1.1.19.1 Identify people and goods that travel from the local community to another place. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	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. 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.	**Literacy Connections:**

<table>
<tr>
<td rowspan="2">History Standard(s):
SS.1.2.23.1 Illustrate how communities change over time.

SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.

SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:

Students will identify ways their community has changed over time and illustrate those changes through images and descriptions.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<tr>
<td>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 .”</td>
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</table>

Unit: Seasons and Traditions

<table>
<tr>
<td rowspan="2">Civics Standard(s):
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td>
<td>Content Objectives:
Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:
See Unit 1.</td>
</tr>
</table>

Geography Standard(s):	Content Objectives:	Notes:
SS.1.3.19.1 Describe local economic activities. SS.1.1.16.1 Describe local weather and how it affects individuals and their activities. SS.1.2.16.1 Identify human activities that affect the local environment. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	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.	**Literacy Connections:**

	What Helps? What Hurts? Chart: Use pictures or quick drawings. Sort them into two categories as a class: Helps the Environment / Harms the Environment. Assessment: Students then draw one thing they do that helps the environment or write a sentence (with support): "I help the environment when I____."	
History Standard(s): SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**Content Objectives:** Students will identify and describe examples of cultural traditions, language, stories, and seasonal practices that are unique to Alaska Native and other local cultural groups. **Suggested Activities:** Alaska Traditions Story Circle: Read a short traditional Alaska Native story or watch a short video clip of a local custom (e.g., drumming, dancing, subsistence fishing, potlatch, Native Youth Olympics). In a circle, invite students to share something they've seen, done, or learned about that connects to a local tradition. Assessment: Students draw or write one tradition to share Consider inviting a local elder, culture bearer, or parent to speak about a tradition.	**Notes:** **Literacy Connections:**

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

<table>
<tr>
<td rowspan="2">Civics Standard(s):
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.
SS.K-2.4.1 Respectfully ask and answer questions.
SS.K-2.4.2 Differentiate their own opinion from others.
SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:
Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:
See Unit 1.</td>
</tr>
</table>

Geography Standard(s):	Content Objectives:	Notes:
SS.1.3.17.1 Describe types of natural disasters common to the local region. SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. SS.1.2.16.1 Identify human activities that affect the local environment. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	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.	**Literacy Connections:**
	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?. 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.	

Unit: People and Places in Alaska's History

<table>
<tr>
<td rowspan="2">Civics Standard(s):
SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.
SS.K-2.4.1 Respectfully ask and answer questions.
SS.K-2.4.2 Differentiate their own opinion from others.
SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:
Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:
See Unit 1.</td>
</tr>
</table>

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. **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).	**Notes:** **Literacy Connections:**
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.	**Notes:** **Literacy Connections:**

SS.1.2.23.1 Illustrate how communities change over time. SS.1.3.23.1 Ask questions about significant figures in local history. SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.1 With support, identify sources that address a specific topic. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	Students will illustrate and describe how their community has changed (e.g., buildings, roads, traditions). Students will ask and discuss questions about important people from their community's past. Students will identify and share traditions and practices specific to Alaska Native and local cultures (e.g., storytelling, food, celebrations). **Suggested Activities:** Point of View Picture Sort: Describe a classroom scenario (e.g., two students want the same toy). Have students discuss how each person might feel and why. **Assessment:** Students then draw the event from both perspectives in a split-page sketch. History Detective: Show students old local photos, simple maps, or tools. Ask- 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.	

Unit: America, Our Home, Our History

Civics Standard(s):	**Content Objectives:**	**Notes:** **Literacy Connections:**
SS.1.1.10.1 Identify some of the rights of American citizens and residents. SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom	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.	

problem-solving. SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.	**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.	
History Standard(s): SS.1.1.21.1 Describe an event from two different perspectives. SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event. SS.1.1.22.1 Review various types of historical documents. SS.1.3.22.1 With	**Content Objectives:** Students will analyze and compare different perspectives by describing the same event from their own and another person's point of view. Students will examine primary sources (photos, objects, maps, and short texts) and generate questions about past events using evidence from those sources. Students will sequence key personal life events and describe how they occurred over time.	**Notes:** **Literacy Connections:**

support, use historical sources to ask questions about events. SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.1 With support, identify sources that address a specific topic. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**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?"	

Second Grade

My Local Community

Grade Level Description:
In second grade, students explore community through the lens of social studies. Their Petersburg 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.

Unit 1: Our School, Our Place in Alaska

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school. SS.2.1.7.1 Apply civic virtues when participating in school settings. SS.2.2.7.1 Define democratic principles of equality, fairness, and respect. SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.	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.	**Literacy Connections:**

SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.4.1 Respectfully ask and answer questions.	**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?	
Geography Standard(s): SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**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.	**Notes:** **Literacy Connections:**

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

Unit 2: Weather, Nature, and How We Live

<table>
<tr>
<td rowspan="2">Civics Standard(s):
SS.2.1.7.1 Apply civic virtues when participating in school settings.</td>
<td>Content Objectives:
Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:
See Unit 1.</td>
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Geography Standard(s):. SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region. SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region. SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.3.2 With support, classify statements as facts or opinions.* *SS.K-2.1.2 Construct supporting questions to help answer compelling*	**Content Objectives:** Students will describe how local weather and the environment affect what people wear, what they do for fun, and how they live. Students will identify how natural disasters like earthquakes or wildfires can change people's lives and what people can do to stay safe. Students will explain how people get what they need from places nearby and far away, and how that might be different for other groups of people. **Suggested Activities:** Quiz-Quiz-Trade: Students each get a card with a weather-related question (e.g., "What do people wear when it's cold in Alaska?" or "How does snow affect how we get to school?"). They quiz a partner, trade cards, and move on to another partner. Emergency Preparedness: Create an emergency plan poster for a type of disaster common in Alaska. Include "What to do," "What to pack," and "How to stay safe.". Near and Far Picture Sort (Tree Map): Use pictures or actual items (e.g., salmon, bananas, snow boots, oranges) and sort them into two groups: things that come from Alaska and things that come from other places. Discuss who uses what and why.	**Notes:** **Literacy Connections:**

questions with guidance from adults and/or peers.	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.	

Unit 3: Map It Out!

Civics Standard(s): SS.2.1.7.1 Apply civic virtues when participating in school settings**.**	**Content Objectives:** **Suggested Activities:** See Unit 1.	**Notes:** **Literacy Connections:**
Geography Standard(s): SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.	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.	**Notes:** **Literacy Connections:**

SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.3.1 With support, identify sources that address a specific topic.	**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.	

Unit 4: Money in My World

Civics Standard(s): SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. SS.2.1.7.1 Apply civic virtues when participating in school settings. SS.K-2.4.1 Respectfully ask and answer questions. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**Content Objectives:** Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. **Suggested Activities:** Opinion Corners: Pose a simple, open-ended question with multiple valid opinions. Label 3–4 corners of the room with possible answers or viewpoints. Students choose a corner and go there. In corners, students discuss why they chose that answer. StandUp–HandUp–PairUp: Partners then switch roles and listen to the other's point of view.	**Notes:** **Literacy Connections:**
Economics Standard(s): SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets. SS.2.4.11.1 Explain how and why people earn money. SS.2.5.11.1 Describe examples of costs of production for local goods and services.	**Content Objectives:** Students will compare and evaluate the prices of goods produced locally and elsewhere, identifying factors that may affect those prices. Students will explain how people provide goods or services in exchange for money and identify why earning money is important. Students will identify the resources and materials needed to make local goods and describe the costs involved in producing them. Students will discuss how banks help people keep money safe, save for goals, and borrow for big purchases.	**Notes:** **Literacy Connections:**

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

Geography Standard(s): SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**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 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.	**Notes:** **Literacy Connections:**

Unit 5: Then and Now: Our Changing Town

Civics Standard(s): SS.2.3.8.1 Describe how people have tried to improve the local community over time. SS.2.1.9.1 Determine the meaning and importance of local and state symbols.	**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.	**Notes:** **Literacy Connections:**

SS.K-2.4.1 Respectfully ask and answer questions. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	**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.	
Economics Standard(s): SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. SS.2.3.13.1 Describe local examples of capital goods and human capital. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	**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).	**Notes:** **Literacy Connections:**

SS.K-2.5.1 Identify problems or issues as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.3.1 With support, identify sources that address a specific topic.		
Geography Standard(s): SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities*	**Content Objectives:** Students will examine how human activities influence the cultural and environmental features of their local area. Students will recognize and describe cultural and environmental characteristics that define their local community. **Suggested Activities:** Our Town Culture & Environment Collage: Using magazines or printed images (find yourself or have students bring in several from home), students create a collage showing human activity (roads, homes, fishing, buildings) and natural features (rivers, forests, mountains), labeling examples of each. Talk & Draw: Our Home: Students draw a quick scene of their town showing both natural features (mountains, rivers, snow) and cultural aspects (people fishing, wearing regalia, local buildings). **Assessment:** Pair up or work in small groups to share their drawings and explain what each part represents.	**Notes:** **Literacy Connections:**

	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 have shaped local historical events. SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past. SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options. *SS.K-2.4.2 Differentiate their own opinion from others.*	**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. **Suggested Activities:** Then & Now Photo Sort: Show students photos or drawings of a place in their community from the past (e.g., old schoolhouse, downtown, fishing dock) and a current photo. Students compare and contrast (Double Bubble Map): What's changed? What's stayed the same? How do you think people felt about this place then vs. now? (Optional: Think-Pair-Share) Local History Detective: Use short excerpts or teacher-read selections from local newspaper clippings, oral histories, or historical society materials (simplified). Students ask: Who was involved? Why is this important to our community? What questions do I have? **Assessment:** Students create "detective notebooks" with 2–3 questions per source.	**Notes:** **Literacy Connections:**

SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.3.1 With support, identify sources that address a specific topic.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.* *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.*	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.	

Unit 6: How We Learn About the Past

Civics Standard(s): SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. SS.2.1.7.1 Apply civic virtues when participating in school settings. SS.K-2.4.1 Respectfully ask and answer questions. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**Content Objectives:** Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view. **Suggested Activities:** See Unit 1.	**Notes:** **Literacy Connections:**
Economics Standard(s): SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	**Content Objectives:** Students will 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	**Notes:** **Literacy Connections:**

	how one small action can ripple out to affect many others.	
History Standard(s): SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community. SS.2.1.22.1 Differentiate between primary and secondary sources. SS.2.2.22.1 Explain how historical sources can be used to study the local community's past. SS.2.1.23.1 Create and explain a chronological sequence of multiple events. SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	**Content Objectives:** Students will compare and evaluate multiple versions of a historical event, identifying different perspectives and the reasons behind them. Students will distinguish between primary and secondary sources by examining their characteristics and explaining how each contributes to understanding the past. Students will explain how different historical sources help us learn about people, places, and events in their local community. Students will construct a timeline and explain the sequence of local or personal historical events. Students will generate questions and describe how local figures and groups have influenced community change over time. **Suggested Activities:** Primary or Secondary?: Create a mini "source station" with real or replica sources. Primary: Photos, diary entries, oral histories, artifacts. Secondary: Children's biographies, news articles, textbooks. Students sort the sources and explain which kind each is and what we can learn from it.	

SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.1 With support, identify sources that address a specific topic. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.	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.	

Unit 7: Subsistence and Living the Alaska Way

Economics Standard(s):	**Content Objectives:**	**Notes:**
SS.2.1.12.1 Define scarcity and explain how it affects decision- making. SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services. SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities. SS.2.2.13.1 Identify examples of the goods and services that local governments provide. SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region. SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.3.1 With support, identify sources that address a specific topic. SS.K-2.3.2 With support, classify statements as facts or opinions.	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	**Literacy Connections:**

SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.	discuss how to decide who gets what and how it feels when things are limited. Discuss: How does scarcity affect our decisions?" StandUp classmates and explain how they made a choice during scarcity –HandUp–PairUp: Students pair with. 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): SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.	**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.	**Notes:** **Literacy Connections:**

SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.2.1 Interact with a variety of primary and secondary sources.	**Suggested Activities:** Our Impact Photo Sort & Talk: Show students photos of local human activities (construction, hunting, fishing, festivals, recycling, logging, pollution). Students sort into: Helps the environment, hurts the environment, changes our culture. Discuss: How does this activity affect the way people live here? Travel Tracker Movement Map: Create a local-to-beyond movement map. Give students sticky notes or picture icons to map how things move: A truck carrying groceries, a plane carrying people to Anchorage, Internet messages, a boat taking salmon out of town. Students explain the reasons behind each kind of movement.	
History Standard(s): SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group SS.K-2.2.1 Interact with a variety of primary and secondary sources. SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.	**Content Objectives:** Students will compare and contrast the customs and traditions of two Alaska Native cultural groups, identifying local connections. **Suggested Activities:** Tradition T-Chart Cultural Comparison (Double Bubble Map): Choose two Alaska cultural groups. Use visuals, books, or a short teacher-read passage. Students work in pairs or groups to compare: language, food, tools, homes, clothing,	

	traditions. Can be completed using a simple T-Chart or Venn Diagram. **Assessment:** RoundTable- Each group member adds one comparison detail aloud before passing the paper.	

Unit 8: Leaders and Laws

Civics Standard(s): SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities. SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate. SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school. SS.2.4.6.1 Explain what governments are and some of their functions. SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom. *SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.*	**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.	**Notes:** **Literacy Connections:**

SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.* *SS.K-2.4.1 Respectfully ask and answer questions.* *SS.K-2.4.2 Differentiate their own opinion from others.* *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*	Who's in Charge?: Create a sorting game with photos/names of real leaders (mayor, governor, president) and descriptions of their jobs. As a class, discuss and match. **Assessment:** Write a "day in the life" story from a leader's point of view. Mix-N-Match: Students walk around and find matching role/job cards. Rules Matter Classroom Museum: In small groups, students create a poster showing what would happen with and without a specific rule (e.g., lining up, raising hands). Display around the room. Have students walk with their groups and compare to other groups. Build-a-Government Graphic Organizer: Use a simple organizer to show- Who makes rules? Who enforces rules? How do they help us? Discuss school, city, and state examples. Team Challenge Roles: During a collaborative task (e.g., build a bridge with classroom materials), assign students different roles- leader, recorder, reporter, encourager. After allowing time for the activity, have students come back together as a class and discuss: How did each role help?	

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

	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.	

Unit 9: Leaders and Laws (Part II)

Civics Standard(s):	**Content Objectives:**	**Notes:** **Literacy Connections:**
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.	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.	

SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.4.1 Respectfully ask and answer questions. SS.K-2.4.2 Differentiate their own opinion from others. SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving. SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.	**Suggested Activities:** Build a Town Simulation: Students work in groups to design a simple town (paper map or blocks) and decide: Who will be the leaders? Who makes rules? Who enforces them? How will the town handle problems (e.g., lost dog, trash pickup)? Think-Write-RoundRobin: Each group member contributes one solution for a shared problem. Rules at the Library, Park, and Pool **(Tree Map and/or Double Bubble)**: Create a simple chart comparing rules at various public places. Students explain how rules help and which rules they would add or change. Classroom Voting Project: Class votes on a classroom privilege (extra recess, read-aloud choice, PJ day). Students campaign for options, cast ballots, and tally votes. After voting, discuss: Why is voting fair? What happens when we don't vote? StandUp–HandUp–PairUp: Students share why they voted for their choice and how it might benefit the group.	

Unit 10: Our World, Our Neighbors

Economics Standard(s):	**Content Objectives:**	**Notes:**
SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries. SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. *SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.* *SS.K-2.2.1 Interact with a variety of primary and secondary sources.* *SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*	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.	**Literacy Connections:**
	Suggested Activities: Product Passport **(Tree Map)**: Collect everyday items or pictures of them like bananas, sneakers, salmon, iPads, mukluks, etc. Students sort into: Made here, sold here, Made here, sold abroad, Made elsewhere, sold here. Add a world map with string or yarn showing where each product came from or went to. RallyCoach: One student sorts, the other coaches and explains, then switch. Around the World in One Bag: Create a "suitcase" with artifacts/images from another region including items or pictures such as clothing, buildings, food, landscapes. Students examine and compare: How is this place's land different? What cultural traditions do they have? What's similar to or different from Alaska?	

<table>
<tr>
<td rowspan="2">Geography Standard(s):
SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.
SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to people other places.
SS.2.3.1 With support, identify sources that address a specific topic.
SS.K-2.3.3 With support, classify statements as facts or opinions.</td>
<td>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.</td>
<td rowspan="2">Notes:

Literacy Connections:</td>
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<tr>
<td>Suggested Activities:
How Goods Travel Drawing (Flow Map): Students pick a product (e.g., chocolate, fish, jeans) and draw its journey from where it started to how it arrived in Alaska (e.g., farm → truck → ship → store → home).
Assessment: Reflection Question Prompts-Exit Tickets or Writing Center. Why do we trade with other places? How does buying something made in another country connect us to that country? How might people in Japan or Mexico live differently from us in Alaska?</td>
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Third Grade

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

Grade Level Description:

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

Unit 1: Journeys to Alaska: Choices, Changes, and Communities

Civics Standard(s):	**Content Objectives:**	**Notes:** **Literacy Connections:**
SS.3.4.6.1: Describe how rules can create responsibilities. SS.3.6.6.1: Describe ways in which people benefit from working together in families, households, and voluntary organizations. SS.3.1.7.1: Describe how civic virtues can be applied in school settings.	Students will be able to describe how rules create responsibilities and explain why those responsibilities are important. Students will be able to describe how people benefit from working together in families, at home and in groups that help the community. Students will be able to describe how civic virtues, such as fairness and respect, can be applied in a school setting to foster a constructive and positive learning environment.	

SS.3.3.7.1: Discuss the importance of having processes for making decisions as a group. SS.3-5.1.2: Categorize questions according to the social studies disciplines. SS.3-5.2.2: Determine whether a source is primary or secondary. SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.4.2: Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them. SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.	Students will be able to discuss the benefits and importance of using a process when groups make decisions. **Suggested Activities:** "Teamwork Benefits!" **(Circle Map)**: This activity begins with an introduction to teamwork, followed by a fun brainstorming session to come up with different ways people cooperate. Students will then take a closer look at these group efforts to see all the good things that come from them. The activity wraps up with each student thinking about a time they worked well with others and sharing the positive results. "The Virtues in Action!" **(Circle Map)**: This activity begins by introducing these key virtues, followed by a collaborative brainstorming session on their application in various school settings. Students then act as "virtue detectives," analyzing scenarios to determine how these positive habits can be effectively utilized. The activity concludes with individual reflection, where students select a virtue, outline how they will demonstrate it, and articulate its positive impact on fostering a constructive learning environment. "Our Class Story Starter"**:** This activity begins with students collaboratively writing the beginning of a class story, facing a decision point about what happens next. This activity allows them to experience the difference between impulsive choices and using a deliberate process for group	

	decision-making. By implementing a simple method for deciding, students learn how a structured approach helps ensure all voices are heard, fosters consensus, and results in a more satisfying and cohesive creative output.	
Economic Standard(s): SS.3.2.12.1: With support, generate a list of factors that influence the way that people make a particular decision. SS.3.2.11.1: Explain what it means for an individual and/or business to specialize and/or trade. SS.3-5.1.3 Create supporting questions to help answer compelling questions.	**Content Objectives:** Students will be able to list factors that influence how people make a specific decision. Students will be able to explain how both people and businesses benefit when they specialize and trade. **Suggested Activities:** "What Game Should We Play?": This activity explores decision-making by having students consider how a group of friends decides which game to play during recess. Students will brainstorm various factors that might influence this choice, such as the number of players, available space, time, familiarity with rules, group preference, and even the weather. Through discussion, the class will identify how these different situational elements can shape a decision. "Community Helpers & Their Trades": This activity helps students understand how people in our community, known as community helpers, excel at one specific job because they specialize. By drawing pictures students will explore examples like a baker who makes delicious bread or a farmer who grows fresh food. Then,	**Notes:** **Literacy Connections:**

	in groups students will discuss how these individuals trade their specialized goods or services (often using money) to acquire other necessities, such as clothing or healthcare. This demonstrates how specialization benefits everyone by ensuring a wide range of high-quality goods and services are available, making our community function smoothly.	
Geography Standard(s): SS.3.1.20.2: Describe how the Alaska Native Population came to Alaska. SS.3.2.18.1: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics. SS.3.2.19.1: Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska. SS.3.1.16.1: Discuss how culture influences the way people modify and adapt to their environments in Alaska. SS.3-5.1.2:Categorize questions according to the social studies disciplines. SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling	**Content Objectives:** Students will be able to describe the journey undertaken by the first Alaska Native people to arrive in Alaska. Students will be able to explain how maps and images help us understand the connection between a place's location and its environment in Alaska. Students will be able to explain how the movement of people in Alaska relates to the search for or use of natural resources. Students will be able to discuss how Alaska Native cultures adapted to their environment to meet their needs. **Suggested Activities:** "Journey Story Starters": Let's become storytellers! After learning about the first Alaska Native people's journey and the challenges they faced, students will work together to write an exciting story about their trip to Alaska. The teacher will give the students a sentence starter, and then students will add ideas, making sure the story tells about the path they took and all the brave things they had to do to get here.	**Notes:** **Literacy Connections:**

question. SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.	It's like building a big, adventurous tale as a team! "Our Alaska Environment Book": This hands-on activity empowers students to create their own "Alaska Environment Book" pages or mini-booklets. Each student or small group will select a specific Alaskan environment (e.g., mountains, coast, tundra) to focus on. Using a map to identify and color their chosen area, they will then research or draw pictures of the plants, animals, and landforms characteristic of that environment. The completed page or booklet will visually demonstrate how maps indicate location and how corresponding images or drawings illustrate the unique environmental features, thereby explaining the connection between a place and its natural surroundings. "Resource Explorer Map": Get ready to be an explorer on a big map of Alaska! In small groups, students will be given a map and will look at where natural resources like gold, fish, oil, and trees can be found. Then, each student will get a little "person" to move around the map. Students will imagine that they are an early Alaskan, who needs to find a place to live where they can get something important, like fish to eat or trees for building. Each student will move their person to the right spot and tell why they chose to live there. This helps students see how people moved all over Alaska to be close to the natural things they needed!	

	"Needs & Nature Match-Up": This activity helps students discover how Alaska Native people used nature to meet their basic needs like food, shelter, clothing, and transportation. The teacher will show students pictures of tools, homes, and clothes used by Alaska Native cultures and discuss what each item was for. Next the teacher will utilize the think-pair-share strategy by pairing students together to discuss what natural things from Alaska's environment (like animals, plants, or water) were used to make or use those items, showing how clever people were at adapting to their surroundings. Then each pair of students will share their findings with the class.	
History Standard(s): SS.3.1.25.1: Explore the cultures of Alaska, including why and how indigenous and non-indigenous groups first came to Alaska. SS.3.2.22.1: Gather information from multiple historical sources about major events in Alaska's history. SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3: Create supporting questions to help answer compelling questions. SS.3-5.5.1: Show	**Content Objectives:** Students will be able to identify different cultural groups that live in Alaska, and explain why the first indigenous and non-indigenous people first came to Alaska. Students will be able to explain how information from different sources can help us learn about a major event in Alaska's history. **Suggested Activities:** "Then & Now: Who Came & Why": This activity helps students understand the different historical periods of migration to Alaska. Using two large charts labeled "Long, Long Ago (First Alaska Native People)" and "Later On (Non-Indigenous People)," the class will first discuss and place pictures representing the reasons why the very first	**Notes:** **Literacy Connections:**

evidence of taking individual or group action to address one or more local, regional, or global problems or issues. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.2.2: Determine whether a source is primary or secondary. SS.3-5.4.3: Critique the motives behind different perspectives.	Alaska Native people came (e.g., following mammoths for food). Subsequently, they will explore and illustrate the reasons why other groups, like explorers and miners, arrived later (e.g., for gold, furs, or exploration). The activity concludes with a comparative discussion, allowing students to clearly see how the motivations for migration differed between Indigenous and non-Indigenous groups over time.	

Unit 2: Journeys, Cultures, and Community Futures

Civics Standard(s): SS.3.2.7.1: Recall core civic virtues that guide communities in Alaska. SS.3.4.7.1: Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska. SS.3.3.8.1: Identify and participate in ways that people can influence the local community and organize solutions through action. SS.3.2.6.1: List ways that people can participate in a democracy. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.	**Content Objectives:** Students will be able to identify and describe instances where civic virtues influence community actions in Alaska. Students will be able to discuss and identify how different beliefs and values can lead to different points of view about civic issues in Alaska. Students will be able to identify and describe various methods by which individuals can effectively influence and actively participate in facilitating changes within their local community (e.g., through proposing ideas, volunteering, or providing assistance).	**Notes:** **Literacy Connections:**

SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them. SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	Students will be able to identify and explain different ways people can participate in a democracy. **Suggested Activities:** "Virtue Detectives: Alaskan Community Edition": This activity transforms students into "Virtue Detectives" as they examine pictures or descriptions of real Alaskan community actions, such as a park clean-up or people helping after a flood. After reviewing what civic virtues are, students will identify which virtues (like responsibility or cooperation) are being shown in each scenario. Students will then describe exactly how these virtues are demonstrated through the community's actions, helping them understand how good habits make a positive difference in their towns and villages. "Fish or Forest? An Alaskan Choice": In this activity, students will explore a common Alaskan civic issue: how to best use or protect natural resources. The class will be presented with a scenario, such as a debate about whether to allow more fishing in a river or protect the surrounding forest for animals. Students will take on simple roles (e.g., a "fisherman" who values providing food, a "wildlife protector" who values animal habitats, a "tour guide" who values tourism). They will then discuss their different points of view, helping them identify how their assigned "beliefs" or "values" about the	

	environment lead to different ideas for the community. "Helping Hands": A Community Service Brainstorm": In this activity, students will explore how "lending a hand" or volunteering helps their community. The class will brainstorm specific ways they can help at home, at school, or in their neighborhood, such as picking up trash or reading to younger students. For each idea, students will describe how they would participate and discuss the positive changes these actions bring, reinforcing that providing assistance is a direct way to influence and improve their community. "Our Classroom Voting Booth": This activity introduces students to the concept of voting as a key way to participate in a democracy. Students will experience a simple, low-stakes class decision by casting their own ballots in a mock voting booth. Through this hands-on process of voting, counting, and announcing results, students will learn how voting allows everyone to have a say and helps make collective decisions, thereby identifying and explaining how this method enables participation.	
Economic Standard(s): SS.3.1.15.1: Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.	**Content Objectives:** Students will be able to describe how specific Alaska Native groups historically utilized natural resources to fulfill fundamental needs (such as food,	**Notes:** **Literacy Connections:**

SS.3.1.12.1: Examine various ways that people in Alaska have met their needs for food, clothing, shelter, and how they have changed over time. SS.3.1.14.1: Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.4.3 Critique the motives behind different perspectives.	shelter, and clothing), and how these methods have changed over time. Students will be able to compare and contrast historical and contemporary approaches to fulfilling basic needs in Alaska. Students will be able to describe how trade helped different Indigenous groups in Alaska **Suggested Activities:** "Expert Groups: Jigsaw on Needs & Groups": This activity employs the Jigsaw strategy to dive deeper into how different Alaska Native groups met their needs historically and how those methods changed. Students will first be part of a "Home Group." Then, students will move to an "Expert Group" focused on one fundamental need (Food, Shelter, or Clothing). In their Expert Group, they'll research how various Alaska Native groups (like the Tlingit, Yup'ik, or Athabascan) historically met that specific need using natural resources, and look for examples of how those methods changed over time. Finally, students will return to their Home Group to teach their peers what they learned, creating a complete picture of resource use and adaptation across different Alaska Native cultures. "Needs Comparison Mat" **(RallyCoach & Double Bubble Map)**: This activity uses the RallyCoach strategy,	

	where students work in pairs to compare and contrast specific items related to basic needs. Each pair will receive a "Comparison Mat" with categories like "Food Storage," "Warm Boots," or "Home Building." Partner A will describe a historical approach for one category, while Partner B listens and provides feedback. Then, Partner B will describe the contemporary approach for the same category, with Partner A listening and coaching. Together, they will discuss how the historical and contemporary methods are similar and different, reinforcing their understanding of how basic needs are met in Alaska, both in the past and present. "Goods Exchange": This activity uses the Think-Pair-Share strategy to introduce students to the concept of historical trade among Alaska Native groups. Students will first think individually while looking at pictures of different Alaska Native groups and the unique natural resources they had (like a coastal group with seals or an inland group with furs). Then students will consider what resources their assigned group might need that another group has. Next, students will pair up with a partner to discuss what goods their groups would trade and why, explaining the benefits of such an exchange. Finally, pairs will share their trade ideas with the whole class, helping everyone understand how different groups had different resources and why they would want to trade.	

Geography Standard(s):	Content Objectives:	
SS.3.2.16.1: Describe how the cultural and environmental characteristics of Alaska change over time. SS.3.3.16.1: Describe how environmental and cultural characteristics influence population distribution in Alaska. SS.3.1.17.1: Describe why environmental characteristics vary among different regions in Alaska. SS.3.3.18.1: Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.2 Develop claims in response to compelling questions and identify	Students will be able to compare and contrast cultural and environmental characteristics of Alaska from different historical periods. Students will be able to describe how specific environmental characteristics influence where people choose to live in Alaska. Students will be able to explain how geographic factors (like mountains or coastlines) contribute to environmental differences across Alaska. Students will be able to describe the location of cultural characteristics in Alaska using maps of appropriate scales. **Suggested Activities:** "**Quiz-Quiz-Trade**: Then & Now in Alaska": Each student receives a card with a question on one side (e.g., "What did Alaska Native people traditionally use to build shelters?") and an answer on the other ("Sod, driftwood, animal skins"). Students mix around the room, find a partner, and take turns quizzing each other. After both have asked and answered, they trade cards and find new partners. This promotes repetition and active engagement while exposing	**Notes:** **Literacy Connections:**

specific evidence that supports the claims. SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions. SS.3-5.2.1: Determine whether a source is primary or secondary. SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.	students to various aspects of Alaskan change—such as housing, clothing, tools, transportation, and natural resource use. "Environmental Features & Me (Drawing & Sharing)": This activity encourages students to visually and verbally describe the influence of environmental features on where people live. Each student or pair will choose one specific Alaskan environmental feature, such as a large river or a dense forest, and draw it along with a small settlement nearby. Below their drawing, students will write a sentence or two explaining how that environmental feature influences why people would choose to live there. Students will then share their drawings and explanations with the class, articulating their understanding of the relationship between environmental characteristics and human settlement. "Alaska's Landform Relay Race": In this activity students will actively explore how various landforms (like mountains, rivers, and coastlines) create environmental differences across Alaska. Divided into small groups, each group will receive a set of cards, with each card featuring a specific Alaskan geographic factor (e.g.,"Tall Mountains," "Long Coastline," "Wide River Valley"). Each student in the group will take a turn: first, they will pick a card and describe the geographic factor, and then they	

	will explain one specific environmental difference that geographic factor might cause in Alaska (e.g.,"Tall mountains can block clouds, making one side dry," or "A long coastline means more rain and milder winters"). This sequential sharing helps students articulate the direct links between geography and environment. “Alaska Culture Map Walk”: Students will rotate through stations that display regional maps of Alaska. Each map highlights an Indigenous cultural group such as the Tlingit in the Southeast, the Yup’ik in the Southwest, or the Inupiaq in the North Slope region. At each station, students record in a “Map Passport” the name of the cultural group, a key cultural trait (such as food, clothing, or housing), and at least one geographic feature nearby (like a mountain range, tundra, or coastline). This activity builds familiarity with both cultural distinctions and the spatial reasoning needed to interpret maps.	
History Standard(s): SS.3.3.23.1: Generate questions about individuals and groups who have shaped Alaska History.	**Content Objectives:** Students will be able to identify key individuals and groups who have played a significant role in Alaska's history and discuss why asking questions about them is important for understanding that history. Students will be able to explain how specific changes over time have impacted daily life in Alaska.	**Notes:** **Literacy Connections:**

SS.3.2.23.1: Explain how life in various eras of Alaska history compares to life today. SS.3.2.24.1: Identify and gather relevant evidence in support of a claim about an event in Alaska history. SS.3.1.23.1: Create timelines to show how events of Alaska history can be organized into time periods/eras. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.1.3: Create supporting questions to help answer compelling questions. SS.3-5.1.4: Explain how supporting questions help answer compelling questions. SS.3-5.3.2: Develop claims in response to compelling questions and identify specific	Students will be able to locate relevant evidence from provided sources to support a given historical claim about an Alaskan event. Students will be able to create a simple timeline, organizing key historical events into appropriate time periods/eras in Alaska's history. **Suggested Activities:** "Who Shaped Alaska?": This activity uses the Think-Pair-Share strategy to help students identify important historical figures and groups in Alaska and begin discussing why they matter. Students will first think individually while looking at pictures or reading very short biographies of key individuals (like Elizabeth Peratrovich or William Seward) or groups (like early Alaska Native peoples or gold miners). They will consider who these people/groups are and what big things they did. Next, they will pair up with a partner to discuss their observations and share initial thoughts on why these individuals or groups were significant. Finally, pairs will share their insights with the whole class, introducing these history makers and briefly explaining their importance. "Then and Now Sorting Game" **(Tree Map)**: Provide students with picture or text cards depicting various aspects of daily life—such as clothing, homes, transportation, and	

evidence that supports the claims. SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.	tools—from both historical and modern Alaska. In small groups, students sort the cards into three categories: “Then,” “Now,” and “Both.” After sorting, each group presents their reasoning to the class, sparking discussion on how certain elements of Alaskan life have stayed the same while others have evolved. This hands-on activity builds foundational comparison skills in a fun and collaborative way. Evidence Scavenger Hunt: Provide students with several short texts, pictures, or primary source excerpts related to a specific Alaskan historical event (for example, the Klondike Gold Rush or the arrival of the first Alaska Native groups). Give students a simple historical claim such as, "The Gold Rush brought many new people to Alaska." Students work in pairs or small groups to find evidence in the sources that supports this claim. Have students highlight or underline the evidence and then share with the class. "Our Class Alaska History Line”: This activity engages students in a collaborative effort to create a large classroom timeline of Alaska's history. After an introduction to what timelines and historical eras are, students will receive individual event cards (e.g., "First people cross land bridge," "Alaska becomes a state"). As a class, they will work together to sequence these events chronologically along a long strip of paper. Once the events are in order,	

	students will then organize them further by placing pre-made era labels, such as "Ancient Times" or "Russian Era," above the corresponding sections of the timeline. This hands-on process helps students collectively understand how historical events fit into broader time periods in Alaska's past.	

Unit 3: Alaska's Dynamic Landscape: Cultures, Economies, and Governance in Action

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.3.4.8.1: Illustrate historical and contemporary means of changing society in Alaska. SS.3.5.6.1: Explain the origins, functions, and structures of state and Tribal governments in Alaska. SS.3.1.9.1: Explore and describe various government structures within Alaska. SS.3.1.6.1: Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government. SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3: Develop claims in response to compelling questions and identify	Students will be able to compare and contrast historical and contemporary means of changing society in Alaska. Students will be able to explain the origins, identify the basic features, and describe the basic structure of Tribal and state governments in Alaska. Students will be able to identify and describe different types of government structures found in Alaska (e.g., state, Tribal, local city/borough). Students will be able to describe how leaders work together across government types to solve problems in their communities. Students will be able to describe key responsibilities and identify basic powers held by leaders in local, Tribal, and State governments.	**Literacy Connections:**

evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. SS.3-5.1.2: Categorize questions according to the social studies disciplines. SS.3-5.2.2: Determine whether a source is primary or secondary. Alaska's Governments SS.3-5.1.4: Explain how supporting questions help answer compelling questions. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.	community building a school long ago, or a group advocating for a new law in the past) and another showing a contemporary example (e.g., a modern climate change rally, or a food drive organized today). They will consider how people tried to make change in each example. Next, they will pair up with a partner to discuss the similarities and differences in the methods used. Finally, pairs will share their comparisons with the whole class, explaining how the means of changing society have evolved over time in Alaska. Government Comparison Flipbook activity: Students will create a flipbook with two sections—one for state government and one for Tribal government. Under each flap, they will illustrate and describe who leads the government (e.g., governor vs. Tribal council or chief), what their responsibilities are (such as making laws, preserving culture, or delivering services), and who helps them govern (like legislators, elders, or judges). Students can also include a simple explanation of how each government began, such as Alaska gaining statehood in 1959 and the long-standing traditional governance of Alaska Native communities, reinforced by recognition through laws like the Alaska Native Claims Settlement Act (ANCSA). Compare and Contrast Graphic Organizer **(Double Bubble Map or Tree Map)**: Using a Venn diagram or a three-column chart, students	

	list the features of each government type. They can include who leads it, who it serves, how leaders are chosen, and what services it provides. As a class, students discuss which services overlap and what makes each structure unique. This helps students visually organize and deepen their understanding of governmental roles in Alaska. Create a Government Leader Comic Strip: Students design a simple comic strip showing a leader performing one or two key duties—like a mayor fixing a playground or a Tribal council member protecting cultural sites. Comics help students visualize leaders' powers and responsibilities in a creative way.	
Economic Standard(s): SS.3.4.13.1: Define and illustrate examples of capital goods and human capital. SS.3.2.14.1: Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska. SS.3.1.11.1: Define and provide examples of human capital, physical capital, and natural resources in Alaska. SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.	**Content Objectives:** Students will be able to explain in their own words what capital goods and human capital are. Students will be able to explain how geography, natural resources, climate, and available workers helped in the exploitation of a specific resource in Alaska. Students will be able to explain how natural resources, human capital, and physical capital work together in Alaska to produce goods or services. **Suggested Activities:** "Tools & Brains": This activity uses the Think-Pair-Share strategy to introduce and differentiate between capital goods and human capital. Students will first think individually about a simple job, like a baker. They'll consider: "What things does a	**Notes:** **Literacy Connections:**

SS.3-5.1.2: Categorize questions according to the social studies disciplines. SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.4.3: Critique the motives behind different perspectives SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.	baker use to do their job (like an oven or mixing bowls)?" (Capital Goods). And "What skills or knowledge does a baker need (like knowing recipes or how to mix dough)?" (Human Capital). Next, they will pair up with a partner to discuss their ideas for both "things" and "skills" for the baker. Finally, pairs will share their examples with the whole class, and together, the class will begin to define "capital goods" as the tools/things and "human capital" as the skills/knowledge. “Resource Detective Booklet” activity: Each student selects a natural resource important to Alaska’s history—such as gold, salmon, oil, or timber—and creates an illustrated booklet titled “Resource Detectives: How [Resource] Was Used in Alaska.” The booklet is divided into simple sections that guide students in exploring how that resource was found and used. Students describe what the resource is, where it is located in Alaska, how geography and climate made it easier or harder to access, and what types of workers were involved in gathering or producing it. They can include drawings, maps, or diagrams to support their explanations. This activity helps students apply concepts of geography, labor, and natural resources to real-world situations in Alaska’s past and present, while	

	reinforcing literacy and organizational skills through writing and illustration. "Alaska's Production Line": This activity uses the Think-Pair-Share strategy to help students understand how natural resources, human capital, and physical capital combine to produce goods or services in Alaska. Students will first think individually about a specific Alaskan industry or product, such as catching fish, building a log cabin, or making a piece of Alaska Native art. Students will consider what natural resources are used (like fish, trees, or clay), what human capital (skills and knowledge) the people need (like knowing how to fish, carpentry skills, or artistic talent), and what physical capital (tools, machines, or buildings) they use (like a fishing boat, saw, or carving tools). Next, they will pair up with a partner to discuss their ideas for each type of capital. Finally, pairs will share their explanations with the whole class, describing how all three types of capital work together in their chosen example.	
Geography Standard(s): SS.3.1.20.1: Identify and explain the relationship between the resources found in Alaska and becoming a state. SS.3.1.18.1: Make maps of Alaska and accurately represent its northern	**Content Objectives:** Students will be able to explain why Alaska's natural resources were important to the United States. Students will be able to accurately draw or place Alaska in its northern position relative to the contiguous United States on a blank map.	**Notes:** **Literacy Connections:**

position relative to the contiguous United States. SS.3.1.19.1: Describe how cultural and environmental characteristics affect the distribution and movement of people. goods, and ideas within Alaska. SS.3-5.1.2: Categorize questions according to the social studies disciplines. SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3: Create supporting questions to help answer compelling questions.	Students will be able to explain how cultural and environmental characteristics affect the movement of people, goods and ideas within Alaska. **Suggested Activities:** "Alaska's Treasure Chest": In this activity, students will actively explain the importance of various Alaskan natural resources to the United States. Divided into small groups, each group will receive a "treasure chest" (a box or bag) containing cards, with each card featuring a different Alaskan natural resource (e.g., "Gold," "Salmon," "Oil," "Trees"). Each student in the group will take a turn: first, they will pick a card from the treasure chest. Then, they will explain why that specific resource was important to the United States (e.g., "Gold was important because it made the country rich," or "Salmon was important because it provided food and could be sold"). This sequential sharing helps students articulate the value of different resources. "Pin the State": In this activity students will actively practice accurately placing Alaska on a map. Divided into small groups, each group will have a large blank outline map of the contiguous United States. They will also have a cut-out shape of Alaska. Each student in the group will take a turn: first, they will try to	

	accurately place the Alaska cut-out in its correct northern position relative to the rest of the U.S. on the blank map. The next student will then either confirm the placement or gently adjust it, explaining why they think it should be there (e.g., "It's above Washington and Canada"). This sequential practice helps reinforce the correct geographical relationship "Alaska's Travel Challenges & Choices": This activity uses the Think-Pair-Share strategy to help students understand how both environmental and cultural characteristics influence the movement of people in Alaska. Students will first think individually about different scenarios where people need to travel in Alaska (e.g., visiting family in another village, going to a historical trading post, getting supplies from a bigger town). They will consider: "How would the land (mountains, rivers, coastlines) make this journey easier or harder?" (environmental). And "How might the way people live or their traditions (like using dog sleds, having traditional trails, or where communities are located) affect how they travel?" (cultural). Next, they will pair up with a partner to discuss their ideas, explaining how these different factors influence movement.	

	Finally, pairs will share their explanations with the whole class, describing how both the environment and culture shape how people move around Alaska.	
History Standard(s): SS.3.3.22.1: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history. SS.3.1.24.1: Identify and describe probable causes and effects of events and developments in Alaska's history. SS.3.2.21.1: Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.2.2: Determine whether a source is primary or secondary. SS.3-5.4.3: Critique the motives behind different perspectives. SS.3-5.1.3: Create supporting questions to help answer compelling questions. SS.3-5.1.4 Explain how supporting questions help answer compelling questions. SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.	**Content Objectives:** Students will be able to explain why it is important to ask questions when looking at different historical sources about the same event. Students will be able to explain the cause-and-effect relationship between a historical event and its outcome in Alaska's history. Students will be able to explain how a historical event led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples in Alaska. **Suggested Activities:** "Two Sides of the Story": In this activity students will actively explore why asking questions is important when looking at multiple sources. Divided into small groups, each group will receive two different simple historical sources about the same Alaskan event (e.g., for the Gold Rush, one source might be a diary entry from a miner, and another a newspaper clipping about the town's growth; for the 1964 earthquake, a photo of damage and a short quote from a survivor). Each student in the group will take a turn: first, they will identify one piece of information from one source. Then, they will pose a question that could be answered by the other source or a question that arises because the two sources are slightly different.	**Notes:** **Literacy Connections:**

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

	that event, and one way a non-Indigenous person might have thought or felt, describing the differences. This sequential sharing helps students articulate contrasting perspectives.	

Unit 4:AlaskaThenandNow:ManyVoices, BigChanges,andtheStories

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.3.3.6.1: Identify key documents on which local and state laws are based and where to find them. SS.3.2.8.1: Describe how Alaska's laws are created at multiple organization levels. SS.3.1.8.1: Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have. SS.3.1.10.1: Describe and define the rights, roles, and responsibilities of residents of Alaska. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.2 Determine whether a source is primary or secondary.	Students will be able to explain that local and state laws are written down in important documents, and that these documents can be found in specific places. Students will be able to explain how laws are made at the different levels of government (state, local, and Tribal) in Alaska and describe the main steps involved in creating the laws for each. Students will be able to identify ways individuals can influence or have an impact on decisions made at the local, Tribal, and state government levels. Students will be able to describe key rights, roles, and responsibilities of residents of Alaska (e.g., following laws, helping the community, voting when they are older). **Suggested Activities:** "Law Hunt: Matching Documents to Places": In this interactive activity, students receive sets of cards—one set listing important legal documents (like the Alaska State Constitution, city ordinances, or Tribal	**Literacy Connections:**

SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.	resolutions) and another set showing locations where these documents are stored (such as the State Capitol, City Hall, Tribal Council Office, or public library). Working in pairs or small groups, students match each document to its appropriate location. Afterward, Afterward, the class discusses why each law is written down and why it's important to know where it can be found, and organize their ideas into a concept map. “Lawmaking Role-Play”: In this Jigsaw activity, students are divided into three groups, with each group representing a different level of government in Alaska: state, local, or Tribal. Each group is tasked with creating a simple classroom law that reflects their assigned level—for example, the state group might create a rule about environmental responsibility, the local group a rule about playground safety, and the Tribal group a rule about honoring cultural events. Students walk through a simplified version of the legislative process, including proposing an idea, discussing it, voting, and final approval. Each group then presents its law to the class and explains the steps they followed, helping all students understand both the similarities and differences in how laws are made across different types of governments. "Our Community Voice”: This activity uses the Think-Pair-Share strategy to help students understand how individuals can speak up and influence decisions at different levels of government in Alaska. Students will first think individually about a simple problem or idea that affects people in Alaska (e.g., "Our town needs a new crosswalk," "Our Tribal community wants to build a	

	new community garden," "The state is deciding about new rules for parks"). They will consider: "If I had this idea or problem, how could I, as a kid, tell the people in charge about it? Who would I tell?" Next, they will pair up with a partner to discuss their ideas, linking their actions to local, Tribal, or state leaders. Finally, pairs will share their suggestions with the whole class, explaining how individuals can use their voices to make an impact at different government levels. "My Alaskan Citizen Role Call": In this activity students will first individually think about their daily lives in Alaska, considering what they are allowed to do or have (rights), the parts they play in their family, school, or neighborhood (roles), and their jobs or duties (responsibilities). Next, they will pair up with a partner to discuss their ideas for each category, sharing examples from their own experiences. Following this, in small groups, students will receive a set of "Citizen Cards" featuring specific rights (e.g., "Right to go to school"), roles (e.g., "Student"), or responsibilities (e.g., "Following safety rules"). Each student will take a turn to pick a card, describe what it means, and explain if it's a right, a role, or a responsibility of someone living in Alaska. This combined approach helps students build a collective understanding and actively describe the different aspects of being an Alaskan resident.	
Economic Standard(s): SS.3.1.13.1: With	**Content Objectives:** Students will be able to identify common reasons why people might borrow money.	**Notes:** **Literacy Connections:**

support, generate a list of scenarios that may include borrowing money. SS.3.2.13.1: Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease. SS.3.3.13.1: Explain the ways in which Alaska's government pays for the goods and services it provides. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.	Students will be able to explain unemployment and identify common reasons why the number of unemployed individuals might decrease in an area (e.g., new businesses opening, existing businesses growing, people finding jobs) Students will be able to explain how Alaska's state government pays for the goods and services it provides (e.g., schools, roads, police, parks). **Suggested Activities:** "Borrowing Reasons Brainstorm" activity: Working in small groups, they will list as many reasons as they can think of for why someone might need to borrow money. The teacher will provide guiding questions such as, "What if your family wanted to buy something expensive?" or "What could happen in an emergency?" Afterward, groups will share their lists with the class, and the teacher will help compile a master list on chart paper. Cause-and-Effect Anchor Chart **(Multi-Flow Map)**: As a whole-class activity, students will help create a large anchor chart that visually displays the causes and effects related to unemployment. The teacher will guide students in brainstorming reasons why unemployment might decrease, such as a new business opening or a factory hiring more workers. These will be listed on one side of the chart. On the other side, students will describe the effects of these changes, like more people finding jobs or the economy improving. This visual helps solidify understanding of how economic events influence employment levels. "Paying for Alaska" Sorting Game **(Tree Map)**: In this activity, students will participate in a sorting game	

	where they are given picture and word cards representing various government services (like public schools, roads, police, and parks) and sources of revenue (such as oil money, taxes, and tourism fees). Working in small groups or as a class, students will sort the cards into two categories: "Goods and Services the Government Provides" and "How the Government Pays for Them." After sorting, the teacher will guide a discussion about how Alaska's government uses money from different sources to fund the things communities need. This activity helps students visually and conceptually connect services with their sources of funding.	
Geography Standard(s): SS.3.2.17.1: Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places. S.S.3.3.17.1: Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.) S.S.3.3.19.1: Discuss the effects of catastrophic events on human settlements and migration in Alaska. SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.	**Content Objectives:** Students will be able to describe spatial patterns and explain how interactions with nearby places (like other towns in Alaska or neighboring countries) have caused changes in where economic activities happen in Alaska. Students will be able to describe how human-made and natural catastrophic events in Alaska affected people living outside Alaska. Students will be able to describe how catastrophic events in Alaska's history affected where people lived or moved. **Suggested Activities:** "Trade Routes & New Jobs": In this activity students will actively explain how interactions with nearby places led to changes in where economic activities happen. Divided into small groups, each group will receive a simplified map of a region in Alaska (or a map	**Notes:** **Literacy Connections:**

SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3: Create supporting questions to help answer compelling questions. SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	showing Alaska and parts of Canada/Russia). The map will have a few key locations marked. Each student in the group will take a turn: first, they will identify an economic activity in one location (e.g., "There's a fur trading post here"). Then, they will suggest a nearby place that might have traded with it (e.g., "Maybe people from this village across the river traded furs here"). Finally, they will explain how that interaction (the trade) might have caused the trading post to grow or caused other new jobs to appear in that location. This sequential sharing helps students articulate how nearby interactions change economic patterns. "Far-Away Feelings": In this activity, students will actively describe how people outside Alaska might have been affected by these events. Divided into small groups, each group will receive "Event Cards" (e.g., "1964 Alaska Earthquake," "Exxon Valdez Oil Spill"). They will also have "Impact Cards" with simple descriptions of effects on people outside Alaska (e.g., "People on the coast of California saw big waves," "Fishermen in other states worried about fish prices," "Scientists in other countries learned about earthquakes," "People everywhere heard the news and felt sad for Alaska"). Each student in the group will take a turn: first, they will pick an "Impact Card." Then, they will explain how that specific impact relates to the Alaskan event and affected people living outside	

	Alaska. This sequential sharing helps students articulate various far-reaching consequences. "Migration Story Cards": In this activity, students will actively describe how different catastrophic events might cause people to move or change their settlements. Divided into small groups, each group will receive a set of "Event Cards" (e.g., "A big earthquake shakes the ground," "A huge oil spill pollutes the fishing waters," "A volcanic eruption covers a village in ash," "A major flood washes homes away"). Each student in the group will take a turn: first, they will pick an "Event Card." Then, they will describe how that specific catastrophic event might have caused people to leave their homes or move to a new place, explaining the impact on where people lived. This sequential sharing helps to build a collective understanding of various reasons for migration due to disasters.	
History Standard(s): SS.3.1.21.1: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history. SS.3.3.21.1: Describe how people's perspectives shaped the historical sources they created in Alaska. SS.3.4.22.1: Describe the purpose of an Alaska historical document.	**Content Objectives:** Students will be able to reflect on the importance of understanding multiple perspectives when learning about Alaska's history. Students will be able to explain how a person's perspective (their feelings, experiences, or what was important to them) could influence the types of historical sources that people created in Alaska (e.g., diaries, photographs, drawings, stories), and what they put into those sources.	**Notes:** **Literacy Connections:**

SS.3.5.22.1: Identify the maker, date, and place of origin of sources about a historical topic. SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.2.1: Determine whether a source is primarily fact or opinion. SS.3-5.2.2: Determine whether a source is primary or secondary. SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions. SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.4.3: Critique the motives behind different perspectives.	Students will be able to describe the purpose of a specific Alaska historical document (e.g., a letter written to share news, a map to show a route, a photograph to capture a moment). Students will be able to locate the maker, date, and place of origin for a given historical source. **Suggested Activities:** Alaska Artifact Mystery Box: The teacher will present a "mystery box" containing pictures or replicas of artifacts important to Alaska's history, such as a traditional fish trap, a gold nugget, an oil barrel, or a sled. Working in small groups, students will select one item and discuss what it might represent to different people throughout history—such as an Alaska Native family, a prospector, or a modern business owner. Each group will then share how their item could have a different meaning or use depending on the person. This activity helps students recognize that history is shaped by many perspectives, not just one. History Museum Walk: Whose Story Are We Telling?: The teacher sets up a "museum walk" with stations that show simplified versions of different historical sources from Alaska—like photographs of villages, quotes from settlers, and traditional Alaska Native stories. Students walk through the stations in pairs, writing down whose perspective is shown and what is important to that person. At the end, the class discusses which voices were heard the most,	

	which were missing, and why it matters to include many perspectives in history. This activity promotes empathy and critical reflection. Alaska Document Detective **(Tree Map)**: In this activity, students become "document detectives" by examining simplified versions of historical documents from Alaska—such as a gold miner's letter, a black-and-white village photo, or a traditional Native story. Working in small groups, students complete a chart identifying who created the document, when and where it was made, and why it might have been created. After investigating, each group shares their findings and explains what they think the document's purpose was. This activity encourages critical thinking and helps students understand that people created these records to share information, preserve memories, or tell their stories. "Historical Fact Finders": In this activity, students will actively locate and identify the maker, date, and place of origin for multiple historical sources. Divided into small groups, each group will receive a set of different historical source examples (e.g., a simple old map with a cartographer's name and date, a drawing with an artist's signature and year, a newspaper clipping with a publication date and city). Each student in the group will take a turn: first, they will pick a source	

	card. Then, they will point to and state the maker, the date, and the place of origin for that source. This sequential sharing helps students practice finding these key details across various types of documents.	

Fourth Grade

U.S. Cultures and Regions

Grade Level Description:

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

Unit 1: Foundations of American Governance & Regions

Civics Standard(s):	**Content Objectives:**	**Notes:** **Literacy Connections:**
SS.4.2.6.1 Explain how democracies rely on responsible participation. SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles. SS.4.4.6.1 Explain how groups of people make rules to create responsibilities. SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States. SS.4.6.6.1 Describe ways in which people	Students will explain the fundamental ways in which democratic systems depend on the active and responsible participation of their citizens. Students will identify and explain the core principles embedded within significant civic documents at the local, state, and national levels. Students will explain the processes by which groups establish rules and the corresponding responsibilities that arise from these regulations. Students will describe the historical origins, operational functions, and organizational	

benefit from and are challenged by working together in workplaces. SS.4.1.7.1 Demonstrate civic virtues in school settings. SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States. SS.4.3.7.1 With teacher guidance, create a process for group decision-making. SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas. SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.2 Determine whether a source is primary or secondary. SS.3-5.2.1 Determine whether a source is primarily fact or opinion.	structures of municipal and state governments within the United States. Students will describe the advantages and disadvantages individuals encounter when collaborating in professional environments. Students will exhibit and apply core civic virtues, such as respect, responsibility, and fairness, within their school community. Students will identify the foundational civic virtues and democratic principles that guide societal norms in both Alaska and the broader United States. With instructor guidance, students will develop and implement a systematic process for making collective decisions within a group context. Students will investigate the Indigenous land ownership, inherent rights, and acknowledgement in Alaska and other geographical contexts. Students will continue to examine the historical and contemporary issues surrounding Indigenous land ownership, rights, and acknowledgement, specifically focusing on cases in Alaska and comparing them to other regions. **Suggested Activities:** Students will engage in a **Think-Pair-Share** activity to brainstorm what active citizens do. Then, in small groups, they'll create and perform short skits demonstrating responsible citizen participation (e.g., voting, community service, following laws).	

SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.1.4 Explain how supporting questions help answer compelling questions.	Provide students with simplified excerpts from local (e.g., school rules), state (e.g., Alaska state motto), and national (e.g., Preamble to the Constitution) civic documents. Students will work in **RoundRobin** teams to identify key principles and then use a **Bubble Map** to visually represent the core ideas of one document. Set up stations around the classroom, each with information (simplified text, pictures) about municipal and state government functions and structures (e.g., mayor, city council, governor, state legislature). Students will participate in a "Gallery Walk" to learn about each station. Afterwards, they'll create a **Brace Map** to show the organizational structure of either their municipal or state government. Students will engage in an **Inside-Outside Circle** to discuss their experiences working in groups (both positive and negative). Then, they'll use a **Double Bubble Map** to compare and contrast the advantages and disadvantages of collaborating in professional environments. Provide scenario cards depicting various situations (e.g., a student finding a lost item, a student sharing supplies, a student disagreeing respectfully). Students in **Fan-N-Pick** teams will read the scenarios and identify which civic virtues (respect,	

	responsibility, fairness) are being demonstrated or are needed. They'll then create a **Circle Map** to brainstorm examples of civic virtues they can apply in their school community.	
Geography Standard(s): SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States. SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time. SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States. SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States. SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States.	**Content Objectives:** Students will explain how cultural practices influence human adaptation to and modification of diverse environments across the regions of the United States. Students will explain how the cultural and environmental characteristics of the United States undergo transformation over time. Students will discuss how environmental and cultural attributes impact population distribution throughout the United States. Students will employ maps of varying scales to identify and describe the locations of cultural and environmental characteristics within each region of the United States. Students will discuss how cultural and environmental characteristics influence the distribution and movement of people, goods, and ideas within and among the regions of the United States. Students will discuss the relationship between human settlements and movements and the locations and utilization of various natural resources in the United States.	**Notes:** **Literacy Connections:**

SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.2.1 Determine whether a source is primarily fact or opinion. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	**Suggested Activities:** How cultural (e.g., music styles, food traditions) and environmental (e.g., rivers for transport, mountains as barriers) characteristics influence the movement of people, goods, and ideas within and among US regions. Students will create a **Flow Map** to trace the journey of a specific good or idea, showing how Students will engage in a **Think-Pair-Share** activity to brainstorm different ways people live in various environments (e.g., desert, mountains, coast). Afterwards, the class will collectively create a **Tree Map** categorizing different cultural practices (e.g., housing, clothing, food) and how they adapt to or modify specific environments across US regions. Provide pairs of "Then and Now" images or short descriptions showing a specific US region or cultural characteristic (e.g., a historical farm vs. a modern agricultural community, or an old city street vs. a new one). Students will work in **RallyCoach** pairs to analyze the changes. They will then use a **Multi-Flow Map** to illustrate the causes and effects of cultural and environmental transformations over time in the US. Students will participate in an **Inside-Outside Circle** to discuss factors that might make people want to live in certain places (e.g., good weather, jobs, natural beauty) or avoid others. Following this, they'll create a **Double Bubble Map** comparing and contrasting how a specific environmental attribute (e.g., water availability) and a cultural attribute (e.g., historical settlement patterns) impact population distribution in different US regions.	

	Provide various maps of the United States (physical, climate, population density, cultural regions, etc.). Students in **Numbered Heads Together** teams will analyze the maps to identify and describe cultural (e.g., major cities, language groups, specific industries) and environmental (e.g., mountain ranges, rivers, deserts) characteristics within each US region. They'll then use a **Circle Map** to brainstorm everything they know about a specific region based on the maps. Initiate a **Turn and Talk** about how things they use or ideas they hear about might have traveled from different parts of the US. Then, provide examples of cultural and environmental factors impacted its movement. Divide students into **Jigsaw** groups, with each group becoming an expert on a different natural resource in a specific US region (e.g., timber in the Pacific Northwest, oil in Texas, farming in the Midwest). Groups will research how human settlements developed near these resources and how the resources are utilized. After sharing their expertise, the class will collectively create a **Brace Map** for a chosen region, showing the natural resources and their connection to local settlements and industries.	
History Standard(s): SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and	**Content Objectives:** Students will explain how historical events in the U.S. have contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including various Alaska Native groups.	**Notes:** **Literacy Connections:**

non-Indigenous peoples across the United States, including Alaska Native groups. SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created. SS.3-5.2.1 Determine whether a source is primarily fact or opinion. SS.3-5.2.2 Determine whether a source is primary or secondary. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.	Students will describe how the perspectives of both Indigenous and non-Indigenous individuals influenced the historical sources they produced. **Suggested Activities:** Read a short, age-appropriate historical account of an interaction between Indigenous and non-Indigenous peoples in the U.S. (e.g., early settlement, a specific treaty event, or the gold rush in Alaska). After reading, students will do a **Think-Pair-Share** on how the event might have felt from different perspectives. Then, using a **Double Bubble Map**, they will compare and contrast the likely feelings, motivations, and experiences of an Indigenous person and a non-Indigenous person involved in the event. Provide pairs of contrasting historical sources (simplified excerpts) related to a US historical event involving Indigenous and non-Indigenous groups (e.g., a diary entry from a settler and a traditional story or oral history from an Indigenous perspective about the same time period). Students will work in **RallyCoach** pairs to analyze each source, identifying what information is presented and who created it. They'll then use a **Flow Map** to show the "journey" of how a historical event might be recorded differently based on the perspective of the person creating the source.	

Unit 2: Federal Government&EconomicPrinciples

Civics Standard(s):	Content Objectives:	Notes:
SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government. SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue the United States, including the impact individuals can have SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections. SS.3.4.8.1 Explain how policies are developed to address public problems. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to	Students will analyze and differentiate the powers and responsibilities allocated to officials within the diverse levels and branches of the federal government. Students will recognize and analyze the underlying beliefs, experiences, perspectives, and values that inform another individual's viewpoint on a civic issue. Students will describe the established procedures for decision-making at the federal level in the United States, including how individual citizens can influence these processes. Students will explain the legislative process for creating laws at the federal level in the United States, specifically noting the influence of electoral voting in initiating change. Students will explain the methodologies used to formulate policies designed to address public problems. **Suggested Activities:** Introduce the three branches of the federal government (briefly: Executive, Legislative, Judicial) and give simple examples of their roles. Students will engage in a **Think-Pair-Share** about different types of rules they encounter (school, home, city).	**Literacy Connections:**

take action about local and/or regional problems or issues. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	Afterwards, as a class, they'll create a **Tree Map** categorizing federal government powers and responsibilities, branching out to the Executive (President, Cabinet), Legislative (Congress), and Judicial (Courts) branches, with simple descriptions of each. Present a simple, age-appropriate civic issue (e.g., Should the school cafeteria serve more healthy snacks? Should the park have a new playground?). Students will participate in an **Inside-Outside Circle** to discuss their initial opinions on the issue. Then, they'll be given two different viewpoints from fictional "citizens" about the issue. Using a **Double Bubble Map**, they will compare and contrast the underlying beliefs, experiences, and values that might lead to these differing viewpoints. Provide simplified information or a short video explaining the basic steps of how a bill becomes a law at the federal level. Students will work in **RallyCoach** pairs to sequence the steps. Then, they will use a **Flow Map** to visually represent the legislative process, including key points where citizens' electoral votes (choosing representatives) can influence the process (e.g., electing people who support certain ideas). Divide students into **Jigsaw** groups, with each group focusing on a different "public problem" (simplified for 4th graders, e.g., litter in the park, too much traffic, not enough clean water in a fictional town). Each group will research or brainstorm potential solutions and how those solutions might become policies. After sharing their "expertise," the class will collectively choose one public problem and create a	

	Multi-Flow Map showing the problem in the center, and the various causes leading to it, and potential policy solutions (effects).	
Economic Standard(s): SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade. SS.4.3.11.1 Explain the role of money in making exchange easier. SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non- Indigenous examples from across the United States. SS.4.5.11.1 Determine how profits influence sellers in markets. SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice. SS.4.2.12.1 Define positive and negative incentives. SS.4.1.13.1 Explain that interest is the price of using someone else's money.	**Content Objectives:** Students will compare examples of human capital (skills, knowledge), physical capital (tools, infrastructure), and natural resources across diverse U.S. regions. Students will provide specific examples, both within and outside Alaska, of individuals and businesses that engage in specialization and trade. Students will explain the fundamental role of money in facilitating economic exchange. Students will explain the correlation between investment in human capital, increased productivity, and future income potential, utilizing both Indigenous and non-Indigenous examples from across the United States. Students will determine how the prospect of profits influences the decisions of sellers within market economies. Students will explain how the economic principles of scarcity and abundance necessitate an evaluation of the benefits and costs associated with a particular choice. Students will define and distinguish between positive incentives (rewards) and negative incentives (penalties) as factors influencing economic behavior.	**Notes:** **Literacy Connections:**

SS.4.2.13.1 Determine the difference between inflation and deflation. SS.4.3.13.1 Describe how people and businesses support federal government services through taxation. SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time. SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States. SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States. SS.4.1.15.1 Explore the significance of various industries in Alaska. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.	Students will explain the concept of interest as the cost incurred for borrowing or utilizing another entity's financial resources. Students will differentiate between inflation (a general increase in prices and fall in the purchasing value of money) and deflation (a general decrease in prices). Students will describe how individuals and businesses contribute to the funding of federal government services through taxation. Students will explain the importance of enhancing both capital goods (e.g., machinery, technology) and human capital (e.g., education, training) over time. Students will explain how trade fosters economic interdependence among different regions of the United States. Students will explain how geographical features, natural resources, climate, and available labor collectively contribute to the interconnected regional economies of the United States. Students will explore the economic significance of various industries within Alaska. **Suggested Activities:** Students in "RoundRobin" teams will brainstorm examples of people or businesses that specialize in one thing (e.g., a baker, a fishing company, a car factory) and then trade their goods/services. Provide simple scenarios for Alaska (e.g., a fishing boat catching salmon that is then sent to other states) and other US regions (e.g., a farmer growing corn that is sold to a factory to make cereal). Teams will then create a **Flow Map**	

SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.4.3 Critique the motives behind different perspectives	illustrating the process of specialization and trade for one example. Divide students into **Jigsaw** groups. Each group becomes an expert on a different type of tax (e.g., income tax, sales tax - simplified). They will learn how these taxes are collected and what federal government services they help fund (e.g., roads, schools, national parks). After sharing their expertise, the class will collectively create a **Tree Map** showing "Federal Government Services" and the "Taxes" that fund them. Use a **Think-Pair-Share** to discuss why having better tools (like a faster computer) or more knowledge (like learning to code) can help people do more work. Provide examples of improved capital goods (e.g., new machinery in a factory) and human capital (e.g., worker training programs). Students will then create a **Multi-Flow Map** illustrating how enhancing capital goods and human capital leads to increased productivity and economic growth. Students in **Numbered Heads Together** teams will be given information about different US regions (including Alaska), focusing on their unique geographical features, natural resources, climate, and available labor. They will then discuss how these characteristics lead to specific industries and how regions depend on each other through trade. They'll create a **Brace Map** for a chosen region, breaking down its key features and how they connect to trade with other regions.	

	Introduce one U.S. region (e.g., the Northeast or the Midwest) and its prominent geographical features, natural resources, climate, and common jobs. Students will **Think-Pair-Share** about how these elements might influence what people do for work or what goods are produced there. Then, as a class, create a **Tree Map** with the region name as the heading, and subheadings extending to "Geography," "Resources," "Climate," and "Labor," detailing how each contributes to the region's economy and its connections to other regions. Provide **RallyCoach** pairs with information or images about key Alaskan industries (e.g., fishing, oil and gas, tourism, timber, mining). Each pair will learn about one industry. Then, they'll use a **Multi-Flow Map** to show the economic impact of that industry: the causes (natural resources, human capital, physical capital) and the effects (jobs, goods/services produced, money earned for Alaska). Divide students into **Jigsaw** groups, with each group becoming an expert on a specific major industry in Alaska (e.g., fishing, oil, tourism, mining, military). Each group will research or be given information about their industry's economic importance, the resources it uses, and the jobs it provides. After sharing their expertise with the class, the whole class will create a **Tree Map** with "Alaska's Economy" as the main topic, branching out to the different industries and listing their key economic contributions.	

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

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

Unit 3: Historical Change & Social Movements

Civics Standard(s): SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.* *SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.*	**Content Objectives:** Students will illustrate both historical and contemporary methods employed to effect societal change across different regions of the United States. **Suggested Activities:** Introduce the idea that people work to make changes in society. Present a few simplified examples of historical and contemporary social changes in different U.S. regions (e.g., historical: women gaining the right to vote; contemporary: a community group cleaning up a park, a student-led initiative to recycle more at school). Students will engage in a **Think-Pair-Share** to brainstorm ways people bring about change. Then, as a class, choose one example and create a **Flow Map** illustrating the steps or actions taken to bring about that social change.	**Notes:** **Literacy Connections:**
History Standard(s): SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history. SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.	**Content Objectives:** Students will recognize the diverse individual and group perspectives related to significant historical events across the United States. Students will utilize a range of primary and secondary sources to summarize key historical events from various cultural regions throughout the United States. Students will gather different types of historical sources and summarize how they are used to explain past events.	**Notes:** **Literacy Connections:**

SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past. SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history. SS.4.4.22.1 Infer the intended audience of a historical source. SS.4.5.22.1 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic. SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time. SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States. SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States. SS.4.1.24.1 Describe and explain probable causes and effects of an event	Students will analyze the interrelationships between multiple historical sources pertaining to a single event or development in U.S. history. Students will infer the intended audience for a given historical source. Students will utilize information about a source's creator, date, and place of origin to assess its usefulness for studying a particular historical topic. Students will use timelines or other chronological representations to compare simultaneous historical developments. Students will compare and contrast a historical local cultural practice with a historical cultural practice from another region of the United States. probable causes and effects of an event or development in the United States, including its effect on Alaska. Students will gather evidence from multiple sources to substantiate a claim regarding how contributions from various cultural and ethnic groups have influenced the history of both Alaska and the United States. Students will explain how national and global events have impacted Alaska, both historically and in the contemporary era. **Suggested Activities:** Present students with a simplified historical event from U.S. history (e.g., the building of the	

or development in the United States, including its effect on Alaska. SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States. SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present. *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.2.2 Determine whether a source is primary or secondary.* *SS.3-5.4.3 Critique the motives behind different perspectives.* *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.* *SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.*	Transcontinental Railroad, the Gold Rush). Provide short, age-appropriate primary or secondary source excerpts reflecting different perspectives (e.g., a railroad worker, a Native American whose land was impacted, a business owner). Students will **Think-Pair-Share** how different people might have felt about or experienced the event. Then, using a **Double Bubble Map**, they'll compare and contrast two different perspectives, highlighting their beliefs, experiences, or values. Present students with two short, simplified primary source excerpts about the same historical event (e.g., a short quote from a general and a short quote from a soldier about a battle; a newspaper headline and a diary entry about a new invention). Each source should clearly have a different creator and a likely different intended audience. Students will **Think-Pair-Share** what each source says and who they think wrote it. Then, using a **Double Bubble Map**, they'll compare and contrast the two sources, focusing on the creator, what information they offer, and who their likely intended audience was. Prepare cards with different historical questions or topics (e.g., "What was daily life like for kids during the Civil War?", "How did people travel across the country in the 1800s?"). Also, prepare cards with various historical sources (e.g., a picture of a schoolhouse, a train ticket, a map of the Oregon Trail, a speech from a politician).	

SS.3-5.1.4 Explain how supporting questions help answer compelling questions. *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.* *SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.*	Students will **Mix-Pair-Share** to find a partner. Each pair gets a historical question and a source card. They discuss: "Is this source useful for answering this question? Why or why not?" focusing on the creator, date, and place. The class can then collectively create a **Tree Map** with "Useful Sources" and "Less Useful Sources" for a specific topic, listing examples and their reasoning. Provide **Numbered Heads Together** teams with cards depicting significant historical events across different U.S. regions (e.g., the California Gold Rush, construction of the Erie Canal, Alaska Purchase, building of a specific fort). Teams will work to place these events on a large class timeline, noting simultaneous developments. They can then use a **Flow Map** to trace the chronological sequence and connections of a few selected simultaneous events. Divide students into **Jigsaw** groups, with each group becoming an expert on a significant U.S. national or global historical event (e.g., World War II, the Civil Rights Movement, the invention of the automobile). Their task is to research or be provided with simplified information about how that event specifically impacted Alaska, both historically and in contemporary times. After sharing their expertise, the class will collectively create a **Multi-Flow Map** for one event, showing its causes, the event itself, and its specific effects on Alaska.	

Unit 4: Global Connections & Environmental Impact

Geography Standard(s):	Content Objectives:	Notes:
SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions. SS.4.2.17.1 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places. SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world. SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world. SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics. SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or	Students will discuss the reasons for variations in environmental characteristics across different global regions. Students will discuss how the geographic patterns of economic activities globally have changed over time, due to connections with both local and far-off places. Students will discuss how natural and human-induced catastrophic events in one global region can impact populations in other regions. Students will construct maps and other graphical representations depicting various regions around the world. Students will utilize maps, artwork, and other visual representations to analyze the relationships between the geographical locations of places worldwide and their respective environmental characteristics. Students will explain the impacts of catastrophic environmental and technological events on human settlements and migration patterns within and among the regions of the United States. **Suggested Activities:** Introduce several diverse global regions (e.g., desert, rainforest, arctic, temperate forest). Students will **Think-Pair-Share** what they imagine the environment is like in each place. As a class, using a large world map, they'll collaboratively create a **Circle Map** for a chosen region, with the region in the center and	**Literacy Connections:**

research. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. SS.3-5.2.1 Determine whether a source is primarily fact or opinion. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3 Create supporting questions to help answer compelling questions.	information to include different environmental characteristics (temperature, rainfall, landforms, plants, animals), discussing the reasons for these variations (e.g., distance from equator, mountains). Provide **RallyCoach** pairs with simplified historical and modern examples of global economic activities (e.g., spice trade routes vs. modern shipping of electronics; ancient silk road vs. today's global clothing industry). Pairs will analyze how the patterns of economic activity have changed and how connections between places (local and far-off) have influenced this. They'll then use a **Flow Map** to illustrate the evolution of a global economic activity over time, showing its transformation and new connections. Students will participate in an **Inside-Outside Circle** to discuss a local natural disaster they might know about (e.g., a big snowstorm, a power outage) and its immediate effects. Then, introduce simplified examples of catastrophic events in other global regions (e.g., a major flood in one country, a volcanic eruption affecting air travel worldwide). The discussion will focus on how such events, even far away, can impact populations in other regions (e.g., affecting food supply, travel, goods). The class will then create a **Multi-Flow Map** for one global catastrophic event, showing its immediate local effects and then	

SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	its wider impacts on other regions. Divide students into **Jigsaw** expert groups, with each group assigned a different major world region (e.g., Africa, Asia, Europe, South America, Antarctica, Oceania). Provide them with large blank paper, basic map outlines, and simple visual cues (artwork, photos of landmarks, animals, or people). Each group will "construct" a simplified map/graphical representation of their region, including key geographical features or symbols representing cultural aspects. After sharing their "regions," students will use a **Bubble Map** to describe the key characteristics of one of the presented world regions. Begin with a **Turn and Talk** about how big events (like a powerful storm or a wildfire) might make people move or change where they live. Present age-appropriate examples of catastrophic environmental or technological events within the U.S. (e.g., a major hurricane, a large-scale oil spill). Discuss how these events impact human settlements and migration patterns within and between U.S. regions. Students will then use a **Brace Map** to break down one event, showing the event, its immediate impacts on settlements, and how it might cause people to move within or out of affected regions.	

Fifth Grade

Foundations and History of the U.S.

Grade Level Description:

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

Unit 1: Unit: Foundations of American Government & Civic Life-Building a Community – Rules, Rights, and Responsibilities

Civics Standard(s):	**Content Objectives:**	**Notes:**
SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.	Students will describe key rights and responsibilities of U.S. citizens and explain basic principles of American democracy, such as popular sovereignty, limited government, rule of law, and separation of powers, while identifying the roles citizens play in a democratic society.	**Literacy Connections:**

SS.5.1.7.1 Apply civic virtues and democratic principles in school settings. SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. SS.5.2.6.1 Assess the importance of participation in democracy. SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities. SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws. SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group. SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process. SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms. SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.	Students will demonstrate civic virtues, including respect, responsibility, and fairness, in school interactions and apply democratic principles like majority rule, minority rights, and the rule of law to decision-making within the school environment. Students will analyze different procedures used for making decisions in various settings, such as th classroom, school, government, and society, and compare the strengths and weaknesses of these different decision-making procedures. Students will be able to identify different ways citizens can participate in a democracy, including voting, expressing opinions, and volunteering, and explain why citizen participation is important for a healthy democracy, ensuring voices are heard, holding leaders accountable, and improving communities, while also providing examples of how such participation can lead to positive changes. Students will identify core civic virtues, such as honesty, compassion, and courage, that are important for effective government and society, and explain core democratic principles, including justice, equality, and liberty, that guide government, society, and communities. Students will evaluate the impact of specific rules and laws on society and explain how individuals and groups can influence the creation and modification of rules and laws. Students will participate in deliberative processes, discussing, listening to different perspectives, and	

SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy. SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.2 Determine whether a source is primary or secondary. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	evaluating information to make group decisions, and contribute to reaching judgments as a group through respectful discussion and consideration of various viewpoints. Students will research a specific public problem or issue and propose potential solutions to the identified problem or issue, utilizing an appropriate public process, such as writing a letter to an official or presenting to a school board. Students will be able to identify examples of rules that exist in various groups, including the classroom, school, community, and country, explain why rules are made by groups of people, to keep order, ensure fairness, and solve problems, and analyze how specific rules create responsibilities for individuals and/or help to protect the freedoms of group members. Students will identify beliefs, experiences, perspectives, and values that influence their own point of view on a civic issue and recognize and consider the beliefs, experiences, perspectives, and values that influence others' points of view on civic issues. Students will summarize the historical origins of selected rules and laws and identify and describe both formal, such as legislation and court decisions, and informal, such as public opinion and advocacy groups, factors that have shaped public policy. Students will describe ways people benefit from working together through the government and identify challenges people face when working together through the government.	

	Suggested Activities: Students use **Fan-N-Pick** cards to explore the relationship between rights and responsibilities in a democracy. Teams match rights (e.g., freedom of speech) with corresponding responsibilities (e.g., respecting others' opinions) and discuss their importance in a democratic society. **Circle map**: brainstorm different civic virtues (e.g., “respect”, “cooperation”, “courage”), focusing on what the virtue looks like, sounds like, and feels like in a school setting. Students create **Flow Maps** for different decision-making scenarios (classroom, school, government) to compare and contrast the steps involved, highlighting similarities and differences in processes. For example, a classroom decision might have "Problem -> Discussion -> Vote, while a government decision might be "Problem -> Bill Introduced -> Debate -> Vote -> Signed into Law." **Multi-Flow Map**: Cause and effects of responsible citizen participation. Brainstorm what leads to responsible participation, and brainstorm the results or implications of responsible participation. **Bridge Map**: Create analogies to demonstrate understanding of responsible participation (ex., Voting is to democracy AS a steering wheel is to a car.) **Flow Map**: Show the process of how a bill becomes a law. **Turn & Talk**: “What if there were no rules/laws?” Students discuss hypothetical scenarios.	

	Students work in small groups to propose revisions to existing classroom rules or suggest new ones. Using a **Multi-Flow Map**, each group identifies a classroom issue, its causes, and then proposes a rule as a solution with its anticipated positive effects. Groups then share their proposals in a **Round Robin** discussion. The class collectively discusses and evaluates each proposal for fairness and feasibility, ultimately voting or reaching a **consensus** on which rule(s) to adopt. Students will be presented with various scenarios where a rule is either present or absent (e.g., a chaotic playground without a "no running" rule, a fair game with clear rules). In small groups, they will briefly role-play the scenario with and without the rule, demonstrating the impact. Afterwards, they will participate in an **Inside-Outside Circl**e to share their observations and explain why the rules made a difference in their scenarios. Thinking Map - **Multi-Flow Map**: Introduce a historical "problem" or situation that led to a specific rule or law (e.g., a community issue that led to a local ordinance, a conflict that led to a national law like the Emancipation Proclamation, or even school rules that came from past problems). After reading, pairs create a **Multi-Flow Map**. In the center, they write the historical "problem." On the left, they list the causes or historical events that led to the problem. On the right, they list the rule/law that was created as a result and its immediate effects.	

Civics Standard(s):	Content Objectives:	Notes:
SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy. SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska. SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance. SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.	Students will be able to identify and describe the main responsibilities and powers of key government officials within the Legislative (Congress), Executive (President), and Judicial (Supreme Court) branches of the early federal government, differentiate between the primary powers held by the early federal government and those reserved for state governments, and explain how the division of power among these branches and between federal and state governments was designed to function in the early days of American democracy. Students will compare and contrast the roles and responsibilities of the legislative, executive, and judicial branches of the U.S. national government and describe specific examples of how each branch impacts the state of Alaska. Students will be able to identify key early American national documents, including the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution (including the Bill of Rights), explain the main purpose or big idea of each document, and describe how these documents laid the foundation for or directly impacted the structure and functions of the early American government. Students will describe the historical origins of the U.S. federal government, identify the primary functions of	**Literacy Connections:**

	each branch, and explain its basic structure, including the three branches and their relationship.	
	Suggested Activities: Draw a **Tree Map**: classify the 3 branches of government. Label the headings: Federal, State, Local (though "local" was less formalized in early democracy, you can discuss the idea of town/county governance). As a class, brainstorm responsibilities and powers that would have existed at each level in early America (e.g., Federal: national defense, coining money; State: education, regulating commerce within the state; Local: town meetings, maintaining roads). For comparison, use a **Double Bubble Map** to compare two branches at a time (e.g., Legislative vs. Executive). Students can work in pairs to fill in similarities and differences. In small groups, students create a short news report (could be a skit, poster presentation, or digital presentation) showcasing a specific instance where one or more national government branches impacted Alaska. Create a **Brace Map** of pieces of different excerpts or simplified versions of important national documents. Take apart key components or famous phrases, and include brief explanations or visual symbols. Create a **Multi-Flow map** of important documents. The document would be in the middle, students brainstorm causes why it was written and the effects of its creation. We the People congressional hearings simulation (https://civiced.org/we-the-people/hearings)	

	Students will work in teams using a **Mix-N-Match** Kagan structure to connect key terms, functions, and roles with the appropriate branch of government (Legislative, Executive, Judicial). Cards will have definitions, scenarios, and images related to each branch.	
History Standard(s): SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history. SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States. SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history. SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history. SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies. SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.	**Content Objectives:** Students will summarize the differing perspectives of at least two individuals or groups regarding a major event in early U.S. history and identify reasons why they held different viewpoints on the same historical event. Students will compare and contrast information presented in primary and secondary sources about a significant historical event in the United States, then analyze that event using information from both types of sources. Students will create a chronological sequence of related events from early U.S. history and use that sequence to compare developments that occurred concurrently. Students will analyze a significant event or development in early American history to identify its probable causes and explain its probable effects. Students will analyze how the historical context, including the time period, social norms, and prevailing beliefs, influenced people's perspectives in the American colonies and explain connections between specific historical circumstances and the viewpoints expressed by individuals or groups. Students will gather information from different historical sources about a topic in early American history	**Notes:** **Literacy Connections:**

SS.5.2.23.1 Analyze life in early American time periods as it compares to life today. SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history. SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States. SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history. SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history. SS.5.3.24.1 Summarize the central claim in a secondary work of early American history. SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document. SS.5.5.22.1 Use information about a historical source, including the maker, date, place of origin, intended audience,	and compare the information provided by these sources, noting similarities and differences. Students will analyze aspects of daily life, such as housing, transportation, communication, education, and work, in an early American time period and compare and contrast these aspects with life today. Students will gather relevant evidence from different historical sources about how individuals or groups influenced early American history and develop a clear claim about their impact, supported by evidence from multiple sources. Students will compare how the perspectives of individuals influenced the content and purpose of different historical sources from early U.S. history and explain how the perspectives of their authors shaped the foundational documents of the United States, such as the Declaration of Independence and the U.S. Constitution. Students will formulate questions about the content or context of multiple historical sources related to a U.S. historical event or development and identify the relationships between historical sources and the particular historical events or developments they address. Students will generate questions about specific individuals or groups who contributed to significant historical changes in early American history and about those who contributed to historical continuities (things that stayed the same or evolved slowly).	

and purpose, to judge the extent to which the source is useful for studying a particular historical topic. *SS.3-5.2.1 Determine whether a source is primarily fact or opinion.* *SS.3-5.2.2 Determine whether a source is primary or secondary.* *SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.* *SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.* *SS.3-5.4.3 Critique the motives behind different perspectives.* *SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* *SS.3-5.1.4 Explain how supporting questions help answer compelling questions.* *SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.*	Students will identify the central claim or main argument presented in a secondary historical work, such as a textbook chapter or article, about early American history and summarize that central claim in their own words. Students will infer the intended audience and the primary purpose of an early American historical source. Students will identify key contextual information about a historical source, including its maker, date, place of origin, intended audience, and purpose, analyze primary and secondary historical sources by using this contextual information to understand them, and evaluate the reliability and relevance of each source for studying specific historical events or periods based on the identified information. **Suggested Activities:** Students create a **Flow Map** to sequence a historical event, adding speech bubbles to depict the diverse perspectives of individuals or groups involved (e.g., Boston Tea Party from a Son of Liberty, British merchant, and indigenous person's view). Students physically arrange themselves to create a **Human Timeline** of early U.S. events. They then **Turn and Talk** about contemporary events and use a **Double Bubble Map** to compare and contrast their event with a contemporary one from a different domain. Students work in pairs to research a significant early American historical event (e.g., the Boston Tea Party,	

	the American Revolution). Using a **Multi-Flow Map** as a planning tool, they identify and categorize the causes and effects. They then create an accordion book with flaps, dedicating one section to causes and another to effects, labeling each with specific details and illustrations. During the process, they use RallyCoach to explain their thinking to their partner, and frequent **Turn and Talks** allow for peer feedback and discussion. Students are assigned colonial perspectives (e.g., Loyalist, Patriot) for a historical dilemma. They **Turn and Talk** to brainstorm arguments, then develop and present their viewpoints in a structured debate, highlighting how historical context influences their perspective. Pairs create a **Double Bubble Map** to compare and contrast a specific aspect of early American life with life today, sharing similarities and surprising differences in a **Turn and Talk**. Students research an early American job, then use **RallyRobin** to share facts. They **Think-Pair-Share** to reflect on how these jobs have evolved or been replaced by modern professions. Students **Turn and Talk** about how they would handle various "If I lived in early America..." scenarios (e.g., "If you needed new shoes," "If you wanted to send a message to a friend," "If you got sick"), contrasting with how they would handle the same situation today.	

	Students work in pairs to compare two primary source excerpts related to a foundational document (e.g., excerpts from a Loyalist's letter and a Patriot's pamphlet about the Declaration of Independence). Each pair uses a **Double Bubble Map** to visually represent similarities and differences in the authors' perspectives, supporting details, and how their viewpoints influenced their writing. After completing their maps, partners **Turn and Talk** to discuss their findings, then share with another pair or the whole class. Small groups create a **Circle Map** with a historical change in the center (e.g., the American Revolution, westward expansion), brainstorming individuals/groups who were causes or affected by it. They then **Turn and Talk** to generate "What if...?" or "How did...?" questions.	

Unit 3: Geography and Human-Environment Interaction-Where We Live – Landscapes, Resources, and Human Impact

Geography Standard(s):	**Content Objectives:**	**Notes:**
SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies. SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.	Students will analyze how the cultural beliefs and practices of various groups in the early American colonies, such as European settlers and Native Americans, influenced their methods of modifying the environment, including farming techniques and resource use, and how these cultural characteristics also	**Literacy Connections:**

SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region. SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies. SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time. SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries. SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics. SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early America colonies.	influenced their adaptations to the diverse environments, affecting housing, clothing, and food production. Students will explain why the climate, landforms, and natural resources differ significantly across various regions of the United States and identify the diverse environmental characteristics present in those different regions. Students will create different types of maps, such as political, physical, and thematic, of various U.S. regions and develop other graphic representations, including charts, graphs, and diagrams, to display information about each U.S. region. Students will explain how cultural characteristics, including religious beliefs, economic practices, and social structures, influenced where people settled and how they moved within the early American colonies, and how environmental characteristics, such as waterways, fertile land, and climate, influenced the distribution and movement of people, goods, and ideas in the early American colonies. Students will analyze how the cultural characteristics, including traditions, social structures, and beliefs, of the early American colonies evolved from their founding through key periods, and how the environmental	

SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions. SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies. SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies. SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.	characteristics, such as land use, natural resources, and the impact of human settlement, changed over time. Students will explain how the location and distribution of economic activities, including agriculture, manufacturing, and services, within the United States have changed over time, and describe how both internal interactions, such as transportation networks and technological advancements, and external interactions with other countries, like trade and globalization, have influenced these changes in spatial patterns. Students will use maps, satellite images, and photographs to identify the locations of specific places and regions in the United States and analyze the relationships between the locations of these places/regions and their environmental characteristics, such as how mountains influence climate or how rivers affect settlement patterns, using various representations. Students will explain how the establishment of human settlements in the early American colonies was related to the presence and use of natural resources, including timber, fish, furs, and arable land, and how the movement of people within and between early American colonies was influenced by the desire to access or utilize various natural resources.	

SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.2.1 Determine whether a source is primarily fact or opinion. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.	Students will explain how a natural catastrophic event, such as a hurricane, earthquake, or wildfire, or a human-made catastrophic event, like an oil spill, industrial accident, or widespread infrastructure failure, in one U.S. region can impact people and resources in other U.S. regions. Students will use maps of varying scales to identify the locations of different groups of people and their cultural characteristics, as well as the locations of natural surroundings and significant environmental characteristics, in the early American colonies, explain how the environment shaped were communities formed and how people lived, and examine how the locations of these cultural and environmental characteristics are depicted differently across maps of various scales. Students will analyze how both catastrophic environmental events, such as severe weather, disease outbreaks, or resource depletion, and catastrophic political events, including conflicts with Native Americans, inter-colonial disputes, or major shifts in British policy, impacted human settlements and patterns of migration in the early American colonies. Students will examine how both environmental characteristics, such as the availability of fertile land, access to water, climate, and natural resources, and cultural characteristics, including economic activities, social structures, religious freedom, and relationships with Native Americans, influenced where and how populations were distributed in the early American colonies.	

	Suggested Activities: Divide the class into "expert groups," each assigned a specific U.S. region (e.g., Northeast, Southwest, Pacific Northwest, Midwest, Southeast). Each group researches their region's unique environmental characteristics (climate, landforms, vegetation, water sources). They'll use a **Brace Map** to organize their findings, showing the region as the whole and its various environmental components as the parts. After becoming experts, students "**jigsaw**" into new mixed groups, with one expert from each region. Each expert then teaches their region's characteristics to their new group. Pairs research a specific U.S. region, using a **Circle Map** to organize information on geography, climate, and landmarks. They then create a specialized map of their region and use a **Think-Pair-Share** to discuss their map creations and learning with another pair. Small groups create a **Flow Map** to illustrate the movement of specific groups (e.g., Puritans, enslaved Africans) to and within early American colonies. The map highlights the cultural/environmental causes of migration and the effects of their settlement. Groups then **Think-Pair-Share** their maps with others, identifying similarities and differences in migration patterns. Students will work in teams, each team receives a set of cards, with each card listing either a good (e.g., tobacco, furs, rum, timber) or an idea (e.g., religious freedom, self-government, new farming techniques). They also receive cards with various cultural or environmental characteristics (e.g., fertile land, cold	

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

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

Unit 4: Economics & Global Connections-Resources, Choices, and Interdependence

Economic Standard(s):	**Content Objectives:**	**Notes:** **Literacy Connections:**
SS.5.1.11.1 Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services. SS.5.1.12.1 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants. SS.5.1.13.1 Explain what interest rates are and how they work. SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries. SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history. SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded. SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make. SS.5.2.13.1 Investigate ways that inflation, deflation, and	Students will identify examples of human capital, physical capital, and natural resources from both historical and current contexts, then compare and contrast how these resources were used in the past versus how they are used today to produce goods and services. Students will analyze the potential benefits and costs, including trade-offs and consequences, of personal choices made by historical figures in the U.S. to meet their needs and wants. Students will define what an interest rate is and explain how interest rates function in relation to borrowing and saving money. Students will define economic interdependence and explain how international trade, the exchange of goods and services between countries, contributes to increasing economic interdependence among nations. Students will identify and describe different economic systems that have played a significant role in Alaska's history, such as traditional/subsistence, market, command elements, traditional bartering, the fur trade, and the oil industry, and examine how these economic systems have impacted the lives and	

unemployment have impacted the U.S. economy over time. SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations. SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies. SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States. SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history. SS.5.4.13.1 Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity. SS.5.5.11.1 Explain how profits influenced sellers in early American markets. SS.5.6.11.1 Identify examples of external benefits and costs. SS.5.7.11.1 Describe the role of other financial institutions in an economy.	livelihoods of Alaskans at different points in the state's history. Students will summarize multiple reasons why individuals have specialized in specific tasks and why businesses have engaged in trade throughout U.S. history. Students will identify incentives and negative incentives that can influence people's decisions and explain how these incentives can impact choices. Students will define inflation, deflation, and unemployment, and investigate and describe at least one way each of these has impacted the U.S. economy at different points in history. Students will explain both the positive and negative effects of increasing economic interdependence on different groups within participating nations, such as consumers, producers, and specific industries. Students will examine and describe the key characteristics of the current exchange system and the exchange system in place during the American colonial period, and identify and explain at least two significant differences between these two systems. Students will describe key British taxation policies implemented in Colonial America and current taxation practices in the United States, then compare and contrast them, noting similarities and differences. Students will explain the concept of investment in human capital, describe the relationship between investment in human capital and increased productivity,	

SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. SS.3-5.4.3 Critique the motives behind different perspectives	and connect increased productivity to higher future incomes, using examples from U.S. history. Students will describe ways that people in the past utilized improved capital goods, such as tools and machinery, to increase productivity, and ways that people in the present utilize improved capital goods and human capital, including skills and knowledge, to increase productivity. Students will define what profit means in an economic context and explain how the desire for profits motivated sellers and influenced their decisions in early American markets. Students will identify examples of external benefits, which are positive effects on third parties not directly involved in a transaction, and external costs, which are negative effects on third parties not directly involved in a transaction. Students will describe the general role of financial institutions, such as banks and credit unions, in an economy, and identify and explain the function of other financial institutions beyond just banks.	
SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	**Suggested Activities:** Students create a **Flow Map** to illustrate production steps in various historical eras or a **Multi-Flow Map** to analyze the cause-and-effect relationship between technological advancements and resource use. Discussions (e.g., "What was harder/easier in the past?") accompany the mapping. To synthesize learning, students create a **Bridge Map** showing analogous relationships between historical and modern resources used to produce a good (e.g., "A	

	hand loom is to a colonial tailor AS a sewing machine is to a modern clothing factory worker"). Pairs use **RallyCoach** to analyze loan offers with varying interest rates. They create a **Multi-Flow Map** showing the cause (interest rate) and effects (total cost, payments) and **Turn and Talk** to discuss the best offer, considering principal and interest. Students are divided into "countries" with limited resources. They use a **Flow Map** to plan production and exports, then engage in negotiations and trades to acquire needed resources, demonstrating interdependence and specialization. Students receive cards with Alaskan economic periods (e.g., fur trade, Gold Rush) and arrange themselves in a **Human Timeline**. They then **Think-Pair-Share** about their assigned period's impact on Alaskans. Students act out scenarios representing inflation (e.g., "gallon of milk costs $10"), deflation (e.g., "house prices drop dramatically"), or unemployment (e.g., "many people lost their jobs"). After each charade, the class uses **Stand-Up, Hand-Up, Pair-Up** to **Turn and Talk** about the economic concept portrayed and its potential effects on people. Students examine "Made In..." labels on items and **Mix-N-Match** to find partners with items from the same country. They **Turn and Talk** about reasons for production location. As a class, they create a **Tree Map** illustrating global product origins and economic interdependence. Students create a **Double Bubble Map** to compare and contrast the "Current Exchange System" with the	

	"Colonial Exchange System," focusing on their differences after individual work and a **Pair-Share**. In small teams, students create a **Tree Map** for "Human Capital," brainstorming examples from U.S. history and present day under branches like "Education," "Training," and "Experience." They then **Think-Pair-Share** on how human capital boosts productivity in specific historical industries.	
Geography Standard(s): SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States. SS.3-5.1.2 Categorize questions according to the social studies disciplines. SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.	**Content Objectives:** Students will analyze ways Alaska's geographic location has provided strategic advantages for the United States throughout history and explain how Alaska's resources or geopolitical position have contributed to its strategic importance for the United States. **Suggested Activities:** Students are assigned roles as various stakeholders interested in Alaska's future strategic position (e.g., military general, oil executive, climate scientist). Each group uses a **Circle Map** to brainstorm "Alaska's Strategic Future" from their character's viewpoint. They then perform a short role-play illustrating their character's perspective on Alaska's ongoing strategic importance. After each role-play, the class engages in a **Think-Pair-Share** to discuss the highlighted aspects of Alaska's strategy.	
History Standard(s): SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.	**Content Objectives:** Students will explore various forms of inequality (like those based on race, gender, or access to resources) throughout Alaska's history, and analyze their lasting impact on current Alaskan society.	

SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. SS.3-5.1.3 Create supporting questions to help answer compelling questions. SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.	**Suggested Activities:** Students rotate through stations featuring primary source excerpts or images representing different historical Alaskan groups and instances of inequality (e.g., Indigenous Alaskans, Russian settlers, Gold Rush prospectors, early American residents). They **Turn and Talk** with a partner at each station to observe and infer about the inequality presented. Afterward, in small groups, they use a **Circle Map** to brainstorm the meaning of "inequality," surrounding the term with examples and characteristics from their observations. After learning about specific historical events or policies in Alaska that led to inequality (e.g., land displacement, unfair labor practices, limited access to resources), students work in pairs using the **RallyCoach** structure. They collaboratively create a **Multi-Flow Map** for a chosen event, illustrating the causes of the inequality on the left and its immediate and long-term effects on the right. They switch roles for a second event. Students are introduced to a current social issue in Alaska (e.g., housing disparities, educational access). Individually, they consider how this issue connects to historical inequalities. They then use a **Double Bubble Map** to compare and contrast a historical instance of inequality with the current issue, identifying similarities and differences in their causes, impacts, and affected groups. Following this, they participate in a **Timed Pair**	

	Share to share their insights and connections from their maps with a partner.	

Middle School: 6-8

Alaska Studies and Geography

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

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

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

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

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

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

Theme 2: Natural Resources & Subsistence				
	Topic	**Anchor Standard**	**State Content Standard**	**Suggested Learning Connections**
Natural Resources & Alaska's Economy	Alaska's Resources	Geography Anchor Standard 18 Geographic Representations and Reasonings	SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.	
	Historical Use of Natural Resources	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures	SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses. SS.6.3.16.2 Explain how Alaska's geographic location and resources have affected the state and the world. SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska's resources SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska.	

Theme 2: Natural Resources & Subsistence				
			SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska's resources. SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives. SS.6.3.16.7 Evaluate changes that occur in the meaning, use distribution and importance of resources over time due to forces ofcooperation and conflict. SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions.	

Theme 2: Natural Resources & Subsistence				
Land Stewardship	Subsistence & Commercial use of Natural Resource	Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures		Understanding economics and geography through sport vs subsistence fishing
		Civic Anchor Standard 10 Rights, Roles and Responsibilities of Citizens		Rights and responsibilities of citizens toward natural resources and wildlife.
		Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents.	
	Alaska's Role in the National Economy	Economics Anchor Standards 13 The National Economy	SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand.	
	Your Financial Decisions	Economics Anchor Standard 12 Decision-Making and Personal Finance		

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

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

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

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

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

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

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

Seventh Grade *Inquiry Standards*

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

7th Grade World Geography & Cultures

Grade(s): 7 **Length:** 2 Semesters **Prerequisite(s):** None	**Course Overview:** In this 7th grade course, students will study how geography, culture, and human innovation have influenced civilizations throughout history. It starts with the development of geography skills and explores early migrations, leading to an examination of the rise and fall of civilizations in Europe, Africa, Asia, the Middle East, and the Americas. Students analyze the impacts of religion, governance, trade, and environmental factors on social structures and global interactions. Students will also incorporate Alaska's geography and Native cultures, prompting comparisons between global trends and local experiences regarding adaptation, resource usage, and cultural resilience. Through inquiry based learning, map analysis, and the evaluation of primary and secondary sources, students enhance their critical thinking and civic literacy, linking ancient and regional histories to contemporary global challenges and interdependence.

Themes
● Geography Skills ● South/North America ● Europe ● Africa/ Middle East ● Asia/Oceania ● Globalization/Human Impacts

Theme 1: Geography Skills ~ 2 weeks			
Unit	**Topic**	**Anchor Standard**	**Learning Outcomes** *The student demonstrates an understanding of…*
Geography Skills	5 Themes of Geography	**Geography Anchor Standard 16:** Human-Environment Interaction: Place, Regions, and Culture	Demonstrate an understanding of the defining characteristics and placement of global regions.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other. Construct and use different types of maps and graphs to represent and analyze religions.
		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.

Theme 2: North/South America ~ 11 weeks			
Unit	**Topic**	**Anchor Standard**	**Learning Outcomes** *The student demonstrates an understanding of…*
North America	Features of Alaska	**Geography Anchor Standard 20:** Geography of Alaska	Identify the characteristics of the local physical environment and its impact on inhabitants.
	Physical History of Alaska	**Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns	Examine the causes of historical and continuing conflicts in Alaska. Evaluate the impact of war on Alaska's ecosystems, resources and landscapes, recognize the environmental changes caused by military activities.
	Historical Settlement of Alaska and Americas	**Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns	Detect patterns in how Earth's physical features and biomes are distributed across its surface.
		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Construct maps to represent the spread of people and ideas over time. Investigate the arrangement and distribution of populations over time.
		Geography Anchor Standard 20: Geography of Alaska	Identify the characteristics of the local physical environment and its impact on inhabitants.
		History Anchor Standard 22: Historical Sources and Evidence	Contrast evolving archaeological findings about human migration.
		History Anchor Standard 23: Change, Continuity, and Context	Explore the cultural and societal implications of cultural diffusion.
		History Anchor Standard 25: Alaskan History	Evaluate theories of human migration as they relate to Alaska.

	Historical Use of Natural Resources: Resources and	**Civics Anchor Standard 9:** Alaska's Governments	Trace Alaska's governments' changing influence on resource usage and industry.
		Economics Anchor Standard 11: Economic Systems, Models, and Markets	Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies.
	Industry--Old and New	**Economics Anchor Standard 15:** Alaska Economies: State, Local, and Tribal	Analyze the changing roles of different resources and industries in Alaska's history.
		Geography Anchor Standard 16: Human environment Interaction: Place, Regions and Cultures	Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses. Explain how Alaska's geographic location and resources have affected the state and the world. Analyze and evaluate the impact of past management of Alaska's resources. Formulate clear and focused questions about future resource use in Alaska. Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives. Evaluate changes that occur in the meaning, use distribution and importance of resources over time due to forces of cooperation and conflict.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.

	Geohazards of Alaska	**Geography Anchor Standard 16:** Human environment Interaction: Place, Regions and Cultures	Demonstrate an understanding of how humans impact their environment. Analyze the impact of natural disasters and human-induced hazards on human populations.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes.
		Geography Anchor Standard 20: Geography of Alaska	Identify the characteristics of the local physical environment and its impact on inhabitants.
		History Anchor Standard 25: Alaskan History	Draw a conclusion about the effects of Alaskan Geohazards on the people of Alaska.
	United States Regions	**Economics Anchor Standard 13:** The National Economy	Evaluate the influence of connection and environment on regional economies and their contribution to the national economy.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.
South America	South America Geography & Economy: Latitude and Altitude: Amazon, Andes, Steppes	**Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries	Develop inquiries that address real-world problems.
		Inquiry Anchor Standard 3: Develop Claims	Utilize evidence to construct arguments that address historical events and societal changes.
		Inquiry Anchor Standard 4: Communicate and Critique Conclusions	Analyze geographical evidence to draw conclusions about geographical influences on human settlement and economies.

		Economics Anchor Standard 11: Economic Systems, Models, and Markets	Compare and contrast agricultural practices based on geography, economic development, and political systems.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Detect patterns in how Earth's physical features and biomes are distributed across its surface.
		Geography Anchor Standard 18: Geographic Representations and Reasonings	Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other.
		Geographic Anchor Standard 19: Human Populations: Spatial Patterns and Movement	Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. Demonstrate an understanding of how humans impact their environment.
	South America: Diverging Countries Studies: Systems of Government, Economies, and Social Structures	**Civics Anchor Standard 6:** Civic and Political Institutions and Systems	Compare political systems from multiple countries.
		Civics Anchor Standard 10: Rights, Roles, and Responsibilities of Citizens	Describe the roles of political, civil, and economic organizations in shaping people's lives.
		Economics Anchor Standard 11: Economic Systems, Models, and Markets	Analyze the role of precious metals in shaping economic systems, trade networks, and market dynamics.

			Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies. Compare and contrast agricultural practices based on technology, social structures, economic development, and political systems
		Economics Anchor Standard 13: The National Economy	Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy.
		Economics Anchor Standard 14: The Global Economy	Analyze the relationships between countries and regions in the global economy.
		Geography Anchor Standard 18: Geographic Representations and Reasonings	Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other.
		History Anchor Standard 21: Perspectives	Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.

Theme 3: Europe ~ 7 weeks

Unit	Topic	Anchor Standard	Learning Outcomes *The student demonstrates an understanding of…*
Europe	Tour: Physical Features and Landmarks of Europe	**Geography Anchor Standard 16**: Human Environment Interaction: Place, Regions, and culture	Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.

			Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.
		History Anchor Standard 21: Perspectives	Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
		History Anchor Standard 22: Historical Sources and Evidence	Describe and cite historical roles of landmarks.
	Changing Borders of Europe: Geography and Conflict	**Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries	Formulate clear and focused questions that require investigation about a variety of topics. Analyze complex issues from multiple perspectives.
		Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Evaluate the reliability of conflicting sources. Select reliable evidence to support a conclusion.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.
		Geography Anchor Standard 18: Geographic Representations and Reasoning	Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other. Construct and use different types of maps and graphs to represent and analyze

			religions.
		History Anchor Standard 21: Perspectives	Analyze the economic, political, and societal motivations or justifications for warfare among civilizations.
		History Anchor Standard 22: Historical Sources and Evidence	Judge the relative bias of historical sources and analyze sources of bias.
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change over time in various aspects of human history. Explore the cultural and societal implications of cultural diffusion.
	Tracing Nationalism in Europe	**Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries	Formulate clear and focused questions that require investigation about a variety of topics. Analyze complex issues from multiple perspectives.
		Inquiry Anchor Standard 4: Communicate and Critique Conclusions	Choose a side related to a contemporary nationalist controversy in Europe and defend the claim with evidence. Critique claims from presenting groups.
		Civic Anchor Standard 6: Civic and Political Institutions and Systems	Analyze the significance of various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics. Explore how religion and culture shaped

			family lineage and societal structures.
		Civics Anchor Standard 7: Participation and Deliberation	Explore how religion, politics, race, and culture shaped family lineage and societal structures.
		Civics Anchor Standard 8: Processes, Rules, and Laws	Recognize how the rules of the European Union affect nationalist groups.
		Economics Anchor Standard 12: Decision-Making and Personal Finance	Examine the economic disruption or lack of it that would occur for a person in a new separated nationalist state in Europe.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.

Theme 4: Africa/Middle East ~ 5 weeks

Unit	Topic	Anchor Standard	Learning Outcomes *The student demonstrates an understanding of…*
Africa	Introduction to Africa: History--Empire Colonization, Decolonization	**History Anchor Standard 21:** Perspectives	Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change over time in various aspects of human history.

			Explore the cultural and societal implications of cultural diffusion.
		History Anchor Standard 24: Historical Thinking	Understand and compare unique historical and geographical features of Africa.
	Diversity and Population	**Geography Anchor Standard 19:** Human Population: Spatial Patterns and Movements	Demonstrate an understanding of how humans impact their environment.
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change over time in the diversity of human populations in Africa.
		History Anchor Standard 24: Historical Thinking	Understand causes and effects of population changes in Africa and worldwide.
Middle East	Religion and Human Populations: History of Middle East	**Civic Anchor Standard 6:** Civic and Political Institutions and Systems	Analyze the significance of various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics. Explore how religion and culture shaped family lineage and societal structures.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and Culture	Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars. Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.
		History Anchor Standard 23: Change, Continuity, and Context	Identify patterns of continuity and change over time in movements of people and borders in the Middle East.

	Middle East: Roots of Conflict	**Civics Anchor Standard 8:** Processes, Rules, and Laws	Recognize the effects of international law and international norms on conflict and resolution of lasting conflicts.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.
		History Anchor Standard 21: Perspectives	Analyze the economic, political, and societal motivations or justifications for warfare among civilizations.

Theme 5: Asia/Oceania ~ 3 weeks

Unit	**Topic**	**Anchor Standard**	**Learning Outcomes** *The student demonstrates an understanding of…*
Asia	Asia and Oceania: Diverse Environments	**Economics Anchor Standard 11:** Economic Systems, Models, and Markets	Compare and contrast agricultural practices based on geography, economic development, and political systems.
		Geography Anchor Standard 16: Human Environment Interaction: Place, Regions, and culture	Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.
			Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.

		Geographic Anchor Standard 19: Human Populations: Spatial Patterns and Movement	Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. Investigate the arrangement and distribution of populations over time.
	Rise of China: The 21st Century	**Civics Anchor Standard 6:** Civic and Political Institutions and Systems	Compare political systems from multiple countries.
		Economics Anchor Standard 14: The Global Economy	Analyze the relationships between countries and regions in the global economy.
		Geography Anchor Standard 19: Human Population: Spatial Patterns and Movements	Construct maps to represent the spread of people and ideas over time. Investigate the arrangement and distribution of populations over time.
Oceania	Technology and Migration	**Geography Anchor Standard 16:** Human-Environment Interaction: Place, Regions, and Culture	Analyze how geographical features, climate, and natural resources influenced change throughout the world's oceans. Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.
		Geography Anchor Standard 17: Global Interconnections: Changing Spatial Patterns	Investigate the interconnectedness of ecosystems of the Earth.

		Geography Anchor Standard 19: Geographic Representations and Reasoning	Demonstrate an understanding of the interactions between the currents, seasons, and weather patterns. Construct and use different types of maps and graphs to analyze historic paths throughout the region.

Theme 6: Globalization/Human Impacts ~ 5 weeks

Unit	Topic	Anchor Standard	Learning Outcomes *The student demonstrates an understanding of…*
Globalization and Human Impacts	Contemporary Globalization's Impacts Human Impact Debates	**Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries	Formulate clear and focused questions that require investigation about a variety of topics. Analyze complex issues from multiple perspectives. Develop inquiries that address real-world problems.
		Inquiry Anchor Standard 2: Evaluate Sources and Evidence	Evaluate the reliability of conflicting sources. Select reliable evidence to support a conclusion.
		Inquiry Anchor Standard 3: Develop Claims	Utilize evidence to construct arguments that address controversial contemporary issues.
		Inquiry Anchor Standard 4: Communicate and Critique Conclusions	Analyze evidence about a controversial contemporary issue. Present a claim and supporting evidence for one side of a controversial issue in a professional and clear manner.

		Inquiry Anchor Standard 5: Informed Civic Discourse and Engagement	Debate in an appropriate manner regarding a controversial contemporary issue.
			Listen actively to and adjust a counterargument to an opposing point of view on a controversial issue.
		Geography Anchor Standard 16: Human-Environment Interaction: Place, Regions, and Culture	Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.
	Comparing Living Standards Around the World	**Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns	Investigate the interconnectedness of humans and economies on Earth.

U.S. History and Civics

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

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

Theme 1: Geography and Early Civilizations of the Americas

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

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

Theme 1: Cont..

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

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

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

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

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

Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

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

Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

	History Anchor Standard 23: Change, Continuity, and Context	SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America	

Theme 3: Cont..

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

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

Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

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

Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

	History Anchor Standard 23 Change, Continuity, and Context	SS.8.4.23.1 Analyze the challenges faced by the newly independent United States.	

Theme 4: Cont…

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

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

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

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

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

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

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

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

Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

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

Theme 6: Cont…

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

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

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

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

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

	History Anchor Standard 23 Change, Continuity, and Context	SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements.	

Theme 7: Cont…

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

Theme 7: Cont…

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

Theme 8: Reconstruction

Time Period: 1865 - 1877

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

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

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

High School: 9-12

World History

Course Details:	Overview:
Grade(s): 9-10	*World History* begins classical civilizations and follows world events up[to the communist revolutions of the 20th century.
Length: Two semesters	
Prerequisites: *None*	

Unit 1: Ancient Greece—Geography, Leaders, and. Legacy Classical Civilizations (Ancient Mediterranean World)

Lesson / Unit Focus	Teacher Learning Objective	AK Content Standard (9–12 World History)	Student Learning Intention	Hattie's Depth of Learning
Geography & City-States	Identify and locate key geographical features and city-states of Ancient Greece	**SS.WH.1.17.1** – Compare cultural and technological innovations of classical civilizations	We will learn how geography influenced life, trade, and independence in Ancient Greece	Surface: Identify locations Deep: Analyze geographic impact Transfer: Compare to other civilizations
Greek Law & Democracy	Analyze reforms of Draco, Solon, and Cleisthenes; evaluate democratic development	**SS.WH.1.21.1** – Analyze perspectives on political organization and governance	We will explore how laws and reforms shaped Athenian democracy	Surface: Identify reforms Deep: Analyze democratic change

				Transfer: Compare to modern democracy
Leadership & Empire	Analyze leadership of Pericles and Alexander the Great	**SS.WH.1.23.1** – Analyze how leadership and ideas influence societal development	We will examine how leaders expanded Greek power and influence	Surface: Identify leaders Deep: Evaluate leadership impact Transfer: Long-term legacy
Conflict & Decline	Analyze major wars and Greece's decline using evidence	**SS.WH.1.24.1** – Explain causes and effects of political fragmentation	We will analyze how wars weakened Greek unity and power	Surface: Recall events Deep: Cause & effect Transfer: Lessons for later civilizations

Unit 2: Roman Republic and Empire
Theme: Classical Civilizations and Transformation

Lesson / Unit Focus	Teacher Learning Objective	AK Content Standard (9–12 World History)	Student Learning Intention	Hattie's Depth of Learning
Roman Government & Republic	Analyze political institutions and democratic features of the Republic	**SS.WH.1.21.1** – Analyze perspectives on governance and civic participation	We will evaluate how democratic the Roman Republic was	Surface: Identify institutions Deep: Evaluate democracy Transfer: Compare to modern systems
Expansion & Conflict	Explain causes and effects of the Punic Wars	**SS.WH.1.23.1** – Analyze how conflict and expansion shape civilizations	We will examine how wars expanded Rome's power	Surface: Recall events Deep: Analyze consequences Transfer: Imperial patterns
From Republic to Empire	Analyze collapse of the Republic and rise of Augustus	**SS.WH.1.24.1** – Explain political transformation and institutional change	We will analyze how Rome became an empire	Surface: Identify causes Deep: Cause & effect Transfer: Institutional change
Pax Romana & Christianity	Examine stability, belief systems, and reforms	**SS.WH.1.19.1** – Explain diffusion of ideas, beliefs, and institutions	We will explore how Christianity spread under Roman rule	Surface: Recall beliefs Deep: Analyze spread Transfer: Religious legacy

Fall & Byzantium	Analyze fall of Rome and continuation in Byzantium	**SS.WH.1.24.1** – Explain continuity and transformation of civilizations	We will examine how Rome fell but its ideas survived	Surface: Identify causes Deep: Analyze continuity Transfer: Medieval influence

Unit 3: Creation, Expansion, and Rule: Islam and the Ottoman Empire

Lesson / Unit Focus	Teacher Learning Objective	AK Content Standard (9–12 World History)	Student Learning Intention	Hattie's Depth of Learning
Foundations of Islam	Identify beliefs, Muhammad's life, and the Quran	SS.WH.1.21.1 – Analyze perspectives shaped by belief systems	We will learn the core beliefs of Islam	Surface: Identify beliefs Deep: Analyze meaning Transfer: Cultural understanding
Expansion of Islam	Analyze political, social, and economic causes of expansion	SS.WH.1.19.1 – Evaluate diffusion of ideas and beliefs over time	We will analyze how Islam spread rapidly	Surface: Recall factors Deep: Analyze causes Transfer: Regional impact
Cultural & Political Impact	Evaluate effects of Islamic expansion	SS.WH.1.23.1 – Analyze how ideas influence societies	We will examine Islam's cultural and political influence	Surface: Identify effects Deep: Evaluate impact Transfer:

				Long-term legacy
Ottoman Empire	Examine rise, governance, and legacy	SS.WH.1.24.1 – Explain political organization and empire building	We will investigate how the Ottomans built a stable empire	Surface: Identify strategies Deep: Analyze governance Transfer: Imperial comparison

Unit 4: Medieval Europe – From the Dark Ages to the Black Death

Lesson /Unit Focus	Teacher Learning Objective	AK Content Standard (9–12 World History)	Student Learning Intention	Hattie's Depth of Learning
Foundations of Medieval Europe	Understand formation of Western Christendom	SS.WH.1.24.1 – Explain how the fall of Rome led to feudalism	We will understand how new societies formed after Rome	Surface: Recall changes Deep: Analyze formation Transfer: Civilization building
Feudalism & Power	Analyze feudalism and political organization	SS.WH.1.24.1 – Explain political and social order in medieval Europe	We will understand how feudalism worked	Surface: Identify roles Deep: Analyze relationships Transfer: Compare systems
Christianity & Culture	Understand expansion of Christian Europe	SS.WH.1.19.1 – Explain diffusion of ideas and beliefs	We will explore Christianity's influence	Surface: Recall spread Deep: Analyze influence Transfer: Cultural legacy

Black Death & Change	Analyze demographic and economic transformation	SS.WH.1.19.1 – Explain impact of movement and interaction	We will examine how the plague reshaped Europe	Surface: Recall impacts Deep: Analyze consequences Transfer: Modern parallels

Unit 5: Post-Classical Europe (600–1450 CE)

Lesson	Teacher Learning Objective	AK Content Standard (9–12 World History)	Student Learning Intention	Hattie's Depth of Learning
1: The Dark Ages	Analyze social, political, and economic characteristics of the Dark Ages; evaluate their impact and compare to other periods	SS.WH.1.24.1 – Explain how the fall of the Roman Empire led to the emergence of European feudalism	Today we will explore what made the Dark Ages unique, examine its effects, and compare it to other historical periods	Surface: Recall key features Deep: Analyze causes and effects Transfer: Compare to other periods
2: Charlemagne & the Carolingian Empire	Analyze the political and cultural impacts of Charlemagne's rule; evaluate his influence using primary and secondary sources	SS.WH.1.24.1 – Explain developments that shaped medieval European political systems following the fall of Rome	Today we will examine how Charlemagne shaped medieval Europe and assess his contributions to politics, culture, and education	Surface: Identify achievements Deep: Analyze political and cultural influence Transfer: Evaluate lasting effects

3: The Crusades	Analyze causes and effects of the Crusades; evaluate impacts on Europe and the Middle East	SS.WH.1.19.1 – Explain how the transfer of goods and ideas along trade routes affected cultures in post-classical societies	Today we will explore why the Crusades happened and analyze how they changed Europe and the Middle East using evidence	Surface: Recall causes and events Deep: Analyze impacts Transfer: Compare regional effects
4: The Black Death	Analyze social, economic, and cultural impacts of the Black Death; evaluate long-term effects and draw modern parallels	SS.WH.1.19.1 – Explain how movement of people, goods, and ideas affected societies in the post-classical period	Today we will examine how the Black Death changed life in Europe and compare its effects to modern pandemics	Surface: Recall key impacts Deep: Analyze effects on society Transfer: Compare to modern pandemics

Unit 6: Renaissance and Reformation

Lesson Topic	Learning Focus (We Will…)	Alaska Content Standard (9–12 World History)	Success Criteria (I Will Know I Am Successful When…)
Introduction to the Renaissance	Analyze the key characteristics and contributions of the Renaissance in art, science, and literature	SS.WH.2.23.1 – Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest (Theme 2: The First Global Age, 1450–1750 CE)	I can describe changes in Renaissance art, science, and literature. I can give examples of artists, inventions, or writings. I can explain how Renaissance ideas differed from the Middle Ages. I can use historical vocabulary correctly.
Leonardo da Vinci	Analyze Leonardo's contributions to art, science, and technology; evaluate his interdisciplinary approach	SS.WH.2.23.1 – Explain how Renaissance ideas influenced society and future developments	I can identify Leonardo's contributions to art and science. I can explain how he used observation and experimentation. I can give modern examples of his influence. I can explain why he is called a "Renaissance man."

Protestant Reformation	Analyze causes and effects; create a timeline	SS.WH.2.23.1 – Explain how ideas of the Reformation motivated changes in EuropeSS.WH.2.23.2 – Analyze political and economic impacts of European movements	I can identify causes of the Reformation. I can describe key events and figures. I can explain how it changed religion and society. I can organize events chronologically using a timeline.
Martin Luther	Analyze key events and theological disagreements; construct cause-and-effect timeline	SS.WH.2.23.1 & SS.WH.2.23.2 – Evaluate Reformation causes and effects on society and institutions	I can explain indulgences and Luther's opposition. I can describe the 95 Theses. I can explain cause-and-effect relationships. I can support explanations with historical evidence.
Galileo	Analyze conflict with the Church and its impact on science	SS.WH.2.23.1 – Explain how Renaissance ideas influenced society and sparked new scientific inquiry	I can explain Galileo's discoveries. I can describe Church beliefs that conflicted with him. I can explain why he was labeled a heretic. I can explain how this shows tension between science and religion.

Renaissance & Reformation Comparison	Compare characteristics, cultural impacts, and significance	SS.WH.2.23.1 & SS.WH.2.23.2 – Compare continuity and change; assess diffusion of ideas	I can identify at least three similarities and differences. I can organize ideas in a Venn diagram or poster. I can explain how both movements changed Europe differently. I can summarize their cultural and historical significance.

Unit 7: Age of Exploration

Lesson / Focus	Teacher Learning Objective	AK World History Content Standard	Student Learning Intention	Hattie's Depth of Learning
European Exploration (Overview)	Analyze political and economic impacts of European expeditions	SS.WH.2.23.2 – Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries	I will analyze how European expeditions changed politics and economies worldwide	Surface: Identify impacts Deep: Analyze causes & effects Transfer: Global consequences

Rise of the Incas	Analyze geographic, political, and economic factors behind empire building	SS.WH.1.23.1 – Analyze how leadership and ideas influence societal development	I will explain what helped the Incan Empire grow and create a timeline of key events	Surface: Recall factors Deep: Analyze expansion Transfer: Compare empires
Aztecs: Moctezuma & Cortés	Analyze cross-cultural interaction and conquest	SS.WH.2.23.2 – Analyze political and economic impacts of European expeditions	I will explain how Moctezuma and Cortés interacted and how this affected the Aztec Empire	Surface: Identify events Deep: Analyze interaction Transfer: Colonial patterns
Portolá Expedition	Analyze exploration and colonial impact in California	SS.WH.2.23.2 – Analyze political and economic impacts of European expeditions	I will explain the significance of the Portolá Expedition and create a timeline	Surface: Recall events Deep: Analyze Outcomes Transfer: Regional impact

Middle Passage	Analyze experiences of enslaved Africans	SS.WH.2.19.1 – Assess the effects of the Atlantic slave trade	I will explain conditions of the Middle Passage and its impacts	Surface: Describe conditions Deep: Analyze impacts Transfer: Long-term consequences

Unit 8: Absolute Monarchies of Europe

Lesson / Focus	Teacher Learning Objective	AK World History Content Standard	Student Learning Intention	Hattie's Depth of Learning
Absolute Monarchs	Analyze political, social, and economic effects of absolutism	SS.WH.2.23.2 – Analyze political and economic impacts of European developments	I will explain how absolute monarchs shaped Europe and influenced modern governments	Surface: Identify monarchs Deep: Evaluate policies Transfer: Modern governance

English Civil War	Analyze causes, events, and consequences	SS.WH.2.23.2 – Analyze political impacts of European conflicts	I will explain why the English Civil War happened and its effects	Surface: Recall causes Deep: Analyze conflict Transfer: Limits on power

Unit 9: Revolutions

Lesson / Focus	Teacher Learning Objective	AK World History Content Standard	Student Learning Intention	Hattie's Depth of Learning
French Revolution	Analyze causes of revolution	SS.WH.3.23.1 – Explain how political, social, and economic factors led to revolutions	I will explain the main causes of the French Revolution	Surface: Identify causes Deep: Analyze inequality & ideas Transfer: Revolutionary patterns
Reign of Terror	Analyze causes and consequences	SS.WH.3.23.1 – Explain revolutionary change over time	I will explain what led to the Reign of Terror and how it changed France	Surface: Recall events Deep: Analyze consequences Transfer: Power & fear

Napoleon	Analyze rise and fall of leadership	SS.WH.3.23.1 – Explain how leadership shapes revolutions	I will create a timeline of Napoleon's rise and fall	Surface: Identify events Deep: Analyze leadership Transfer: European impact
Industrial Revolution	Analyze social, economic, and technological change	SS.WH.3.23.1 – Explain how industrialization transformed societies	I will analyze how industrialization changed society and daily life	Surface: Identify changes Deep: Analyze impacts Transfer: Modern economies
Age of Imperialism	Analyze motives and impacts of imperialism	SS.WH.3.23.1 – Explain causes and effects of imperial expansion	I will explain why imperialism occurred and its impacts	Surface: Identify motives Deep: Analyze consequences Transfer: Global inequality
Sepoy Mutiny	Analyze resistance to imperialism	SS.WH.3.23.1 – Explain responses to imperial rule	I will explain the causes and consequences of the Sepoy Mutiny	Surface: Recall events Deep: Analyze resistance Transfer: Colonial change
Russian Revolution	Analyze causes and global impact	SS.WH.3.23.1 – Explain revolutionary transformation	I will explain what led to the Russian Revolution and its global effects	Surface: Identify causes Deep: Analyze ideology Transfer: Global politics

Communist Revolution in China	Analyze causes and outcomes	SS.WH.4.23.1 – Explain ideological conflict and political change	I will explain how the Communist Revolution changed China	Surface: Recall events Deep: Analyze outcomes Transfer: Cold War context

U. S. History

Course Details:	Overview:
Grade(s): 10-11	*US History* begins with the post-reconstruction era and ends with the Cold War. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States.
Length: Two semesters	
Prerequisites: *World History*	

Historical

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

Unit Essential Question	Content Objectives The learner will:	AK State Standards
US.1 The Industrial Era: How did immigration and urbanization transform American cities during the Industrial Era, and how did reformers and muckrakers respond to these social, economic, and political challenges?	• 1. Analyze how immigration and industrialization contributed to urban growth and social challenges. 2. Examine primary and secondary sources to evaluate the living and working conditions of immigrants and urban workers. 3. Evaluate the role of muckrakers, including Jacob Riis, in exposing social problems and influencing reform. 4. Assess the social, economic, and political factors behind child labor and labor unrest, including the Haymarket Riot and the Homestead and Pullman strikes. 5. Analyze the impact of immigration policies, such as the Chinese Exclusion Act, on American society. 6. Evaluate the actions and influence of industrialists, distinguishing between “captains of industry” and “robber barons.” 7. Compare reform movements and evaluate their effectiveness in addressing social inequities.	**SS.USH.3.11.1** Examine the economic, social, and political impacts of industrialization in the 1870s.

Graduate-Level Competency:		
Historical GL.3 continued…		
Unit Essential Question	**Content Objectives** **The learner will:**	**AK State Standards**
US.2 The Progressive Era How did the Progressive Era address the social, political, and economic challenges caused by industrialization, immigration, and urbanization, and how effective were reformers in promoting lasting change?	• 1. Analyze the defining characteristics and goals of the Progressive Movement. • 2. Examine primary and secondary sources to evaluate the living and working conditions of urban Americans and immigrant communities. • 3. Evaluate the role of muckrakers, including Upton Sinclair and Jacob Riis, in exposing social problems and influencing reform. • 4. Analyze child labor, labor unrest, and the responses of reformers to workplace abuses. • 5. Compare the philosophies and actions of reformers, including civil rights leaders like W.E.B. DuBois and Booker T. Washington. • 6. Evaluate social policies such as Prohibition and the 18th Amendment, assessing arguments for and against. • 7. Assess the overall effectiveness of Progressive Era reforms in addressing social inequities and shaping American society.	**SS.USH.3.24.1** Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

Graduate-Level Competency:		
GL.3 continued…		
Unit Essential Question	**Content Objectives** **The learner will:**	**AK State Standards**
US 3 Imperialism and American Empire How and why did the United States emerge as an imperial power at the turn of the 20th century, and what were the consequences of American expansion for both the U.S. and other nations?	1. Critically analyze the political, economic, and social motivations behind U.S. imperial expansion. 2. Evaluate the arguments for and against imperialism, including perspectives of Imperialists (e.g., Albert Beveridge, Theodore Roosevelt) and Anti-Imperialists (e.g., William Jennings Bryan, Mark Twain). 3. Examine major events such as the Spanish-American War, the annexation of the Philippines and Hawaii, and the Open Door Policy in China. 4. Analyze the role of media, including yellow journalism, in shaping public opinion and foreign policy. 5. Assess the impact of imperialist policies on annexed territories and their people. 6. Use primary and secondary sources to develop evidence-based interpretations of America's emerging global role.	**SS.USH.3.17.1** Analyze the factors that enabled the United States to become an imperial power.

US.4 World War 1 and America's Role Why did the United States enter World War I, and how did the war transform American society, politics, and foreign policy during and after the conflict?	1. Identify and sequence key events and alliances that led to World War I, distinguishing between the Central Powers and the Allied Powers. 2. Analyze the political, economic, and social factors that influenced U.S. neutrality and the eventual decision to declare war in 1917. 3. Evaluate the impact of wartime policies such as the Sedition Act of 1918 on civil liberties. 4. Examine the geographic and strategic significance of major battles and technological innovations in shaping the war's outcomes. 5. Assess the political and social reasons for the U.S. Senate's rejection of the Treaty of Versailles and its implications for American foreign policy. 6. Use primary and secondary sources to construct evidence-based interpretations of U.S. involvement and domestic effects of World War I.	**SS.USH.3.24.1** Distinguish between the long-term causes and triggering events that led to the United States entering World War I. **SS.USH.3.10.3** Evaluate wartime restrictions on civil liberties. **SS.USH.4.24.1** Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.

Graduate-Level Competency:		
GL.3 continued…		
Unit Essential Question	**Content Objectives** **The learner will:**	**AK State Standards**
US.5 The 1920s: Conflict, Change, and Crisis How did social change, economic growth, and cultural conflict shape the United States during the 1920s—and what lessons can we learn from this decade of extremes?	1. Analyze how social, economic, and political tensions during the 1920s reflected broader changes in American identity. 2. Evaluate the effects of fear and nationalism on civil liberties during the Red Scare. 3. Examine patterns of internal migration and their impact on urban and cultural life. 4. Assess the tension between science and religion in the Scopes Trial as a reflection of cultural divides. 5. Analyze the causes and effects of the Stock Market Crash and its role in ending the prosperity of the 1920s.	**SS.USH.4.21.1** Compare rival perspectives on economic, social, and religious conflicts in the 1920s. **SS.USH.4.22.1** Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman. **SS.USH.4.24.2** Explain the global context of the Great Depression

		and the reasons for the worldwide economic collapse. **SS.USH.4.24.3** Analyze the conditions and policies that led to the Great Depression .

Graduate-Level Competency:
GL.3 continued…

Unit Essential Question	Content Objectives The learner will:	AK State Standards
US 6 The 1930s: The Great Depression How did the Great Depression shape American society, and how effective were the responses of FDR's New Deal in addressing economic, social, and racial inequalities?	1. Explain the causes and economic impact of the Great Depression on American society, families, and communities. 2. Analyze the environmental, economic, and social effects of the Dust Bowl. 3. Evaluate the creation and impact of Social Security during the 1930s. 4. Examine key New Deal programs ("Alphabet Soup") and categorize them as Relief, Recovery, or Reform. 5. Critically assess the successes and failures of the New Deal in addressing economic challenges and its effects on marginalized groups.	SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities. SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression. SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each. SS.USH.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, Indigenous people, and people of color.

Graduate-Level Competency:		
GL.3 continued…		
Unit Essential Question	**Content Objectives** **The learner will:**	**AK State Standards**
US 7 World War II How did World War II transform the United States at home and abroad, and what do the nation's choices during the war reveal about the balance between security, power, and civil liberties?	1. Explain how economic hardship, political instability, and propaganda enabled Hitler and the Nazi Party to rise to power and consolidate control in Germany. 2. Analyze the causes of the Japanese attack on Pearl Harbor and evaluate how the attack reshaped America's political, economic, and social involvement in World War II. 3. Evaluate the motivations behind Executive Order 9066 and assess how Japanese-American internment affected civil liberties, individuals, and communities during WWII.	**AK Standards** SS.USH.4.24.7 Explain the historical developments and policies that resulted in the United

	4. Analyze how Americans on the home front contributed to the war effort, and explain how these contributions transformed U.S. society during and after WWII. 5. Explain the key military strategies and political decisions that led to the Allied victory in Europe and support their analysis with specific historical evidence. 6. Analyze the major battles, strategic decisions, and technological advancements that enabled the Allies to achieve victory in the Pacific. 7. Evaluate the political, military, and ethical factors behind the decision to drop the atomic bombs and assess their short- and long-term impacts on civilians and global relations.	States entering WWII. SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts. SS.USH.4.23.1 Assess the social, political, and economic transformation of the United States during WWII. SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans people during the war and assess the implications for civil liberties. SS.USH.4.10.2 Examine the

		suppression of civil liberties and human rights during times of conflict and war, past and present.

Graduate-Level Competency:		
GL.3 continued…		
Unit Essential Question	**Content Objectives** **The learner will:**	**AK State Standards**
US 8 The Cold War How did Cold War ideology shape the United States' actions at home and abroad, and what were the consequences for American society and global conflict?	1. Analyze how the development and use of the atomic bomb shaped early Cold War diplomatic and military strategies between the United States and the USSR, using evidence from primary and secondary sources. 2. Explain the major causes of the Korean War and analyze its political, military, and global effects within the broader context of the Cold War. 3. Evaluate the impact of McCarthyism on American society in the 1950s by analyzing primary and secondary sources, and compare the rhetorical strategies used by Senator McCarthy and Senator Margaret Chase Smith to construct a supported argument about its lasting influence on U.S. politics. 4. Analyze the political and military factors that led to the failure of the Bay of Pigs invasion and evaluate how the event reshaped U.S.–Cuba relations and Cold War tensions using evidence from historical documents. 5. Explain the key events and leadership decisions of the Cuban Missile Crisis, and evaluate how actions taken by Kennedy and Khrushchev influenced international relations and heightened Cold War brinkmanship. 6. Analyze the causes, key events, and outcomes of the Vietnam War, evaluating the political, social, and economic impacts on both the United States and Vietnam, and explain how Cold War ideology shaped U.S. involvement.	• SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Cold War. • SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. • SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States. • SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States

Alaska History

Course Details:	Overview:
Grade(s): 12	Alaska Studies is a semester-long course that explores Alaska's geography, peoples, history, and contemporary issues through a place-based and inquiry-driven approach. Students examine how Alaska's physical environment has shaped human settlement and cultural systems, analyze the impacts of Russian and American colonization, investigate the path to statehood and self-determination, and evaluate modern challenges related to resources, governance, and climate change. Throughout the course, students engage with primary sources, Alaska Native perspectives, and community knowledge, culminating in an inquiry-based research and oral history project that emphasizes ethical research and civic engagement. Alaska Native histories, perspectives, and impacts are intentionally integrated across all units, ensuring Indigenous voices are treated as central to Alaska's past and present rather than as a standalone topic.
Length: One Semester	
Prerequisites:	

Unit 1: Physical Geography of Alaska

Unit Essential Questions	Content Objectives	AK Standards
• Where is Alaska located, and why does its location matter? • What major landforms, regions, and climate zones define Alaska? • How do physical geography and climate shape conditions for life in Alaska?	• Identify Alaska's absolute and relative location using maps and globes (latitude/longitude, hemispheres, proximity to Asia, Arctic, and Lower 48). • Describe Alaska's major landforms, regions, and climate zones (mountain ranges, rivers, coastal plains, tundra, taiga). • Analyze how environmental conditions create challenges and opportunities for human activity.	Geography AS 17 – Global Interconnections: SS.AKH.1.16.1 Geography AS 20 – Geography of Alaska: SS.AKH.1.20.2 Geography AS 16 – Human Environment Interaction: SS.AKH.1.16.2

Possible Projects and Assessments:

- Annotated physical maps of Alaska
- Student presentations of physical features
- Regional geography quiz
- Climate data interpretation task

Unit 2: Alaska Native Societies & Systems (Time Immemorial - 1741 CE)		
Unit Essential Questions	**Content Objectives**	**AK Standards**
• How and when did people first arrive in Alaska? • How have Alaska Native societies adapted to their specific environments? • How did Alaska Native societies develop social, cultural, and political systems? • How have Tribal identities demonstrated continuity and change over time?	• Compare scientific and Indigenous perspectives on the peopling of Alaska (land bridge theory, coastal migration, Alaska Native oral traditions). • Use evidence to document the development and evolution of Alaska Native societies and cultures (housing, subsistence patterns, social organization, technology). • Explain key characteristics of Alaska Native governance, economies, and belief systems prior to Western contact (clan systems, subsistence economies, spiritual relationships to land). • Examine how Tribal affiliations and identities have changed and endured over time.	Geography AS 19 – Human Populations: SS.AKH.1.19.3 Geography AS 20 – Geography of Alaska: SS.AKH.1.20.1 Geography AS 16 – Human Environment Interaction: SS.AKH.1.16.4 History AS 23 – Change, Continuity, and Context: SS.AKH.1.23.1
Possible Projects and Assessments:		
• Cultural traits chart • Cultural region case study • Oral history project (community interview or archived Alaska Native oral history analysis) • Comparative source analysis (archaeological vs. Indigenous knowledge)		

Unit 3: Russian Colonial Period (1741–1867 CE)		
Unit Essential Questions	**Content Objectives**	**AK Standards**
• Why did Russia colonize Alaska, and how did it govern the region? • How did Russian exploration, trade, religion, and disease affect Alaska Native communities? • How did Indigenous peoples resist, adapt to, or accommodate Russian colonialism?	• Evaluate the role of significant individuals and institutions during the Russian colonial period (Vitus Bering, Russian-American Company, Orthodox Church). • Analyze the social, political, cultural, and economic impacts of Russian contact on Alaska Native societies (fur trade, forced labor, population loss, cultural change). • Examine the immediate and long-term effects of epidemics in Alaska. • Compare Indigenous, Russian, and American understandings of land claims and stewardship.	History AS 25 – Alaskan History: SS.AKH.1.25.1 Geography AS 19 – Human Populations: SS.AKH.1.19.1 History AS 23 – Change, Continuity, and Context: SS.AKH.2.23.1 History AS 21 – Perspectives: SS.AKH.2.21.1 Civics AS 6 – Civic Institutions: SS.AKH.4.6.1
Possible Projects and Assessments:		
• Russian-era primary source analysis • Perspective comparison chart (Indigenous vs. colonial) • Short analytical essay on colonial impacts		

Unit 4: American Colonial Period (1867–1912 CE)		
Unit Essential Questions	**Content Objectives**	**AK Standards**
• How did U.S. control change governance and daily life in Alaska? • How did colonial policies reshape Alaska Native cultures and communities? • Why did migration and economic development accelerate during this period?	• Analyze arguments for and against the Alaska Purchase. • Explain how military rule, education policy, and federal governance shaped American Alaska. • Evaluate how gold rushes influenced migration, settlement, and infrastructure. • Analyze the causes and consequences of American colonization and its legacy for Alaska Native peoples, including early Alaska Native civil rights restrictions and resistance (segregation, denial of citizenship, early advocacy).	Geography AS 17 – Global Interconnections: SS.AKH.2.17.1 Civics AS 6 – Civic Institutions: SS.AKH.2.6.1 Geography AS 19 – Human Populations: SS.AKH.3.19.1 History AS 24 – Historical Thinking: SS.AKH.4.24.1; SS.AKH.4.24.2 History AS 23 – Change, Continuity, and Context: SS.AKH.4.23.1; SS.AKH.4.23.2
Possible Projects and Assessments:		
• DBQ on the Alaska Purchase • Gold Rush migration map project • Essay on assimilation and colonial legacy		

Unit 5: Territorial Period (1912–1959 CE)

Unit Essential Questions	Content Objectives	AK Standards
• What did territorial status mean for political power and civil rights in Alaska? • How did World War II transform Alaska's strategic importance? • How did resource development shape Alaska's economy and governance?	• Explain the structure and limitations of Alaska's territorial government. • Analyze how World War II reshaped Alaska's population, infrastructure, and global importance. • Compare Indigenous and Western understandings of resources and common ownership. • Evaluate Alaska Native participation in territorial governance and statehood debates, including Alaska Native civil rights movements, voting rights, and segregation policies during the territorial period (Alaska Native Brotherhood/Sisterhood, Anti-Discrimination Act of 1945, Elizabeth Peratrovich).	Civics AS 6 – Civic Institutions: SS.AKH.2.6.1 Geography AS 16 – Human Environment Interaction: SS.AKH.3.16.1 History AS 23 – Change, Continuity, and Context: SS.AKH.3.23.1; SS.AKH.5.23.1 Civics AS 10 – Civic Participation: SS.AKH.5.10.1; SS.AKH.5.10.2 Economics AS 9 – Resource Distribution: SS.AKH.3.9.1

Possible Projects and Assessments:

- WWII in Alaska timeline or infographic
- Statehood debate or position paper
- Resource ownership case study

Unit 6: Statehood & ANCSA Era (1959–1980s)		
Unit Essential Questions	**Content Objectives**	**AK Standards**
• How did statehood change governance and citizenship in Alaska? • How were land claims resolved, and with what consequences? • How did ANCSA reshape Alaska Native governance and economies?	• Explain the structure and significance of the Alaska Constitution. • Analyze civil rights, voting rights, and political participation in post-statehood Alaska (expanded suffrage, continued advocacy, state-level reforms). • Examine the legal context and long-term impacts of ANCSA on Tribal governments. • Compare Tribal, state, and corporate governance systems created by ANCSA.	Civics AS 8 – Processes, Rules, and Laws: SS.AKH.5.8.1 Civics AS 6 – Civic Institutions: SS.AKH.5.6.1; SS.AKH.5.6.2 History AS 24 – Historical Thinking: SS.AKH.6.24.1 Civics AS 8 – Processes, Rules, and Laws: SS.AKH.2.8.1
Possible Projects and Assessments:		
• Comparative constitution analysis • Timeline of Land Claims advocacy and Native political organization • ANCSA legal impact brief		

Unit 7: Contemporary Alaska (1980s–Present)

Unit Essential Questions	Content Objectives	AK Standards
• How does Alaska's economy function today? • How should Alaskans balance development, sustainability, and cultural values? • How do global forces affect Alaska's future?	• Analyze Alaska's mixed economy, including resource extraction, tourism, and subsistence. • Explain the causes and consequences of Alaska's boom-and-bust economy. • Assess the creation and impact of the Permanent Fund and PFD (oil revenue, wealth distribution, debates over dividends). • Compare sport, commercial, and subsistence perspectives on resource management. • Evaluate Alaska's role in the global economy and Arctic system.	Geography AS 16 – Human Environment Interaction: SS.AKH.3.16.2 Economics AS 11 – Markets: SS.AKH.6.11.1; SS.AKH.6.11.2 Economics AS 8 – Government and Economy: SS.AKH.6.8.1; SS.AKH.6.13.1; SS.AKH.6.15.1; SS.AKH.6.17.1 History AS 21 – Perspectives: SS.AKH.6.21.1 Geography AS 19 – Human Populations: SS.AKH.4.19.1

Possible Projects and Assessments:

- Permanent Fund policy analysis
- Stakeholder position paper on resource management
- Global Alaska issue brief

Unit 8: Inquiry, Research, and Oral History (Culminating Unit)		
Unit Essential Questions	**Content Objectives**	**AK Standards**
• How can inquiry help us better understand Alaska's past and present? • Why are oral histories essential sources in Alaska History? • How can individual stories deepen or challenge historical narratives?	• Develop compelling, researchable questions grounded in Alaska History standards. • Collect, analyze, and interpret oral histories using ethical and culturally responsive research practices. • Evaluate primary and secondary sources for perspective, reliability, and context. • Synthesize evidence to construct and communicate historical interpretations.	Inquiry Anchor Standards 1–5: Questioning, Evidence, Interpretation, Communication, Action
Possible Projects and Assessments:		
• Oral history collection project • Research paper, podcast, or digital exhibit • Public presentation or community showcase		

American Government

Course Details:	Overview:
Grade(s): 12	American Government is a semester-long course designed to prepare students for informed, active citizenship in the United States. Through the study of foundational principles, constitutional structures, civil liberties and rights, political institutions, and civic participation, students examine how government operates at the local, state, and national levels. The course emphasizes analysis of primary sources, discussion of contemporary issues, and application of civic knowledge to real-world problems, including those relevant to Alaska.
Length: One Semester	
Prerequisites: US History	

Unit 1: Foundations of American Government

Unit Essential Questions	Content Objectives	AK Standards
• What ideas and experiences shaped the U.S. Constitution? • Why did the founders choose a representative democracy over other forms of government? • How did Enlightenment philosophy and colonial experience influence the structure of American government?	• Explain key Enlightenment philosophies and their influence on American political thought. • Analyze colonial experiences that led to independence. • Compare the strengths and weaknesses of the Articles of Confederation and the Constitution. • Evaluate major compromises made at the Constitutional Convention.	Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.1 SS.9-12.6.2 SS.9-12.6.5

Possible Projects and Assessments:

- Primary source analysis: Thomas Hobbes, John Locke, Montesquieu, Rousseau
- Concept mapping: Enlightenment ideas, Declaration of Independence, Constitution
- Structured academic discussion
- Argumentative paragraph writing

Unit 2: Principles of the Constitution

Unit Essential Questions	Content Objectives	AK Standards
• How does the Constitution organize and distribute power within the national government? • How do the separation of powers and checks and balances prevent abuse of authority? • How does the Constitution allow for stability and change over time?	• Describe the structure and core principles of the U.S. Constitution. • Analyze the roles of separation of powers and checks and balances. • Explain how the amendment process allows constitutional change.	Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.3 SS.9-12.6.6 SS.9-12.6.7

Possible Projects and Assessments:

- Close reading of Articles I–III of the U.S. Constitution
- Checks and balances scenario analysis
- Quiz/test on constitutional principles (limited government, popular sovereignty, separation of powers, etc.)
- Performance Task: student-written constitutional amendment with justification

Unit 3: Congress & The Legislative Process

Unit Essential Questions	Content Objectives	AK Standards
• How does Congress represent the people in a representative democracy? • Why is the legislative process intentionally complex and slow? • How does Congress balance competing interests?	• Explain the structure, powers, and roles of the legislative branch. • Describe the lawmaking process and the role of committees and leadership. • Analyze how representation and compromise shape legislation. • Compare the roles and responsibilities of the House of Representatives and the Senate. • Analyze the role of Alaska's congressional delegation in representing state interests at the federal level (including committee assignments, sponsored legislation, and constituent services).	Civics Anchor Standard 7 Participation and Deliberation SS.9-12.7.5 Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.1 SS.9-12.8.2 SS.9-12.8.4 SS.9-12.8.6

Possible Projects and Assessments:

- Congress simulation using a student-written bill
- Lawmaking flowchart practice using real congressional examples
- Written reflection: "Where does compromise most shape legislation?"

Unit 4: The Presidency & The Executive Branch

Unit Essential Questions	Content Objectives	AK Standards
• What formal and informal powers does the president possess? • How has presidential power evolved over time? • How does the executive branch influence policy?	• Identify the constitutional roles and powers of the president. • Analyze limits on executive authority and the system of checks and balances. • Analyze the relationship between the president and Congress in shaping legislation, appointments, and budget priorities. • Explain the structure and function of the federal bureaucracy. • Evaluate how executive actions influence domestic and foreign policy outcomes.	Civics Anchor Standard 7 Participation and Deliberation SS.9-12.7.4 Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.2 SS.9-12.8.3 SS.9-12.8.6

Possible Projects and Assessments:

- Case studies of executive orders related to immigration, climate policy, or public health
- Quiz/Test on formal vs. informal executive powers
- Structured academic controversy: “Has presidential power expanded too far?”
- Written argument supported by constitutional evidence

Unit 5: The Judicial Branch & The Rule of Law

Unit Essential Questions	Content Objectives	AK Standards
• How do courts interpret and apply the Constitution? • What role does the judiciary play in protecting individual rights? • How do Supreme Court decisions influence public policy and society?	• Describe the structure of the federal court system. • Analyze the process of presidential nomination and Senate confirmation of federal judges. • Explain the principle of judicial review. • Analyze how Supreme Court decisions interpret constitutional principles and affect policy. • Evaluate the impact of judicial philosophy (e.g., originalism vs. activism) on Supreme Court decision-making. • Analyze historical shifts in the power of the Supreme Court and evaluate the defining characteristics of major Court eras (Marshall Court, Warren Court, etc).	Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.8 Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.5 SS.9-12.8.7 SS.9-12.8.8

Possible Projects and Assessments:

- Mock Supreme Court oral arguments based on a First or Fourth Amendment issue
- Judicial philosophy comparison: originalism vs. activism
- Case studies of landmark cases
- Reflection: “How much should courts consider public opinion when interpreting the Constitution?”

Unit 6: Federalism & the Distribution of Power

Unit Essential Questions	Content Objectives	AK Standards
• How is power divided between national, state, Tribal, and local governments? • How do conflicts between levels of government shape public policy? • How does federalism affect Alaskans specifically? • Why is federalism an essential feature of the American constitutional system?	• Explain federalism and the division of powers among national, state, Tribal, and local governments. • Analyze how supremacy, reserved powers, and concurrent powers operate in practice. • Evaluate real-world conflicts between levels of government. • Compare models of federalism (e.g., dual, cooperative, and new federalism) and assess how the balance of power has shifted over time. • Analyze the role of fiscal federalism, including grants-in-aid and mandates, in shaping state and local policy decisions.	Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.4 Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.2

Possible Projects and Assessments:

- Federalism case studies: Voting Rights Act of 1965
- Comparative analysis: U.S. Constitution vs. Alaska Constitution
- Structured discussion: “When should states challenge federal authority?”
- Applied writing task analyzing a federal and state conflict

Unit 7: Civil Liberties, Civil Rights & Citizenship

Unit Essential Questions	Content Objectives	AK Standards
• What rights are protected by the Bill of Rights? • How have civil liberties and civil rights been expanded or denied over time? • What does citizenship mean in the United States and in Alaska? • How do tensions between liberty and security shape public debate? • How have social movements influenced the expansion of rights in American history?	• Interpret the Bill of Rights and explain how it protects individual liberties. • Explain how civil rights have evolved through legislation, court decisions, and civic action. • Analyze historical and contemporary examples of inclusion and exclusion in U.S. citizenship. • Examine the concept of dual and Tribal citizenship in Alaska. • Evaluate how competing values (e.g., liberty vs. security, equality vs. freedom of expression) influence legal and political decisions. • Analyze the role of social movements and civic activism in expanding or defending constitutional rights.	Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.9 SS.9-12.6.10 Civics Anchor Standard 7 Participation and Deliberation SS.9-12.7.3 Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens SS.9-12.10.1 SS.9-12.10.2 SS.9-12.10.7

Possible Projects and Assessments:

- Supreme Court case studies: Tinker v. Des Moines, Miranda v. Arizona, Brown v. Board of Education
- Case comparison graphic organizer: civil liberties vs. civil rights claims
- Structured discussion: “Should individual rights ever be limited in the interest of public safety or equality?”
- Reflective writing on rights, responsibilities, and citizenship

Unit 8: Political Participation, Public Policy & Civic Action

Unit Essential Questions	Content Objectives	AK Standards
• How do citizens influence government through participation? • How do elections, political parties, and the media shape political behavior? • How are public policies created, implemented, and evaluated? • How can citizens take informed and effective civic action? • What responsibilities accompany the rights of participation in a democracy? • How does civic engagement at the local and state level impact communities in Alaska?	• Explain the role of elections, voting, and political parties in the U.S. system. • Describe the American political spectrum. • Explain voting processes and procedures. • Analyze the influence of media, public opinion, and political socialization. • Analyze how public policies are developed and evaluated for intended and unintended consequences. • Evaluate the responsibilities of citizenship, including informed voting, civil discourse, and community involvement. • Analyze the impact of local and state-level civic participation on public policy outcomes, particularly within Alaska. • Develop and propose informed civic action to address a public issue.	Civics Anchor Standard 7 Participation and Deliberation SS.9-12.7.1–7.9 Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.3 Civics Anchor Standard 9 Alaska's Governments SS.9-12.9.1–9.9 Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens SS.9-12.10.3 SS.9-12.10.4 SS.9-12.10.5

Possible Projects and Assessments:

- Media bias analysis using contrasting coverage of the same political event
- Political Typology quiz, reflection, and analysis
- Data analysis: voter turnout trends by age, race, and region (including Alaska)
- Policy case study: resource development, education funding, voting access in Alaska, etc.
- Civic Action Project: research, proposal, and presentation to an authentic audience

Vietnam War Elective – Semester Breakdown (High School, Multi-Grade)

Quarter 1: Foundations and Early U.S. Involvement

Focus: Understanding Vietnam's geography, history, colonial experience, and early U.S. involvement.

Unit /Topic	Student Learning Intention (We Will…)	Success Criteria (I Can…)	Alaska Standard (Code + Text)
Geography & Demographics of Vietnam	We will analyze how Vietnam's physical and human geography influenced history and war.	I can explain how geography, climate, and population patterns affected political and military decisions.	**SS.WH.5.23.4** – *Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty.*
Ancient History & China	We will explore Vietnam's early history and relationship with China.	I can explain how Chinese rule influenced Vietnamese culture and resistance.	**SS.WH.5.23.1** – *Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.*
French Colonial Rule	We will investigate the impact of French imperialism in Vietnam.	I can describe French colonial policies and explain their effects on Vietnamese society.	**SS.WH.5.24.1** – *Analyze the causes and effects of decolonization after World War II.*
Roots of Nationalism & Communism	We will evaluate why nationalism and communism developed in Vietnam.	I can identify key leaders and explain why communism appealed to many Vietnamese.	**SS.WH.5.21.1** – *Analyze how the Cold War led to global conflict.*
Rise of the Vietminh	We will analyze how the Vietminh resisted colonial rule.	I can explain who the Vietminh were and describe their strategies.	**SS.WH.5.23.2** – *Examine patterns of resistance and revolution after World War II.*

Vietnam & Truman Doctrine	We will connect Vietnam to U.S. Cold War containment policy.	I can explain how the Truman Doctrine influenced U.S. actions in Vietnam.	**SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.*
First Indochina War	We will examine the conflict between France and Vietnamese nationalists.	I can summarize the causes, major events, and outcomes of the First Indochina War.	**SS.WH.5.24.2** – *Analyze the economic, political, and military power shifts that followed World War II.*
Dien Bien Phu	We will analyze why Dien Bien Phu was a turning point.	I can explain why the battle led to French withdrawal and increased U.S. involvement.	**SS.WH.5.24.1** – *Analyze the causes and effects of decolonization after World War II.*
Eisenhower's Policies	We will analyze U.S. policy toward Vietnam under Eisenhower.	I can describe Eisenhower's approach and evaluate its effectiveness.	**SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.*
Ngo Dinh Diem & Kennedy	We will evaluate U.S. support for South Vietnam.	I can describe Diem's leadership and explain Kennedy's Vietnam policies.	**SS.USH.5.21.1** – *Explain how political ideology shaped the postwar order and led to the Soviet–U.S. arms race.*

Quarter 2: Escalation, War, and Aftermath

Focus: Understanding the escalation, key events, and consequences of the Vietnam War.
Depth of Learning: Deep → Transfer

Unit / Topic	Student Learning Intention (We Will…)	Success Criteria (I Can…)	Alaska Standard (Code + Text)
Gulf of Tonkin Resolution	We will analyze why U.S. involvement in Vietnam escalated.	I can explain the Gulf of Tonkin Incident and how it expanded presidential power.	**SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.*
Johnson's War Strategy	We will evaluate President Johnson's military strategy.	I can describe Johnson's policies and assess their impact on the war.	**SS.USH.5.23.2** – *Analyze other economic and social impacts of the Cold War on the United States.*
How the War Was Fought	We will examine military tactics and technology used in Vietnam.	I can explain how tactics like air power and chemical weapons affected civilians and the environment.	**SS.WH.6.14.2** – *Analyze the factors affecting climate change and global sustainability.*
1968 & Anti-War Movement	We will explore the domestic response to the war.	I can explain why opposition to the war grew and identify major protests.	**SS.USH.6.6.2** – *Assess the impact of student movements and the counterculture on American politics and society.*
Tet Offensive	We will analyze the significance of the Tet Offensive.	I can explain how Tet shifted U.S. public opinion and policy.	**SS.USH.5.21.1** – *Explain how political ideology shaped the postwar order and led to the Soviet–U.S. arms race.*

Nixon & Vietnamization	We will evaluate Nixon's plan to end U.S. involvement.	I can describe Vietnamization and analyze its successes and failures.	**SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.*
Cambodia & Silent Majority	We will analyze the regional and political consequences of U.S. actions.	I can explain the Cambodian campaign and the idea of the "Silent Majority."	**SS.USH.5.10.1** – *Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.*
Peace with Honor & Fall of Saigon	We will examine how the Vietnam War ended.	I can summarize the Paris Peace Accords and the Fall of Saigon.	**SS.WH.5.24.2** – *Analyze the economic, political, and military power shifts that followed World War II.*
Aftermath & Modern Vietnam	We will assess Vietnam's development after the war.	I can describe Vietnam today and evaluate post-war policies.	**SS.WH.6.14.1** – *Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.*
Reconciliation & Human Rights	We will evaluate the long-term lessons of the war.	I can assess efforts toward reconciliation and human rights protections.	**SS.WH.6.10.1** – *Assess proposed solutions to past and ongoing human rights violations.*

Vietnam War Elective – Semester Breakdown (High School, Multi-Grade)

Quarter 1: Foundations and Early U.S. Involvement

Focus: Understanding Vietnam's geography, history, colonial experience, and early U.S. involvement.
Depth of Learning: Surface to Deep (Hattie: Surface → Deep → Transfer)

Unit / Topic	Student Learning Intention (We Will…)	Success Criteria (I Can…)	Hattie Focus
Geography, climate, topography, demographics of Indochina	We will analyze the physical and human geography of Vietnam and how it influenced history and war.	I can describe Vietnam's geography, climate, and demographics, and explain how they affected military and political decisions.	Surface: Knowledge/ Understanding
Ancient history and relationship with China	We will explore Vietnam's historical ties with China and their cultural and political impact.	I can explain Vietnam's early history and its cultural/political relationship with China.	Surface
Establishment of French Rule (Colonialism/Imperialism)	We will investigate how French colonization shaped Vietnam	I can describe French colonial policies and their effects on Vietnamese society.	Surface

	politically and economically.		
Roots of Nationalism and Communism	We will evaluate the emergence of nationalist and communist movements in Vietnam.	I can identify key nationalist and communist leaders and explain their motivations.	Surface → Deep
Rise of Vietminh	We will analyze the Vietminh's role in resisting colonial rule.	I can explain who the Vietminh were and summarize their strategies.	Deep
Vietnam and the Truman Doctrine	We will connect Vietnam to U.S. Cold War policy.	I can explain how Vietnam fit into the Truman Doctrine and U.S. fears of communism.	Deep
First Indochina War	We will explore the conflict between French forces and Vietnamese nationalists.	I can summarize the causes, major events, and outcomes of the First Indochina War.	Deep
Dien Bien Phu & Start of American Involvement	We will understand the significance of Dien Bien Phu and U.S. entry.	I can explain why Dien Bien Phu was important and how it led to U.S. involvement.	Deep
Eisenhower's Policies	We will analyze U.S. policies toward Vietnam under Eisenhower.	I can describe Eisenhower's approach to Vietnam and evaluate its effectiveness.	Deep

Ngo Dinh Diem & Kennedy's Policies	We will evaluate U.S. support for South Vietnam.	I can describe Diem's leadership and Kennedy's Vietnam policies.	Deep

Quarter 2: Escalation, War, and Aftermath

Focus: Understanding the escalation, key events, and consequences of the Vietnam War.
Depth of Learning: Deep → Transfer

Unit/Topic	Student Learning Intention (We Will…)	Success Criteria (I Can…)	Hattie Focus
Escalation / Gulf of Tonkin Resolution	We will analyze how and why U.S. involvement escalated.	I can explain the Gulf of Tonkin Incident and Resolution and its impact on U.S. policy.	Deep
Johnson's Policies & War Strategy	We will evaluate U.S. strategy and military involvement.	I can describe Johnson's policies and assess their impact on the war.	Deep
How the War Was Fought (Air Power, Agent Orange, "Take the Hill")	We will examine military tactics and their consequences.	I can describe key military strategies and their human/environmental costs.	Deep
1968 and Anti-War Movement	We will explore the domestic impact of the war.	I can explain why opposition to the war grew in 1968 and identify major events.	Deep
Tet Offensive	We will analyze the Tet Offensive and its significance.	I can explain the Tet Offensive and how it influenced U.S. public opinion.	Deep → Transfer
Nixon's Contradictory Policies & Vietnamization	We will evaluate Nixon's approach to ending the war.	I can describe Vietnamization and analyze the contradictions in Nixon's policies.	Deep

Cambodia & Silent Majority	We will examine the regional and political consequences of U.S. actions.	I can explain the Cambodian campaign and the “Silent Majority” concept.	Deep
Peace with Honor & Fall of Saigon	We will understand the end of the war and its consequences.	I can summarize the Paris Peace Accords and the Fall of Saigon.	Deep → Transfer
Aftermath of the War (Modern Vietnam, Communism, Capitalism, Reconciliation)	We will assess Vietnam’s post-war development and lessons learned.	I can describe Vietnam today and evaluate the successes/failures of post-war policies.	Transfer

Unit Overview: Geography and Human Landscape of Indochina

Unit Focus: How Vietnam's geography, climate, and demographics shaped historical developments and wartime strategy.

Component	Description
Learning Intention (We Will...)	Analyze the physical and human geography of Vietnam and how it influenced history and war.
Success Criteria (I Can...)	Describe Vietnam's geography, climate, and demographics, and explain how these factors affected military and political decisions.
Key Knowledge (Surface Learning)	Major landforms, climate zones, population distribution, ethnic groups, agricultural regions, and terrain challenges.
Key Skills (Deep Learning)	Explain cause-and-effect relationships between geography and strategy; interpret maps; evaluate how terrain influenced historical outcomes.
Hattie's Level of Learning	Begins with *Surface* (recall geographic facts), moves to *Deep* (analyzing strategic implications), and aims for *Transfer* (applying insight to later units such as French colonialism or U.S. military strategy).
Vocabulary	monsoon, delta, highlands, demography, rural-urban divide, guerilla warfare, strategic advantage
Primary Source Types Used	Maps, photographs, population charts, climate data, soldier accounts referencing terrain
Formative Checks	Map labeling, quick-writes explaining terrain challenges, pair-share cause and effect reasoning
Summative Assessment Option	Write an analysis explaining how Vietnam's geography shaped a specific military or political strategy during the war.

Global Conflicts Unit Overview and AK State SS Alignment

Unit / Topic	Unit Focus	Aligned Alaska State Content Standards (Code + Text)
Middle East Conflicts(Israel–Palestine, Syrian Civil War, Iran Hostage Crisis)	Understand why the U.S. is actively involved in Middle Eastern geopolitics and how historical, political, religious, and economic factors shape ongoing conflict.	**SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.3** – Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.**SS.WH.5.23.4** – Use case studies to examine challenges related to nation building and national sovereignty.**SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations.**SS.9-12.8.9** – Evaluate how U.S. founding principles and constitutional structures have influenced foreign policy over time.**SS.9-12.8.11** – Research multiple perspectives to assess how the U.S. conducts itself in international relations.**SS.9-12.8.12** – Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.
Conflicts on the African Continent(Apartheid, conflict minerals, post-colonial conflict)	Examine how colonialism, resource exploitation, and human rights struggles contribute to conflict and instability in Africa.	**SS.WH.5.24.1** – Analyze the causes and effects of decolonization after WWII.**SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII.**SS.WH.6.14.1** – Use case studies to assess the economic impacts of globalization at regional and international scales.**SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations.**SS.9-12.11.3** – Critique inequities in different economic systems.**SS.9-12.8.4** – Discuss methods used to change societies and protect civil and human rights.

Ukraine / Russia	Analyze how historical invasions, Cold War legacies, nationalism, and modern geopolitics influence conflict between Ukraine and Russia.	**SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.24.2** – Analyze economic, political, and military power shifts following WWII.**SS.WH.5.23.4** – Use case studies to examine nation building and national sovereignty challenges.**SS.WH.6.14.1** – Assess economic impacts of globalization.**SS.9-12.7.6** – Use civic virtues to deliberate solutions to core conflicts in representative democracies.**SS.9-12.8.11** – Research how U.S. international relations affect domestic policy.
North Korea	Understand how authoritarianism, ideology, Cold War history, and nuclear tensions contribute to North Korea's isolation and global security concerns.	**SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.4** – Examine challenges related to national sovereignty.**SS.WH.6.10.1** – Assess responses to ongoing human rights violations.**SS.9-12.7.5** – Evaluate the effectiveness of political action in changing government systems.**SS.9-12.8.12** – Evaluate how geopolitics and international economics influence one another.
Conflicts in Latin America *(if time permits)*	Examine the role of Cold War ideology, U.S. foreign policy, revolutions, and economic interests in Latin American conflicts.	**SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII.**SS.WH.6.14.1** – Assess the economic impacts of globalization.**SS.9-12.8.9** – Evaluate how U.S. foreign policy has been influenced by founding principles.**SS.9-12.8.11** – Research U.S. conduct in international relations and its domestic impact.

Holocaust Studies Overview and AK SS Standard Alignment

Unit / Topic	Alaska State Content Standard(s) (Code + Text)	Learning Intention (We Will…)	Success Criteria (I Can…)
Pogroms & Historical Roots of Genocide	**SS.WH.4.21.1** – Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-WWI period. **SS.WH.4.21.2** – Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII.	We will analyze historical patterns of antisemitism and violence to understand how genocide develops over time.	I can explain how pogroms and long-standing antisemitism contributed to later genocidal policies using historical evidence.
Mein Kampf & Nazi Ideology	**SS.WH.4.21.1** – Use case studies to identify causes of totalitarian regimes. **SS.WH.4.22.1** – Explain how perspectives of people in the present shape interpretations of the past.	We will examine Nazi ideology to understand how extremist beliefs justified persecution and violence.	I can identify core ideas in Nazi ideology and explain how they promoted exclusion and violence.
Rise of Nazism	**SS.WH.4.21.1** – Use case studies to identify the reach and causes of totalitarian regimes.	We will analyze economic, political, and social factors that enabled the Nazi rise to power.	I can explain how instability in post-WWI Germany helped the Nazis gain control.
Hitler & Germany (1933–1935)	**SS.WH.4.21.1** – Rise of totalitarian regimes. **SS.WH.4.23.1** – Analyze factors that contribute to the evolution of societies and civilizations.	We will study how Hitler consolidated power and transformed German society.	I can explain how laws, propaganda, and political violence helped Hitler establish a dictatorship.
Hitler's Inner Circle	**SS.WH.4.21.1** – Causes and structure of totalitarian regimes.	We will analyze how leadership networks enabled Nazi control and policy implementation.	I can describe the roles of key Nazi leaders and how they supported Hitler's goals.

Nuremberg Laws	**SS.WH.4.21.2** – Analyze sources explaining the Holocaust and atrocities. **SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations.	We will examine how legal systems can be used to deny human rights.	I can explain how the Nuremberg Laws stripped Jews of rights and laid groundwork for genocide.
Wannsee Conference / Final Solution	**SS.WH.4.21.2** – Analyze primary and secondary sources on the Holocaust.	We will analyze how genocide became state policy through bureaucratic planning.	I can explain how the Wannsee Conference formalized plans for mass murder.
Ghettos	**SS.WH.4.21.2** – Significance of Holocaust atrocities.	We will examine daily life and suffering under Nazi occupation.	I can describe conditions in ghettos and explain their role in Nazi policy.
The Camps (Concentration & Death Camps)	**SS.WH.4.21.2** – Analyze the Holocaust and war crimes.	We will study how the camp system functioned as a tool of genocide.	I can distinguish between different types of camps and explain their purposes.
Warsaw Ghetto Uprising & Resistance	**SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII. *(applied to wartime resistance)*	We will analyze acts of resistance to understand human agency during genocide.	I can explain why resistance occurred and evaluate its significance.
World Response to the Holocaust	**SS.WH.4.22.1** – Perspectives shape interpretations of the past. **SS.9-12.8.11** – Research multiple sources to assess how nations conduct international relations.	We will evaluate global responses to the Holocaust and refugee crises.	I can explain how different countries responded—and failed to respond—to Nazi genocide.
Liberation of the Camps	**SS.WH.4.21.2** – Holocaust and war crimes.	We will examine the impact of liberation on survivors and the world.	I can describe what liberators discovered and why it shocked the world.

Displaced Persons Camps	**SS.WH.5.24.2** – Analyze economic, political, and military power shifts after WWII.	We will analyze postwar challenges faced by survivors.	I can explain why DPs could not return home and how camps shaped postwar Europe.
Creation of Israel	**SS.WH.5.23.4** – Use case studies to examine nation building and sovereignty. **SS.WH.5.23.3** – Analyze the role of the United Nations in state-building.	We will examine how the Holocaust influenced postwar geopolitics and the creation of Israel.	I can explain how the Holocaust affected international support for Israeli statehood.

Appendices

Department of Education
and Early Development

Alaska Social Studies Standards

Adopted December 2024

For additional information on Alaska's standards, write:
Standards, Department of Education & Early Development
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Introduction

According to the National Council for the Social Studies,

"The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."[1]

Social studies classrooms are the ideal locations to foster civic virtue, apply inquiry practices, consider current issues, engage in civil discourse, and build a civic identity and an awareness of international issues. They are laboratories of democracy where the diversity among learners embodies our democratic goals. In effective social studies classrooms, students are taught to cherish freedom and accept responsibility for preserving and extending it, finding their own best practices for free, independent thinking. These skills, habits, and qualities of character prepare students to accept responsibility for preserving and defending their liberties and empower them to think critically, reason, and solve problems.

The mission of social studies education in Alaska is to promote such skills, habits, and qualities of character in our students through the development of important content knowledge and disciplinary thinking skills. The Alaska Academic Standards for Social Studies guide student exploration of the relationships and interactions among individuals and groups at the local, state, national, and global levels through the disciplines of civics, economics, geography, and history, and the inquiry practices of questioning, investigating, using evidence, and communicating conclusions. The standards are designed to include a breadth of knowledge, not as isolated facts simply to be memorized, but as usable knowledge to be integrated into an understanding of the world.

Therefore, the Alaska Academic Standards for Social Studies are designed to provide Alaska students with the knowledge and skills required to become civically engaged, socially responsible, and culturally aware citizens.

Vision for the Standards

The vision for Alaska's social studies standards is to use current evidence-based practices, research, and data to collaboratively promote and encourage an excellent education for all students that celebrates the diversity of peoples, cultures, perspectives, voices, and ideologies in Alaska while empowering students to be meaningfully engaged citizens.

[1] The National Council for the Social Studies, "National Curriculum Standards for Social Studies: Introduction," Accessed on November 8, 2023. https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction

The standards outline the key content, concepts, ideas, and understandings central to the Alaska context that honor and respect diverse perspectives and experiences, including Alaska Native and Indigenous ways of knowing and learning. They support the development of students' habits of mind and skills imperative for active civic participation and discourse through connections to their community, state, nation, and world.

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

Process for Creating the Draft Standards

Identifying Representatives for the Work

In order to meet the vision of the standards revision work, the Alaska Department of Education and Early Development (DEED) identified the need for three workgroups of diverse education professionals and/or leaders to support the work: the Guiding Principles Workgroup (GPWG), Alaska History Workgroup (AHWG), and Educator Workgroup (EWG).

The GPWG was composed of approximately 9 individuals, including representatives from organizations such as the Alaska Municipal League, Institute of the North, and Alaska Association of School Boards, along with a superintendent and social studies curriculum coordinator. The function of the GPWG was to develop guiding principles for the standards revision process.

The AHWG was composed of 8 individuals, including educators, education leaders, and representatives of Alaska tribes. This included representation from the Sitka Tribe of Alaska, Goldbelt Heritage Foundation, and Alaska Native Heritage Center. The function of the AHWG was to develop guidance for the inclusion of state history, Tribal government, and Indigenous histories.

The EWG was composed of 18 educators in Alaska with a wide variety of experience in K–12 social studies education. The function of the EWG was to refine, revise, and develop appropriate standards to meet Alaska's current needs that align with current national standards and reflect the cultural perspectives of Alaska. When choosing writers, the selection committee considered statewide representation for public elementary, middle, and high school educators

across Alaska, particularly from different locales and district sizes. Due to natural attrition during the standards revision process, the EWG was composed of 13 main individuals. The demographics of the 13 team members were as follows:

Regions: 4 from Interior, 6 from Southcentral, 1 from Southwest, 2 from Southeast

District Sizes: Ranges from 3–100 schools in a district serving anywhere from 200–42,000 students

Years of Experience in Education: 2 with 0–5 years; 4 with 6–10 years; 4 with 11–15 years; 1 with 16–20 years; 2 with 20+ years

Years of Experience in Teaching/Supporting Social Studies: 4 with 1–5 years; 7 with 6–10 years; 2 with 16 + years

Developing the Draft Standards

Prior to drafting the standards, the GPWG and AHWG convened virtually to craft guiding principles that would serve as a guide for the standards revision work. For this process, each group built their background knowledge on national and state trends, and state policies impacting the social studies standards in Alaska in order to review and identify strengths and gaps in the current Alaska social studies standards. They engaged in a visioning activity in which they brainstormed criteria for determining high-quality social studies standards and identified key knowledge, skills, and dispositions (KSDs) that all students need to master in Alaska.

Next, the groups reviewed current research/best practices, the national landscape of social studies, and various state standards in order to identify key components or "must haves" that could inform the social studies revision work in Alaska. The "must haves" were organized into themes and then written as draft action statements to guide the EWG's revision of the social studies standards. The EWG had the opportunity to review the preliminary action statements and provide feedback. The action statements, later referred to as guiding principles, underwent two rounds of review by the GPWG and AHWG. Notably, one of the AHWG members shared the guiding principles with the Sitka Tribe of Alaska's Education Committee for feedback.

Armed with the guiding principles, the EWG began the standards revision process by engaging in tasks similar to those of the GPWG and AHWG, including a review of current research/trends in social studies, visioning activity, identifying key KSDs, and identifying strengths and gaps in the current Alaska standards. Following this review, the EWG was divided into three grade-band groups (K–5, 6–8, 9–12) to revise the standards based on the guiding principles, which were grounded in research and best practices. The EWG worked asynchronously and synchronously within their grade-band groups on revising the standards both in person and virtually. During the process, the grade bands also reviewed standards across the groups to ensure vertical alignment of the standards.

Once an initial draft version of the standards was developed, the GPWG, AHWG, and reflective friends were invited to provide feedback on the standards. Reflective friends were identified by DEED and included educators from different school districts who were not part of the standards revision process, including Anchorage School District, Bering Strait School District, Bristol Bay Borough School District, Lower Kuskokwim School District, and Petersburg City School District.

After another round of revisions per the GPWG, AHWG, and reflective friends' feedback, a focus group was conducted with additional key community partners interested in the work. These key community partners included a superintendent, two state board members, and an Alaska House representative, along with staff representatives for an Alaska Senator, homeschool superintendent, Association of Alaska School Boards, and Alaska Christians United for Israel. Feedback from the GPWG, AHWG, reflective friends, and community partners was used to update and revise the standards to produce the current version.

Guiding Principles

To assist in the development of the standards, the GPWG developed a series of overarching statements called guiding principles. The guiding principles are subdivided by content and structure. Content guiding principles focus on what students should be able to know and do as a result of studying a specific content area, while structure guiding principles focus on how the standards should be set up (e.g., learning progressions, grade bands).

Content Guiding Principles

A. Standards should advocate cultural awareness and incorporate diverse cultures, multiple perspectives, and voices that include Indigenous ways of knowing and local Indigenous cultures.

B. Alaska Native culture, history, perspectives, values, and practices should be thoughtfully incorporated throughout the social studies standards and contextualized within a contemporary global indigeneity framework.

C. Standards should be grounded in inquiry-based learning opportunities that incorporate various experiential, real-word contexts for students (home, classroom, school, community) and utilize Indigenous ways of learning.

D. Content standards should employ historical and critical thinking skills, such as knowledge, contextualization, perspective, chronological thinking, synthesis, analysis, research, and interpretation to develop student agency in learning.

E. Standards should provide opportunities for cross-curricular connections, such as the relationships among science, technology, and society in global and historical contexts, which allow students to explore the development of diverse knowledge.

F. Standards should provide students with place-based content, including themes related to geographic location, human engagement with and impact on the environment, and a nexus of perspectives within a location, and historic and contemporary movement.

G. Civics content should incorporate different systems of government (local, state, federal, sovereign tribal) and an analysis of politics and procedures in order for students to become meaningfully engaged citizens in a representative democracy.

H. Standards should include an economic strand that presents diverse economic systems, including state, federal, sovereign tribal, and unique economies in Alaska, and that analyzes the ecological impact of these systems.

I. Economic standards should include opportunities to build on students' personal financial literacy and provide them the skills and knowledge necessary to make informed decisions relevant to their lives, communities, and economic systems.

Structure Guiding Principles

A. Standards are presented with straightforward language that lacks ambiguity, and the structure of the document is easy to navigate.

B. Standards are developmentally appropriate; grade banded (K–2, 3–5, 6–8, 9–12); and progress students' knowledge, skills, and dispositions of each discipline from K–12.

C. Skills and content standards are arranged under disciplinary strands (history, civics/government, economics, geography), focusing on core concepts or big ideas in each discipline that help students understand and contextualize their community, region, state, nation, and world.

D. Skills and content standards are arranged under common themes across grade bands.

E. Standards incorporate and connect to the dimensions and indicators in the College, Career, and Civic Life Framework for Social Studies State Standards (C3 Framework) throughout K–12.

F. Standards are grounded in inquiry-based practices and use fundamental or enduring questions that allow students to think critically, demonstrate learning through critical perspectives, and synthesize information in new ways.

G. Standards within each grade band provide clear performance expectations or benchmarks to guide students' mastery of skills and content knowledge in multiple domains.

H. Standards ensure a focus on student agency through inquiry and authentic learning opportunities that honor students' intellectual capacity to foster skill development and comprehension that have real-world connections.

Foundational Documents of the Alaska Social Studies Standards

Several documents served as a foundation for the Alaska Social Studies Standards. Among these was the C3 Framework, a national social studies framework published by the National Council for the Social Studies (NCSS) in 2013 that is aligned with the Common Core State Standards. The C3 Framework highlights an Inquiry Arc that is informed by inquiry skills and four major disciplines in social studies: civics, economics, geography, and history. A full copy of the C3 Framework can be accessed at http://www.socialstudies.org/C3.

Additional foundational documents that informed the standards include the following:

Center for Civic Education. (2014). National Standards for Civics and Government. Retrieved from http://www.civiced.org/standards

Council for Economic Education. (2010). Voluntary National Content Standards in Economics, 2nd Edition. Retrieved from https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf

Downs, R., & Heffron, S. (Eds.). Geography for Life: The National Geography Standards, Second Edition. (2012).

Geography Education National Implementation Project. Retrieved from https://www.nationalgeographic.org/standards/nationalgeography-standards/

National Center for History in the Schools. (1996). United States history content standards for grades 5–12. In National Standards for History. Los Angeles, CA: University of California, Los Angeles. Retrieved from https://phi.history.ucla.edu/nchs/united-states-history-content-standards/

Social Studies or Social Science standards and frameworks from the following states: Hawaii, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Montana, Nebraska, New Mexico, Oregon, and Washington state

Overview of the Standards

The standards outline the minimum standards that students in Alaska should learn in each grade band. The standards address a foundational framework of what is to be learned, but they do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade band. The instructional program should emphasize the development of students' abilities to acquire and apply the

standards. The curriculum must ensure that appropriate accommodations are made for the diverse populations of students found within Alaska schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. The curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Alaska law.

How to Read the Standards

There are three unique types of standards in the Alaska Social Studies Standards: anchor standards, inquiry standards, and content standards.

Anchor Standards: Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards remain the same through all grades and courses and align closely with the dimensions of the C3 Framework. Adopted by NCSS, the C3 Framework is a framework for social studies education that is inquiry based. The C3 Framework notes that it uses the Inquiry Design Model, a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids over-prescription, and focuses on the main elements of the instructional design process.

Table 1: Inquiry Anchor Standards

Anchor Standard 1	Develop Questions and Plan Inquiries
Anchor Standard 2	Evaluate Sources and Evidence
Anchor Standard 3	Develop Claims
Anchor Standard 4	Communicate and Critique Conclusions
Anchor Standard 5	Informed Civic Discourse and Engagement

Table 2: Content Anchor Standards

Civics	Economics	Geography	History
Anchor Standard 6 Civic and Political Institutions and Systems	**Anchor Standard 11** Economic Systems, Models, and Markets	**Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	**Anchor Standard 21** Perspectives

Civics	Economics	Geography	History
Anchor Standard 7 Participation and Deliberation	**Anchor Standard 12** Decision-Making and Personal Finance	**Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	**Anchor Standard 22** Historical Sources and Evidence
Anchor Standard 8 Processes, Rules, and Laws	**Anchor Standard 13** The National Economy	**Anchor Standard 18** Geographic Representations and Reasoning	**Anchor Standard 23** Change, Continuity, and Context
Anchor Standard 9 Alaska's Governments	**Anchor Standard 14** The Global Economy	**Anchor Standard 19** Human Populations: Spatial Patterns and Movement	**Anchor Standard 24** Historical Thinking
Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	**Anchor Standard 15** Alaska Economies: State, Local, and Tribal	**Anchor Standard 20** Geography of Alaska	**Anchor Standard 25** Alaskan History

Table 3: Anchor Standards Definitions

Anchor Standard: Civics	Anchor Standard Definition
Civic and Political Institutions and Systems	Knowledge of law, politics, and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect.
Participation and Deliberation	Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present.

Anchor Standard: Civics	Anchor Standard Definition
Processes, Rules, and Laws	Determining how groups of people make decisions, govern themselves, and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems.
Alaska's Governments	Alaska's government influenced the history and culture of the citizens of Alaska. These standards promote understanding of the functions of local government, where applicable.
Rights, Roles, and Responsibilities of Citizens	Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers. It also includes civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, which citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and founding documents and their meanings.

Anchor Standard: Economics	Anchor Standard Definition
Economic Systems, Models, and Markets	Economic systems include developing an understanding of how people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit, foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.
Decision-Making and Personal Finance	People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision-making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Because most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision-making.

Anchor Standard: Economics	Anchor Standard Definition
The National Economy	Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standard of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed at reducing inflationary or deflationary pressures, increasing employment or decreasing unemployment levels, and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.
The Global Economy	Economic globalization occurs with the cross-border movement of goods, services, technology, and information; and human, physical, and financial capital. Understanding why people specialize and trade and how that leads to increased economic interdependence are fundamental steps in understanding how the world economy functions. Although trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.
Alaska Economies: State, Local, and Tribal	Alaska's economy is diverse, including a combination of metropolitan, rural, and Tribal economies. The state economy is primarily driven by the goods and services produced in the state, including oil production, fishing, federal and state (both civilian and military) expenditures, research and development, and tourism. These standards promote economic skills and reasoning, where applicable.

Anchor Standard: Geography	Anchor Standard Definition
Human Environment Interaction: Place, Regions, and Culture	Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations.

Anchor Standard: Geography	Anchor Standard Definition
Global Interconnections: Changing Spatial Patterns	Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.
Geographic Representations and Reasoning	Creating maps and using geospatial technologies require a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.
Human Populations: Spatial Patterns and Movement	The size, composition, distribution, and movement of human populations are fundamental and active features on Earth's surface. The causes and consequences of migration are influenced by cultural, economic, and environmental factors. Past, present, and future conditions on Earth's surface cannot be fully understood without asking and answering questions about the spatial patterns of the human population.
Geography of Alaska	The promotion of geographic knowledge and skills specific to Alaska is essential to understand the places and environments throughout Alaska. These standards promote investigative and problem-solving skills both inside and outside the classroom, where applicable.

Anchor Standard: History	Anchor Standard Definition
Perspectives	History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.
Historical Sources and Evidence	Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, and even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date. The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.
Change, Continuity, and Context	Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors.
Historical Thinking	Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Anchor Standard: History	Anchor Standard Definition
Alaskan History	Alaskan history has been influenced by and influenced many factors throughout history. The focus of Alaskan history is on the study of the environment, Indigenous and immigrant residents, and institutions of Alaska, with specific study of the social, economic, and political history of Alaska, and educational institutions and laws that affect the people of Alaska. The Alaska history standards give perspective and meaning to the people, ideas, and events that shaped the state. These standards address clear Alaska connections in the history standards, where applicable.

Anchor Standard: Inquiry	Anchor Standard Definition
Develop Questions and Plan Inquiries	The development of enduring questions is essential to the study of each social studies discipline. Enduring questions are open-ended, compelling, and centered on significant unresolved issues. Enduring questions focus on real-world issues and concerns; these questions deal with curiosity about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer.
Evaluate Sources and Evidence	Whether students are constructing opinions, explanations, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task. They also need to understand that there are general Common Core literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
Develop Claims	In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve more deeply into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Anchor Standard: Inquiry	Anchor Standard Definition
Communicate and Critique Conclusions	A student's ability to communicate their own conclusions effectively and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations, and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different.
Informed Civic Discourse and Engagement	Civic discourse focuses on developing the skills regarding how to communicate with one another around the challenges of public issues in order to enhance both individual and group understanding. It also involves enabling effective decision-making aimed at finding consensus, compromise, or—in some cases—confronting social injustices through dissent. Civic engagement involves working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values, and motivation to make that difference.

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

Sample 6th through 8th Grade Inquiry Standard

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics. • SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts. • SS.6-8.1.3 Develop inquiries that address real-world problems. • SS.6-8.1.4 Analyze complex issues from multiple perspectives.

Content Standards: Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational

knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K–5 and course specific in grades 6–12.

Sample 4th Grade Content Standard

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.

Kindergarten through Grade 2 Standards

The kindergarten through grade 2 standards are guided by the following grade-level themes:

Grade	Theme
Kindergarten	Me and My World
First	My Place in the World
Second	My Local Community

Kindergarten through Grade 2 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. • SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.K-2.2.1 Interact with a variety of primary and secondary sources. • SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. • SS.K-2.2.3 Determine whether a source is primarily fact or opinion.
Anchor Standard 3 Develop Claims	• SS.K-2.3.1 With support, identify sources that address a specific topic. • SS.K-2.3.2 With support, classify statements as facts or opinions. • SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.K-2.4.1 Respectfully ask and answer questions. • SS.K-2.4.2 Differentiate their own opinion from others. • SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. • SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. • SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving. • SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.

Kindergarten through Grade 2 Civics Standards

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

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	By the end of 2: SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.
	SS.K-2.6.4 Explain what governments are and some of their functions.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.4.6.1 Explain what governments are and some of their functions.
	SS.K-2.6.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	By the end of K: SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.
		By the end of 1: SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.
		By the end of 2: SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.
Civics Anchor Standard 7 Participation and Deliberation	SS.K-2.7.1 Apply civic virtues when participating in school settings.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.1.7.1 Apply civic virtues when participating in school settings.
	SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	By the end of K: SS.K.2.7.1 Demonstrate respect for people in the school community.
		By the end of 1: SS.1.2.7.1 Describe examples of equality and fairness.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 7 Participation and Deliberation	SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	By the end of 2: SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.
	SS.K-2.7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	By the end of K: SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.
		By the end of 1: SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.
		By the end of 2: SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.
	SS.K-2.7.4 Compare their own point of view with others' perspectives.	By the end of K: SS.K.4.7.1 Identify the student's own point of view on a topic.
		By the end of 1: SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.
		By the end of 2: SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.K-2.8.1 Explain how people can work together to make decisions in the classroom.	By the end of K: SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise.
		By the end of 1: SS.1.1.8.1 Summarize why rules may be needed to solve a problem.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.K-2.8.1 Explain how people can work together to make decisions in the classroom.	By the end of 2: SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.
	SS.K-2.8.2 Identify and explain how rules function in public (classroom and school) settings.	By the end of K: SS.K.2.8.1 Evaluate consequences of following or not following rules.
		By the end of 1: SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.
		By the end of 2: SS.2.2.8.1 Identify and explain how rules function in public settings.
	SS.K-2.8.3 Describe how people have tried to improve their communities over time.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.
		By the end of 2: SS.2.3.8.1 Describe how people have tried to improve the local community over time.
Civics Anchor Standard 9 Alaska's Governments	SS.K-2.9.1 Describe local and state symbols.	By the end of K: SS.K.1.9.1 Identify symbols used at home and school.
		By the end of 1: SS.1.1.9.1 Identify symbols used locally.
		By the end of 2: SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
	SS.K-2.9.2 Identify and explain the roles of Alaska's government systems.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.9.1 Explain that government systems determine the rules of a society.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 9 Alaska's Governments	SS.K-2.9.2 Identify and explain the roles of Alaska's government systems.	By the end of 2: SS.2.2.9.1 Describe the government systems in place in the students' local community.
Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	SS.K-2.10.1 Explain and participate in the rights and responsibilities of citizens.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.1.10.1 Identify some of the rights of American citizens and residents.
		By the end of 2: SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.

Kindergarten through Grade 2 Economics Standards

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

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.K-2.11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	By the end of K: SS.K.2.11.1 Participate in discussions about goods and services in the local community.
		By the end of 1: SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere.
		By the end of 2: SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities.
	SS.K-2.11.3 Identify prices of products in a local market.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.11.1 Identify prices of products in a local market.
		By the end of 2: SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.
	SS.K-2.11.4 Explain how people earn income.	By the end of K: SS.K.4.11.1 Participate in discussions about how people work to support their families.
		By the end of 1: SS.1.4.11.1 Define income.
		By the end of 2: SS.2.4.11.1 Explain how and why people earn money.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.K-2.11.5 Describe examples of costs of production.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.5.11.1 Describe examples of costs of production for local goods and services.
	SS.K-2.11.6 Describe the role of banks in an economy.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.6.11.1 Participate in discussions about the role of banks in the local economy.
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.K-2.12.1 Explain how scarcity necessitates decision-making.	By the end of K: SS.K.1.12.1 With support, explain the difference between needs and wants.
		By the end of 1: SS.1.1.12.1 Identify situations where goods are in high or low demand.
		By the end of 2: SS.2.1.12.1 Define scarcity and explain how it affects decision-making.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.K-2.12.2 Identify the benefits and costs of making various personal decisions.	By the end of K: SS.K.2.12.1 Explain why people have to make choices between needs and wants.
		By the end of 1: SS.1.2.12.1 Explain how and why households make choices between needs and wants.
		By the end of 2: SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.
Economics Anchor Standard 13 The National Economy	SS.K-2.13.1 Explain why people save.	By the end of K: SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature.
		By the end of 1: SS.1.1.13.1 Examine decisions that people make about spending and saving money.
		By the end of 2: SS.2.1.13.1 Classify savings goals as short-term or long-term.
	SS.K-2.13.2 Describe examples of the goods and services that governments provide.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.
		By the end of 2: SS.2.2.13.1 Identify examples of the goods and services that local governments provide.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 13 The National Economy	SS.K-2.13.3 Describe examples of capital goods and human capital.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.3.13.1 Describe local examples of capital goods and human capital.
Economics Anchor Standard 14 The Global Economy	SS.K-2.14.1 Describe why people in one country trade goods and services with people in other countries.	By the end of K: SS.K.1.14.1 Describe goods that are produced in the local geographic region.
		By the end of 1: SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.
		By the end of 2: SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.
	SS.K-2.14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.14.1 Sort resources into categories based on location of origin.
		By the end of 2: SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 15 Alaska Economies: State, Local, and Tribal	SS.K-2.15.1 Explain different economic systems used by groups of Alaskans locally across time.	By the end of K: SS.K.1.15.1 Demonstrate how sharing and bartering are basic economic systems.
		By the end of 1: SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.
		By the end of 2: SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.

Kindergarten through Grade 2 Geography Standards

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

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions.	By the end of 2: SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.
	SS.K-2.16.3 Identify some cultural and environmental characteristics of specific places.	By the end of K: SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.
		By the end of 1: SS.1.3.16.1 Identify cultural characteristics of the local community.
		By the end of 2: SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.K-2.17.1 Describe changes in the physical and cultural characteristics of various world regions.	By the end of K: SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.
		By the end of 1: SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.
		By the end of 2: SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.K-2.17.2 Explain how the consumption of products connects people to distant places.	By the end of K: SS.K.2.17.1 With support, explain that products come from both local and distant places.
		By the end of 1: SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities.
		By the end of 2: SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places.
	SS.K-2.17.3 Identify ways that a catastrophic disaster may affect people living in a place.	By the end of K: SS.K.3.17.1 Identify types of natural disasters.
		By the end of 1: SS.1.3.17.1 Describe types of natural disasters common to the local region.
		By the end of 2: SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region.
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.K-2.18.1 Construct maps, graphs, and other representations of familiar places.	By the end of K: SS.K.1.18.1 With support, create a map of the classroom.
		By the end of 1: SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.
		By the end of 2: SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.K-2.18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	By the end of K: SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.
		By the end of 1: SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.
		By the end of 2: SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
	SS.K-2.18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.
		By the end of 2: SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.
Geography Anchor Standard 19 Human Population: Spatial Patterns and Movements	SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place.	By the end of K: SS.K.1.19.1 With support, discuss how and why goods travel to the local community.
		By the end of 1: SS.1.1.19.1 Identify people and goods that travel from the local community to another place.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 19 Human Population: Spatial Patterns and Movements	SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place.	By the end of 2: SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.
	SS.K-2.19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	By the end of K: SS.K.2.19.1 Identify different types of communities.
		By the end of 1: SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.
		By the end of 2: SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs.
	SS.K-2.19.3 Describe the connections between the physical environment of a place and the economic activities found there.	By the end of K: SS.K.3.19.1 With support, describe the physical environment of the local community.
		By the end of 1: SS.1.3.19.1 Describe local economic activities.
		By the end of 2: SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 20 Geography of Alaska	SS.K-2.20.1 Identify what makes Alaska geographically unique.	By the end of K: SS.K.1.20.1 Locate the local community on a map.
		By the end of 1: SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.
		By the end of 2: SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.

Kindergarten through Grade 2 History Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 21 Perspectives	SS.K-2.21.1 Compare perspectives of people in the past to those of people in the present.	By the end of K: SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground.
		By the end of 1: SS.1.1.21.1 Describe an event from two different perspectives.
		By the end of 2: SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.
	SS.K-2.21.2 Compare different accounts of the same historical event.	By the end of K: SS.K.2.21.1 Describe an event from the student's own perspective.
		By the end of 1: SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 21 Perspectives	SS.K-2.21.2 Compare different accounts of the same historical event.	By the end of 2: SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.
History Anchor Standard 22 Historical Sources and Evidence	SS.K-2.22.1 Identify different kinds of historical sources.	By the end of K: SS.K.1.22.1 Identify different types of documents.
		By the end of 1: SS.1.1.22.1 Review various types of historical documents.
		By the end of 2: SS.2.1.22.1 Differentiate between primary and secondary sources.
	SS.K-2.22.2 Explain how historical sources can be used to study the past.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.
	SS.K-2.22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	By the end of K: SS.K.3.22.1 With support, engage with historical sources.
		By the end of 1: SS.1.3.22.1 With support, use historical sources to ask questions about events.
		By the end of 2: SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 23 Change, Continuity, and Context	SS.K-2.23.1 Create a chronological sequence of multiple events.	By the end of K: SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.
		By the end of 1: SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.
		By the end of 2: SS.2.1.23.1 Create and explain a chronological sequence of multiple events.
	SS.K-2.23.2 Compare life in the past to life today.	By the end of K: SS.K.2.23.1 Describe a past event.
		By the end of 1: SS.1.2.23.1 Illustrate how communities change over time.
		By the end of 2: SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.
	SS.K-2.23.3 Generate questions about individuals and groups who have shaped a significant historical change.	By the end of K: SS.K.3.23.1 Ask questions about local and school history.
		By the end of 1: SS.1.3.23.1 Ask questions about significant figures in local history.
		By the end of 2: SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 24 Historical Thinking	SS.K-2.24.1 Generate possible reasons for an event or development in the past.	By the end of K: SS.K.1.24.1 Explain how the student's own actions may affect others.
		By the end of 1: SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.
		By the end of 2: SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past.
	SS.K-2.24.2 Select which reasons might be more likely than others to explain a historical event or development.	By the end of K: SS.K.2.24.1 Describe a time when the student's own actions affected others.
		By the end of 1: SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.
		By the end of 2: SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 25 Alaskan History	SS.K-2.25.1 Describe and compare the various cultures of Alaska.	By the end of K: SS.K.1.25.1 Explore traditions of local cultural groups.
		By the end of 1: SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.
		By the end of 2: SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group.

Grade 3 through 5 Standards

The grade 3 through grade 5 standards are guided by the following grade-level themes:

Grade	Theme
Third	Alaska's Past, Present, and Future
Fourth	U.S. Cultures and Regions
Fifth	Foundations and History of the U.S.

Grade 3 through 5 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. • SS.3-5.1.2 Categorize questions according to the social studies disciplines. • SS.3-5.1.3 Create supporting questions to help answer compelling questions. • SS.3-5.1.4 Explain how supporting questions help answer compelling questions.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.3-5.2.1 Determine whether a source is primarily fact or opinion. • SS.3-5.2.2 Determine whether a source is primary or secondary. • SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.
Anchor Standard 3 Develop Claims	• SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. • SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. • SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
Anchor Standard 4 Communicate and Critique Conclusions	• SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. • SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them. • SS.3-5.4.3 Critique the motives behind different perspectives. • SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.

Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. • SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. • SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.

Grade 3 through 5 Civics Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	By the end of 3: SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.
		By the end of 4: SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.
		By the end of 5: SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.
	SS.3-5.6.2 Explain how a democracy relies on people's responsible participation and draw implications for how individuals participate in democracy.	By the end of 3: SS.3.2.6.1 List ways that people participate in democracy.
		By the end of 4: SS.4.2.6.1 Explain how democracies rely on responsible participation.
		By the end of 5: SS.5.2.6.1 Assess the importance of participation in democracy.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	By the end of 3: SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them.
		By the end of 4: SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.
		By the end of 5: SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.
	SS.3-5.6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	By the end of 3: SS.3.4.6.1 Describe how rules can create responsibilities.
		By the end of 4: SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.
		By the end of 5: SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.
	SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	By the end of 3: SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.
		By the end of 4: SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	By the end of 5: SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.
	SS.3-5.6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	By the end of 3: SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.
		By the end of 4: SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.
		By the end of 5: SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.
Civics Anchor Standard 7 Participation and Deliberation	SS.3-5.7.1 Apply civic virtues and democratic principles in school settings.	By the end of 3: SS.3.1.7.1 Describe how civic virtues can be applied in school settings.
		By the end of 4: SS.4.1.7.1 Demonstrate civic virtues in school settings.
		By the end of 5: SS.5.1.7.1 Apply civic virtues and democratic principles in school settings.
	SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	By the end of 3: SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.
		By the end of 4: SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 7 Participation and Deliberation	SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	By the end of 5: SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities.
	SS.3-5.7.3 Use deliberative processes when making decisions or reaching judgments as a group.	By the end of 3: SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group.
		By the end of 4: SS.4.3.7.1 With teacher guidance, create a process for group decision-making.
		By the end of 5: SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group.
	SS.3-5.7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	By the end of 3: SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.
		By the end of 4: SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.
		By the end of 5: SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.3-5.8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	By the end of 3: SS.3.1.8.1 Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.
		By the end of 4: SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.
		By the end of 5: SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
	SS.3-5.8.2 Explain how rules and laws change society and how people change rules and laws.	By the end of 3: SS.3.2.8.1 Describe how Alaska's laws are created and changed at multiple organizational levels.
		By the end of 4: SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.
		By the end of 5: SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.
	SS.3-5.8.3 Explain how policies are developed to address public problems.	By the end of 3: SS.3.3.8.1 Identify and participate in ways that people can influence the local community and organize solutions through action.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 8 Processes, Rules, and Laws	SS.3-5.8.3 Explain how policies are developed to address public problems.	By the end of 4: SS.3.4.8.1 Explain how policies are developed to address public problems.
		By the end of 5: SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.
	SS.3-5.8.4 Illustrate historical and contemporary means of changing society.	By the end of 3: SS.3.4.8.1 Illustrate historical and contemporary means of changing society in Alaska.
		By the end of 4: SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.
		By the end of 5: SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.
Civics Anchor Standard 9 Alaska's Governments	SS.3-5.9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	By the end of 3: SS.3.1.9.1 Explore and describe various government structures within Alaska.
		By the end of 4: SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.
		By the end of 5: SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.

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

Grade 3 through 5 Economics Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	By the end of 3: SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska.
		By the end of 4: SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.
		By the end of 5: SS.5.1.11.1 Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.2 Explain why individuals and businesses specialize and trade.	By the end of 3: SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.
		By the end of 4: SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.
		By the end of 5: SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.
	SS.3-5.11.3 Explain the role of money in making exchange easier.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.3.11.1 Explain the role of money in making exchange easier.
		By the end of 5: SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.
	SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes.	By the end of 5: SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.
	SS.3-5.11.5 Explain how profits influence sellers in markets.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.5.11.1 Determine how profits influence sellers in markets.
		By the end of 5: SS.5.5.11.1 Explain how profits influenced sellers in early American markets.
	SS.3-5.11.6 Identify examples of external benefits and costs.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.6.11.1 Identify examples of external benefits and costs.
	SS.3-5.11.7 Describe the role of other financial institutions in an economy.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.7.11.1 Describe the role of other financial institutions in an economy.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 12 Decision-Making and Personal Finance	SS.3-5.12.1 Compare the benefits and costs of individual choices.	By the end of 3: SS.3.1.12.1 Examine various ways that people in Alaska have met their needs for food, clothing, and shelter, and how they have changed over time.
		By the end of 4: SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.
		By the end of 5: SS.5.1.12.1 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants.
	SS.3-5.12.2 Identify positive and negative incentives that influence the decisions people make.	By the end of 3: SS.3.2.12.1 With support, generate a list of factors that influence the way people make a particular decision.
		By the end of 4: SS.4.2.12.1 Define positive and negative incentives.
		By the end of 5: SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.
Economics Anchor Standard 13 The National Economy	SS.3-5.13.1 Explain what interest rates are.	By the end of 3: SS.3.1.13.1 With support, generate a list of scenarios that may include borrowing money.
		By the end of 4: SS.4.1.13.1 Explain that interest is the price of using someone else's money.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 13 The National Economy	SS.3-5.13.1 Explain what interest rates are.	By the end of 5: SS.5.1.13.1 Explain what interest rates are and how they work.
	SS.3-5.13.2 Explain the meaning of inflation, deflation, and unemployment.	By the end of 3: SS.3.2.13.1 Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.
		By the end of 4: SS.4.2.13.1 Determine the difference between inflation and deflation.
		By the end of 5: SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.
	SS.3-5.13.3 Explain the ways in which the government pays for the goods and services it provides.	By the end of 3: SS.3.3.13.1 Explain the ways in which Alaska's government pays for the goods and services it provides.
		By the end of 4: SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.
		By the end of 5: SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States.
	SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	By the end of 3: SS.3.4.13.1 Define and illustrate examples of capital goods and human capital.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 13 The National Economy	SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	By the end of 4: SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.
		By the end of 5: SS.5.4.13.1 Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.
Economics Anchor Standard 14 The Global Economy	SS.3-5.14.1 Explain how trade leads to increasing economic interdependence among nations.	By the end of 3: SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.
		By the end of 4: SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.
		By the end of 5: SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries.
	SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	By the end of 3: SS.3.2.14.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.
		By the end of 4: SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Economics Anchor Standard 14 The Global Economy	SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	By the end of 5: SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.
Economics Anchor Standard 15 Alaska Economies: State, Local, and Tribal	SS.3-5.15.1 Explain different economic systems used by groups of Alaskans across the state and across time.	By the end of 3: SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.
		By the end of 4: SS.4.1.15.1 Explore the significance of various industries in Alaska.
		By the end of 5: SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history.

Grade 3 through 5 Geography Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments.	By the end of 3: SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.
		By the end of 4: SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 16 Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments.	By the end of 5: SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.
	SS.3-5.16.2 Explain how the cultural and environmental characteristics of places change over time.	By the end of 3: SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.
		By the end of 4: SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.
		By the end of 5: SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.
	SS.3-5.16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	By the end of 3: SS.3.3.16.1 Describe how environmental and cultural characteristics influence population distribution in Alaska.
		By the end of 4: SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.
		By the end of 5: SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.3-5.17.1 Explain why environmental characteristics vary among different world regions.	By the end of 3: SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.
		By the end of 4: SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.
		By the end of 5: SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.
	SS.3-5.17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	By the end of 3: SS.3.2.17.1 Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.
		By the end of 4: SS.4.2.17.1 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places.
		By the end of 5: SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.
	SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	By the end of 3: SS.3.3.17.1 Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.).

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	By the end of 4: SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.
		By the end of 5: SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions.
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	By the end of 3: SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.
		By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.
		By the end of 5: SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region.
	SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	By the end of 3: SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.
		By the end of 4: SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 18 Geographic Representations and Reasoning	SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	By the end of 5: SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics.
	SS.3-5.18.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.	By the end of 3: SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.
		By the end of 4: SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.
		By the end of 5: SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 3: SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.
		By the end of 4: SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 5: SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.
	SS.3-5.19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	By the end of 3: SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.
		By the end of 4: SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.
		By the end of 5: SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.
	SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	By the end of 3: SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.
		By the end of 4: SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	By the end of 5: SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.
Geography Anchor Standard 20 Geography of Alaska	SS.3-5.20.1 Describe connections within Alaska and between Alaska and other places.	By the end of 3: • SS.3.1.20.1 Identify and explain the relationship between the resources found in Alaska and becoming a state. • SS.3.1.20.2 Describe how the Alaska Native population came to Alaska.
		By the end of 4: • SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities. • SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.
		By the end of 5: SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.

Grade 3 through 5 History Standards

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 21 Perspectives	SS.3-5.21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	By the end of 3: SS.3.1.21.1 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.
		By the end of 4: SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.
		By the end of 5: SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.
	SS.3-5.21.2 Explain connections among historical contexts and people's perspectives at the time.	By the end of 3: SS.3.2.21.1 Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.
		By the end of 4: SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 21 Perspectives	SS.3-5.21.2 Explain connections among historical contexts and people's perspectives at the time.	By the end of 5: SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies.
	SS.3-5.21.3 Describe how people's perspectives shaped the historical sources they created.	By the end of 3: SS.3.3.21.1 Describe how people's perspectives shaped the historical sources they created in Alaska.
		By the end of 4: SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.
		By the end of 5: SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.
History Anchor Standard 22 Historical Sources and Evidence	SS.3-5.22.1 Summarize how different kinds of historical sources are used to explain events in the past.	By the end of 3: SS.3.1.22.1 Use a variety of primary and secondary sources to explain significant historical events in Alaska.
		By the end of 4: SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.
		By the end of 5: SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 22 Historical Sources and Evidence	SS.3-5.22.2 Compare information provided by different historical sources about the past.	By the end of 3: SS.3.2.22.1 Gather information from multiple historical sources about major events in Alaska's history.
		By the end of 4: SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.
		By the end of 5: SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.
	SS.3-5.22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	By the end of 3: SS.3.3.22.1 Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.
		By the end of 4: SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.
		By the end of 5: SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.
	SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	By the end of 3: SS.3.4.22.1 Describe the purpose of an Alaska historical document.
		By the end of 4: SS.4.4.22.1 Infer the intended audience of a historical source.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 22 Historical Sources and Evidence	SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	By the end of 5: SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.
	SS.3-5.22.5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	By the end of 3: SS.3.5.22.1 Identify the maker, date, and place of origin of sources about a historical topic.
		By the end of 4: SS.4.5.22.1 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic.
		By the end of 5: SS.5.5.22.1 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular historical topic.
History Anchor Standard 23 Change, Continuity, and Context	SS.3-5.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	By the end of 3: SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras.
		By the end of 4: SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.
		By the end of 5: SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 23 Change, Continuity, and Context	SS.3-5.23.2 Compare life in specific historical time periods to life today.	By the end of 3: SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.
		By the end of 4: SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.
		By the end of 5: SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.
	SS.3-5.23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	By the end of 3: SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history.
		By the end of 4: SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.
		By the end of 5: SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 24 Historical Thinking	SS.3-5.24.1 Explain probable causes and effects of events and developments.	By the end of 3: SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history.
		By the end of 4: SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.
		By the end of 5: SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.
	SS.3-5.24.2 Use evidence to develop a claim about the past.	By the end of 3: SS.3.2.24.1 Identify and gather relevant evidence in support of a claim about an event in Alaska history.
		By the end of 4: SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States.
		By the end of 5: SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.
	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 3: [standard not addressed at this grade]

Anchor Standard *The student demonstrates an understanding of...*	**Grade-Band Standard**	**Leveled Content Standard** *Therefore, the student is able to...*
History Anchor Standard 24 Historical Thinking	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.3.24.1 Summarize the central claim in a secondary work of early American history.
History Anchor Standard 25 Alaskan History	SS.3-5.25.1 Explore Alaska's past and connect it to the present.	By the end of 3: SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.
		By the end of 4: SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.
		By the end of 5: SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.

Grade 6 through 8 Standards

Grade 6 through 8 Inquiry Standards

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

Grade 6 Alaska Studies and Geography Standards

Theme 1: Physical Environment

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Our Location in the World	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.6.1.18.1 Define absolute and relative location using real-world examples. • SS.6.1.18.2 Draft and utilize a variety of maps to communicate information. • SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes.
Geographic Regions of Alaska	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the physical regions of Alaska.
Physical Features of Alaska	**Geography Anchor Standard 20** Geography of Alaska	• SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants. • SS.6.1.20.2 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.
Geohazards of Alaska	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.6.1.16.1 Demonstrate an understanding of how humans impact their environment. • SS.6.1.16.2 Analyze the impact of natural disasters and human-induced hazards on human populations. • SS.6.1.16.3 Evaluate the human response to current and historical disasters, both human-made and natural.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Physical History of Alaska	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.6.1.17.1 Examine the causes of historical and continuing conflicts in Alaska. • SS.6.1.17.2 Analyze how the geography of Alaska's regions influences the conflicts and alliances that arise during war. • SS.6.1.17.3 Evaluate the impact of war on Alaska's ecosystems, resources, and landscapes, recognizing the environmental changes caused by military activities.
Migration Patterns to and Within Alaska	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements	• SS.6.1.19.1 Examine the distribution of human populations over time, including population density, migration trends, and urbanization.

Theme 2: Peoples of Alaska

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Movement	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements	• SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information. • SS.6.2.19.2 Describe the characteristics of civilizations using real-world examples.
The First Alaskans	**History Anchor Standard 22** Historical Sources and Evidence	• SS.6.2.22.1 Examine multiple explanations for how people came to Alaska. • SS.6.2.22.2 Investigate how the climate and physical features of Alaska influenced migration and settlement.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Alaska Native Groups	**History Anchor Standard 21** Perspectives	• SS.6.2.21.1 Research Alaska Native groups through examination of oral histories, primary sources, and contributions over time. • SS.6.2.21.2 Explain the connection between culture and geography.
Human Environment Interactions	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.6.2.16.1 Describe characteristics of historical and current human populations and determine how they vary by location.
Impact of Colonialism	**History Anchor Standard 23** Change, Continuity, and Context	• SS.6.2.23.1 Identify the factors that led to initial Russian and European contact. • SS.6.2.23.2 Evaluate the immediate and long-term effects of colonization on Alaska Native groups.
Continued Immigration to Alaska	**Economics Anchor Standard 14** The Global Economy	• SS.6.2.14.1 Identify historical and contemporary populations that have migrated to Alaska in the past 200 years. • SS.6.2.14.2 Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska. • SS.6.2.14.3 Engage in discussions of factors that could lead to future immigration to Alaska.

Theme 3: Resources and Economics

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Alaska's Resources	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.
Historical Use of Natural Resources	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses. • SS.6.3.16.2 Explain how Alaska's geographic location and resources have affected the state and the world. • SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska's resources. • SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska. • SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska's resources. • SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives. • SS.6.3.16.7 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. • SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions.
Subsistence and Commercial Economics	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Alaska's Role in the National Economy	**Economics Anchor Standard 13** The National Economy	• SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand.
State, Local, and Tribal Economies	**Economics Anchor Standard 15** Alaska Economies: State, Local, and Tribal	• SS.6.3.15.1 Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska.

Theme 4: Community Awareness

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Your Financial Decisions	**Economics Anchor Standard 12** Decision-Making and Personal Finance	• SS.6.4.12.1 Investigate methods of personal finance. • SS.6.4.12.2 Devise a plan for making informed financial decisions. • SS.6.4.12.3 Define cost-benefit analysis, trade-offs, and opportunity costs. • SS.6.4.12.4 Investigate how choices impact personal financial security.
Government Institutions	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.6.4.6.1 Examine the major components and roles of local, Tribal, and state governments.
Decision-Making Processes	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.6.4.8.1 Evaluate and compare procedures for making decisions at the Tribal, local, state, and national levels. • SS.6.4.8.2 Assess specific rules and laws (both actual and proposed) as means of addressing public concerns. • SS.6.4.8.3 Identify the interconnectivity of local, Tribal, and state processes, rules, and laws.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Local, Tribal, and State Governments	**Civics Anchor Standard 9** Alaska's Governments	• SS.6.4.9.1 Describe essential characteristics of Alaska's local, Tribal, and state governments and their roles both locally and statewide. • SS.6.4.9.2 Identify key components of political relationships between the federal government and Alaska Native groups.
Your Rights and Responsibilities as a Citizen	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.6.4.10.1 Describe the roles and responsibilities of people in the United States.
The Value of Participation	**Civics Anchor Standard 7** Participation and Deliberation	• SS.6.4.7.1 Describe the roles of political, civil, and economic organizations in shaping people's lives. • SS.6.4.7.2 Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Grade 7 World History and Geography Standards

Theme 1: Human Beginnings to Early River Civilizations

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Prehistory (formerly human environment interaction)	**History Anchor Standard 24** Historical Thinking	• SS.7.1.24.1 Locate primary and secondary sources to investigate perspectives regarding prehistory.
	History Anchor Standard 21 Perspectives	• SS.7.1.21.1 Analyze multiple points of view to create a multifaceted interpretation of prehistory.
	History Anchor Standard 22 Historical Sources and Evidence	• SS.7.1.22.1 Analyze contradictory or conflicting sources and synthesize information to develop well-reasoned conclusions.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Human Migration Theory	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.7.1.16.1 Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another. • SS.7.1.16.2 Analyze how geographical features, climate, and available resources influenced the development of distinct cultures and societies. • SS.7.1.16.3 Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.
Earth's Systems	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.7.1.18.1 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally. • SS.7.1.18.2 Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations. • SS.7.1.18.3 Identify the components and characteristics of the earth's physical systems, and explain how they affect each other. • SS.7.1.18.4 Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes.
Geographic Regions	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.7.1.16.4 Demonstrate an understanding of the defining characteristics and placement of global regions.
Culture and Societies	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.7.1.10.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Agricultural Revolution and Technological Innovations	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.7.1.2.1 Evaluate the impact of the Agricultural Revolution and early technological innovations using a variety of primary and secondary sources. • SS.7.1.2.2 Compare and contrast hunter-gatherer societies and early farming societies.

Theme 2: Ancient Civilizations and the Development of World Religions

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Historical Significance	**History Anchor Standard 24** Historical Thinking	• SS.7.2.24.1 Analyze the causes and effects of events and societal developments in the past. • SS.7.2.24.2 Construct arguments utilizing new evidence that allows for new interpretations.
Evolution of Governance	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.7.2.8.1 Assess how people address public problems through the use of rules and laws. • SS.7.2.8.2 Compare and contrast modern rules and laws with historical systems.
World Religions	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.7.2.18.1 Construct and use different types of maps and graphs to represent and analyze religions. • SS.7.2.18.2 Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Rise and Fall of Civilizations	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements	• SS.7.2.19.1 Construct maps to represent the spread of people and ideas over time. • SS.7.2.19.2 Describe the characteristics of a civilization and connect that information to real-world examples. • SS.7.2.19.3 Display knowledge of complex and diverse characteristics of cultures across time and place. • SS.7.2.19.4 Investigate the arrangement and distribution of populations over time. • SS.7.2.19.5 Demonstrate an understanding of how humans impact their environment. • SS.7.2.19.6 Create and interpret timelines that clearly demonstrate key periods in the development of human societies.

Theme 3: Post-Classical (Medieval and Mesoamerica)

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Politics and Religion	**History Anchor Standard 23** Change, Continuity, and Context	• SS.7.3.23.1 Identify patterns of continuity and change over time in various aspects of human history.
	History Anchor Standard 21 Perspectives	• SS.7.3.21.1 Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
	Civics Anchor Standard 7 Participation and Deliberation	• SS.7.3.7.1 Explain the connection between politics and religion in complex early societies.
Human Systems	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.7.3.10.1 Identify rights and responsibilities of citizens and noncitizens within different forms of government.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Conflict and Wars	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.7.3.16.1 Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars. • SS.7.3.16.2 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. • SS.7.3.16.3 Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. • SS.7.3.16.4 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.

Theme 4: Globalization and Exploration

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Conquest and Conquer	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.7.4.16.1 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history. • SS.7.4.16.2 Analyze the relationships between countries and regions in the global economy.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Conquest and Conquer	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.7.4.17.1 Detect patterns in how Earth's physical features and biomes are distributed across its surface. • SS.7.4.17.2 Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth's surface. • SS.7.4.17.3 Investigate the interconnectedness of ecosystems of the Earth.
	Economics Anchor Standard 14 The Global Economy	• SS.7.4.14.1 Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.7.4.23.1 Analyze the factors that contribute to the evolution of societies and civilizations.
Consequences	**History Anchor Standard 22** Historical Sources and Evidence	• SS.7.4.22.1 Explain how the perspectives of people in the present shape interpretations of the past.
	History Anchor Standard 24 Historical Thinking	• SS.7.4.24.1 Develop skills in chronological reasoning and understanding cause-and-effect relationships in history.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.7.4.23.2 Explore the cultural and societal implications of cultural diffusion.

Grade 8 U.S. History and Civics

Theme 1: Geography and Early Civilizations of the Americas

Time Period: 10,000 BCE to 1492 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Early Human Migration	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements	• SS.8.1.19.1 Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	• SS.8.1.16.1 Analyze the push and pull factors that influenced early people to migrate.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.1.23.1 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.
	History Anchor Standard 24 Historical Thinking	• SS.8.1.24.1 Describe the technical limitations of historians and archeologists studying the distant past.
Physical Geography of the Americas	**Geography Anchor Standard 18** Geographic Representations and Reasoning	• SS.8.1.18.1 Identify on a map the major physical features of North, Central, and South America. • SS.8.1.18.2 Research and locate on a map Indigenous place names, landmarks, and sacred sites throughout North, Central, and South America.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Indigenous Cultural Groups of the Americas	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.8.1.16.1 Investigate the interplay between Indigenous cultures of the Americas and their environment. • SS.8.1.16.2 Identify the spiritual, cultural, and economic significance of geographic features in Indigenous communities. • SS.8.1.16.3 Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group.
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	• SS.8.1.6.1 Investigate the unique ways that Indigenous peoples organize themselves and their societies.

Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s–1750s

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Gathering and Evaluating Sources	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias. • SS.8.2.2.2 Analyze a variety of primary sources about exploration routes, encounters, and cultural exchanges.
	History Anchor Standard 21 Perspectives	• SS.8.2.21.1 Compare and contrast perspectives through primary and secondary source research.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Exploration and Exploitation	**History Anchor Standard 21** Perspectives	• SS.8.2.21.2 Compare the economic, technological, and cultural factors that motivated exploration.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.2.23.1 Examine the impacts of encounters between explorers and Indigenous populations.
	Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	• SS.8.2.17.1 Evaluate the long-term impact of the Columbian Exchange.
Global Interconnections	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements	• SS.8.2.19.1 Identify trade routes and networks that facilitated the exchange of goods, ideas, and cultures between continents.
	Economic Anchor Standard 11 Economic Systems, Models, and Markets	• SS.8.2.11.1 Analyze how the exchange of goods contributed to the development of global trade.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.2.23.2 Investigate the ways in which cultural diffusion occurred in cross-cultural interactions.
Civic Participation	**History Anchor Standard 24** Historical Thinking	• SS.8.2.24.1 Investigate the impacts of European colonization on Indigenous populations.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.2.23.3 Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships. • SS.8.2.23.4 Research the connections between the origins and outcomes of colonization in today's world.
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.8.2.5.1 Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environmental impact, and global cooperation.

Theme 3: Establishment of European Colonies

Time Period: 1490–1750

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Analyzing Primary Sources	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.8.3.2.1 Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America.
	History Anchor Standard 21 Perspectives	• SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America.
Understanding Historical Context	**History Anchor Standard 21** Perspectives	• SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	• SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America.
Cause and Effect	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies.
	Economic Anchor Standard 11 Economic Systems, Models, and Markets	• SS.8.3.11.1 Examine the economic systems of different colonial regions.
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	• SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Civic Participation and Decision-Making	**Inquiry Anchor Standard 3** Develop Claims	• SS.8.3.3.1 Analyze the contributions of key individuals to the development of colonial societies and ideas.
	Civics Anchor Standard 7 Participation and Deliberation	• SS.8.3.7.1 Investigate the impact of events on colonial governance and social structures.
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.8.3.5.1 Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society.

Theme 4: American Revolution and the New Republic

Time Period: 1750 CE–1814 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Analyzing Historical Documents	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.8.4.2.1 Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution. • SS.8.4.2.2 Examine secondary sources to understand differing interpretations of events and their significance.
	History Anchor Standard 21 Perspectives	• SS.8.4.21.1 Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Understanding Historical Context	**History Anchor Standard 21** Perspectives	• SS.8.4.21.2 Investigate the economic, political, and social factors that contributed to tensions between American colonies and the British government leading up to the Revolution. • SS.8.4.21.3 Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.4.23.1 Analyze the challenges faced by the newly independent United States.
Cause and Effect	**History Anchor Standard 23** Change, Continuity, and Context	• SS.8.4.23.2 Identify the key events of the American Revolution and their significance in the fight for independence.
	Civics Anchor Standard 6 Civic and Political Institutions and Systems	• SS.8.4.6.1 Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government.
	History Anchor Standard 24 Historical Thinking	• SS.8.4.24.1 Evaluate the consequences of the American Revolution on various groups.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Civic Participation and Decision-Making	**Inquiry Anchor Standard 3** Develop Claims	• SS.8.4.3.1 Analyze the contributions of individuals to the development of American democracy and the New Republic.
	Civics Anchor Standard 7 Participation and Deliberation	• SS.8.4.7.1 Investigate the role of social movements and protests in shaping American society and politics.
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.8.4.5.1 Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society.

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

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Understanding Civic Life and Government	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.8.5.6.1 Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights. • SS.8.5.6.2 Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing, and interpreting laws. • SS.8.5.6.3 Analyze the role of state, local, and Tribal governments and their relationship to the federal government. • SS.8.5.6.4 Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Analyzing Political Institutions	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.8.5.6.5 Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy. • SS.8.5.6.6 Examine the structure and functions of the U.S. Congress in making laws and representing constituents. • SS.8.5.6.7 Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government. • SS.8.5.6.8 Examine the structure and function of the judicial branch in interpreting the meaning of laws.
Engaging in Civic Participation	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.8.5.10.1 Explore the rights and responsibilities of people in a representative democracy. • SS.8.5.10.2 Analyze the significance of civic participation through activities such as voting, community service, and advocacy. • SS.8.5.10.3 Investigate the role of media and technology in shaping public opinion and facilitating civic engagement. • SS.8.5.10.4 Reflect on the responsibilities of active citizenship and the potential for individual and collective impact.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Examining Democratic Processes	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.8.5.8.1 Investigate the election process and its impact on representation. • SS.8.5.8.2 Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions.
	Civics Anchor Standard 7 Participation and Deliberation	• SS.8.5.7.1 Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process. • SS.8.5.7.2 Evaluate the impact of public policies on various groups within society.

Theme 6: Manifest Destiny and Indian Removal

Time Period: 1815 CE–1860 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Analyzing Multiple Perspectives	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.8.6.2.1 Examine primary sources to understand the viewpoints on Manifest Destiny. • SS.8.6.2.2 Compare and contrast the perspectives on issues related to land ownership and sovereignty.
	History Anchor Standard 21 Perspectives	• SS.8.6.21.1 Evaluate how different groups viewed westward expansion and the policies of Indian Removal.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Understanding Historical Context	**History Anchor Standard 23** Change, Continuity, and Context	• SS.8.6.23.1 Investigate the economic, social, and political factors that contributed to the idea of Manifest Destiny and westward expansion. • SS.8.6.23.2 Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier.
	Civics Anchor Standard 8 Processes, Rules, and Laws	• SS.8.6.8.1 Examine the conflicting interests between Native American tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies.
Cause and Effect	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.8.6.8.2 Identify key events and policies related to westward expansion.
	History Anchor Standard 24 Historical Thinking	• SS.8.6.24.1 Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	• SS.8.6.16.1 Evaluate the impact of westward expansion on different regions and its contribution to the Civil War.
Ethical Decision-Making	**History Anchor Standard 21** Perspectives	• SS.8.6.21.2 Investigate the historical and contemporary impacts of westward expansion on people and the environment. • SS.8.6.21.3 Investigate the role of individuals and groups in shaping responses to Indian Removal policies.
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.8.6.5.1 Reflect on lessons from history to engage in discussions about the impact of history on modern society.

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE–1877 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Analyzing Primary and Secondary Sources	**Inquiry Anchor Standard 2** Evaluate Sources and Evidence	• SS.8.7.2.1 Identify and analyze primary sources to gain insights into the experiences of individuals during this era. • SS.8.7.2.2 Examine secondary sources to understand how interpretations of events differ.
Analyzing Primary and Secondary Sources	**History Anchor Standard 21** Perspectives	• SS.8.7.21.1 Analyze viewpoints from different time periods to evaluate changing perspectives.
Understanding Historical Context	**History Anchor Standard 21** Perspectives	• SS.8.7.21.2 Investigate the economic, political, and social factors that contributed to the sectional tensions leading to secession and the outbreak of the Civil War.
	History Anchor Standard 24 Historical Thinking	• SS.8.7.4.1 Examine slavery as a central issue in the Civil War, its role in regional economies, and the arguments for its abolition.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Cause and Effect	**History Anchor Standard 22** Historical Sources and Evidence	• SS.8.7.22.1 Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.8.7.23.2 Examine the social and political changes brought about by the Emancipation Proclamation, and the 13th, 14th, and 15th Amendments. • SS.8.7.23.3 Evaluate the impact of reform movements on historical and contemporary societies.
Civic Participation and Decision-Making	**History Anchor Standard 23** Change, Continuity, and Context	• SS.8.7.23.4 Analyze the contributions of key individuals to the advancement of civil rights and social change. • SS.8.7.23.5 Investigate the role of social movements in shaping political and cultural landscapes.
	Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.8.7.5.1 Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society.

Theme 8: Reconstruction

Time Period: 1865–1877

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Analyzing Primary and Secondary Sources	**History Anchor Standard 22** Historical Sources and Evidence	• SS.8.8.22.1 Identify and analyze primary sources to gain insights into the experiences of African Americans during Reconstruction.
	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	• SS.8.8.2.1 Examine secondary sources to understand differing interpretations of the Reconstruction era.
	History Anchor Standard 21 Perspectives	• SS.8.8.21.1 Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights.
Understanding Historical Context	**History Anchor Standard 22** Historical Sources and Evidence	• SS.8.8.22.2 Investigate the social, economic, and political conditions that led to Reconstruction.
	History Anchor Standard 21 Perspectives	• SS.8.8.21.1 Examine the lingering effects of slavery on the lives of newly freed African Americans. • SS.8.8.21.2 Analyze the resistance to change and the rise of white supremacist ideologies as significant challenges during Reconstruction.
Cause and Effect	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.8.8.8.1 Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights. • SS.8.8.8.2 Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Ethical Decision-Making	**History Anchor Standard 24** Historical Thinking	• SS.8.8.24.1 Investigate the historical and contemporary impact of Reconstruction.
	Civics Anchor Standard 7 Participation and Deliberation	• SS.8.8.7.1 Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society.

Grade 9 through 12 Standards

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. • SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. • SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. • SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. • SS.9-12.2.3 Evaluate the credibility of an expert. • SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. • SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. • SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. • SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. • SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.

Anchor Standard 4 Communicate and Critique Conclusions	• SS.9-12.4.1 Tailor the argument to the audience. • SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums. • SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence. • SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations. • SS.9-12.4.5 Revise ideas based on new knowledge and feedback. • SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas. • SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech. • SS.9-12.4.8 Listen to understand.
Anchor Standard 5 Informed Civic Discourse and Engagement	• SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing. • SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation. • SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them. • SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives. • SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns. • SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.

Grade 9 through 12 Civics Standards

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 6 Civic and Political Institutions and Systems	• SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. • SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments. • SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government. • SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions. • SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government. • SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. • SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good. • SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels. • SS.9-12.6.9 Identify overlapping forms of citizenship and noncitizenship that people can hold in the United States. • SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 7 Participation and Deliberation	• SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates. • SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation. • SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify noncredible sources. • SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States. • SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy. • SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy. • SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior. • SS.9-12.7.8 Examine different electoral systems in the United States and explain how to register to vote. • SS.9-12.7.9 Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 8 Processes, Rules, and Laws	• SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process. • SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues. • SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences. • SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights. • SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights. • SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies. • SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies. • SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases. • SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time. • SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time. • SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy. • SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 9 Alaska's Governments	• SS.9-12.9.1 Explain how the Alaska constitution creates a system of government with three branches, limited powers, and federalism, and evaluate the unique features of Alaska's constitution. • SS.9-12.9.2 Evaluate the efficacy of Alaska's government and political systems in meeting the needs of Alaska's diverse population. • SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels. • SS.9-12.9.4 Take informed action to create and implement solutions to a local issue, incorporating perspectives from local experts. • SS.9-12.9.5 Identify and evaluate the contributions of Alaskans who have played a role in promoting civic virtues and founding principles. • SS.9-12.9.6 Evaluate the historic and ongoing impact of the Alaska Native Claims Settlement Act (ANCSA) on Alaskans and the governance of Alaska. • SS.9-12.9.7 Evaluate the role of natural resources and resource development on the development of Alaska's government. • SS.9-12.9.8 Express the unique challenges in governing Alaska due to its geography. • SS.9-12.9.9 Compare and contrast the services provided by local, state, and Tribal governments.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Content Standard** *Therefore, the student is able to...*
Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	• SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy. • SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy. • SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world. • SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels. • SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights. • SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community. • SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.

Grade 9 through 12 Economics Standards

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Economics Anchor Standard 11 Economic Systems, Models, and Markets	• SS.9-12.11.1 Compare and contrast market, command, and traditional economies. • SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies. • SS.9-12.11.3 Critique inequities in different economic systems. • SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets. • SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy. • SS.9-12.11.6 Describe the consequences of competition in specific markets. • SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market. • SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy. • SS.9-12.11.9 Explain the various roles that governments play in the market. • SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions. • SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Economics Anchor Standard 12 Decision-Making and Personal Finance	• SS.9-12.12.1 Explain the various types of currency. • SS.9-12.12.2 Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends. • SS.9-12.12.3 Relate the way that intangible job benefits can affect a person's personal life, career choices, and income. • SS.9-12.12.4 Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute in the economic workforce. • SS.9-12.12.5 Calculate tax contributions to local, state, and federal governments and describe the benefits that the taxes may provide to individual and societal structures. • SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts. • SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving. • SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained. • SS.9-12.12.9 Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending. • SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option. • SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate. • SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods. • SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Economics Anchor Standard 13 The National Economy	• SS.9-12.13.1 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. • SS.9-12.13.2 Use economic indicators to analyze the current and future state of the economy. • SS.9-12.13.3 Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions. • SS.9-12.13.4 Explain how the relationship between capital investments and the means of production contribute to the size and development of national economies. • SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries. • SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time. • SS.9-12.13.7 Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states.
Economics Anchor Standard 14 The Global Economy	• SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries. • SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations. • SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade. • SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations. • SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Economics Anchor Standard 15 Alaska Economies: State, Local, and Tribal	• SS.9-12.15.1 Explain the impact of common resource ownership and resource management on Alaska's economy. • SS.9-12.15.2 Develop a claim for the management of the Permanent Fund using evidence to support its impact on Alaska's economy. • SS.9-12.15.3 Explain the relationship between the Alaska Permanent Fund Corporation and the Permanent Fund Dividend. • SS.9-12.15.4 Compare and contrast the state tax structures of Alaska with other states. • SS.9-12.15.5 Evaluate the effects on local and state economies that would result in increases and decreases in state taxes on resource development. • SS.9-12.15.6 Compare and contrast the varying points of view and opinions regarding global and federal factors in Alaska's resource management, such as increases in global supply. • SS.9-12.15.7 Describe the economic differences between ANCSA regional and local village corporations and Tribal and local governments. • SS.9-12.15.8 Construct an argument about the benefits and/or drawbacks of the profit-sharing structure of ANCSA regional corporations. • SS.9-12.15.9 Evaluate the impact of Tribal, local, state, and federal governmental policies on the economic well-being of Alaska citizens.

Grade 9 through 12 Geography Standards

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	• SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales. • SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making. • SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems. • SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources. • SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales. • SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.
Geography Anchor Standard 17 Global Interconnections: Changing Spatial Patterns	• SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. • SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales. • SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.
Geography Anchor Standard 18 Geographic Representations and Reasoning	• SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment. • SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics. • SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.

Anchor Standard *The student demonstrates an understanding of...*	**9-12 Standard** *Therefore, the student is able to...*
Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	• SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales. • SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time. • SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
Geography Anchor Standard 20 Geography of Alaska	• SS.9-12.20.1 Compare and contrast geographic regions of Alaska. • SS.9-12.20.2 Examine the reciprocal relationship between Alaska Native peoples and Alaska's environment. • SS.9-12.20.3 Create maps to display and explain the spatial patterns of culture and environment in a student's community and region. • SS.9-12.20.4 Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska. • SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska. • SS.9-12.20.6 Examine how national and international economic and political decisions impact Alaska's environment. • SS.9-12.20.7 Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic and political decision-making.

Grade 9 through 12 Alaska History Standards

The grade 9–12 Alaska History standards are guided by the following time periods and timeframes:

Time Periods	Timeframe
Alaska Before Western Contact	Time Immemorial–1741 CE
Russian Colonial Period	1741 CE–1867 CE
American Colonial Period	1867 CE–1912 CE
American Territorial Period	1912 CE–1959 CE
Statehood	1959 CE–Present

Theme 1: Alaska's Land and People

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Significant Persons	**History Anchor Standard 25** Alaskan History	• SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history.
Epidemics and Society	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska's history.
Alaska and the World	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north.
Change and Sustainability	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Land and People	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.AKH.1.19.3 Understand and contextualize the various perspectives on the peopling of Alaska before contact with the West.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	• SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures.
	Geography Anchor Standard 20 Geography of Alaska	• SS.AKH.1.20.1 Explain the reciprocal relationships between Alaska's geography and the development of Alaska Native societies, including the role and importance of Alaska Native place names.
Tribal Conceptions	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.

Theme 2: Land Claims Throughout Time

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Claims and Stewardship	**History Anchor Standard 21** Perspectives	• SS.AKH.2.21.1 Compare and contrast Indigenous, Russian, and American understandings of land claims and land stewardship.
Colonialism and Western Expansion	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska.
Federal Impact	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.AKH.2.6.1 Analyze the role of the federal government's claims to Alaska's lands for military use, resources, trade, and infrastructure over time.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Claims and Stewardship	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.AKH.2.8.1 Analyze the legal contexts of Alaska's Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and governments.
Land and People	**Geography Anchor Standard 20** Geography of Alaska	• SS.AKH.2.20.1 Assess the cultural-political development of Alaska's Indigenous societies as a means of thriving on the land and its resources.
Claims and Stewardship	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from Indigenous, Russian, and American perspectives.

Theme 3: Resource Stewardship Throughout Time

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Conceptions of Resources	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.AKH.3.16.1 Compare and contrast Indigenous and Western understandings of resources.
Federal Impact	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States' goals in relation to resource extraction in Alaska.
Claims and Stewardship	**Civics Anchor Standard 9** Alaska's Governments	• SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska's oil and natural resources.
	Civics Anchor Standard 8 Processes, Rules, and Laws	• SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Alaska and the World	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska's resources.
Claims and Stewardship	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.
Land and People	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska.

Theme 4: The Myth of the Last Frontier

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
"The Last Frontier"	**History Anchor Standard 21** Perspectives	• SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion.
Colonialism and Western Expansion	**History Anchor Standard 24** Historical Thinking	• SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska.
Colonial Decline	**History Anchor Standard 24** Historical Thinking	• SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska's history.
Colonial Legacy	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.4.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Colonial Assimilation	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.4.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities.
Religion and Society	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska's history.
Resistance and Reform	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.AKH.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty.
Climate Change	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska's landscapes and societies.

Theme 5: Civics and Government

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

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Civil Rights	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities.
Alaska Constitution	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska.
Tribal Sovereignty	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs.
Federal Impact	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents, and laws on Alaska.
Tribal, State, and Federal Government	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native corporations as created by ANCSA.

Theme 6: Alaska's Economy

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
ANCSA	**History Anchor Standard 24** Historical Thinking	• SS.AKH.6.24.1 Describe the formation of ANCSA Corporations (Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Resource Management	**History Anchor Standard 21** Perspectives	• SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state, and federal policies regarding fish and game management.
Resources and Statehood	**History Anchor Standard 23** Change, Continuity, and Context	• SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska's history.
Permanent Fund	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent Fund Dividend and how it continues to impact the state economically, politically, and socially.
Alaskan Industry	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.AKH.6.11.1 Identify Alaska's markets and industries and analyze their impact on Alaska's economy.
Alaska and the World	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.
Natural Resource Development	**Economics Anchor Standard 15** Alaska Economies: State, Local, and Tribal	• SS.AKH.6.15.1 Explain how elements of state, Tribal, and local economies have developed in response to Alaska's role as a resource developer.
Federal Role	**Economics Anchor Standard 13** The National Economy	• SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.
Land	**Economics Anchor Standard 12** Decision-Making and Personal Finance	• SS.AKH.6.12.1 Identify Tribal and Western concepts of land ownership and how acting upon those concepts contributes to changes in land use, stewardship, and control.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Markets	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.AKH.6.11.2 Examine the causes and consequences of Alaska's boom-and-bust economy.

Grade 9 through 12 U.S. History Standards

Theme 1: Manifest Destiny and Indian Removal

Time Period: 1815 CE–1860 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Ethnic, Cultural, and Identity Studies	**Civics Anchor Standard 9** Alaska Government	• SS.USH.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.
Federal Relations with Indigenous People	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.USH.1.8.1 Explain the relationship that was developed between federal, state, and Tribal governments through treaties, court decisions, and land acquisition statutes.
Manifest Destiny	**History Anchor Standard 21** Perspectives	• SS.USH.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.
Federal Relations with Indigenous People	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty.
Effects of Manifest Destiny	**History Anchor Standard 21** Perspectives	• SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. territorial expansion.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Assimilation Experiences	**History Anchor Standard 24** Historical Thinking	• SS.USH.1.24.1 Compare and contrast Indigenous and Hispanic peoples' experiences with assimilation and other immigrants' experiences as part of expansion across the territorial United States.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.USH.23.9.1 Read and interpret primary and secondary sources to examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.
Early Industrialization	**Economics Anchor Standard 13** The National Economy	• SS.USH.1.13.1 Analyze how economic growth and industrialization transformed daily life.
Changing Transportation	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.USH.17.9.1 Explain how innovations in transportation, communication, and production reshaped American society.
The Market Revolution	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.USH.1.11.1 Identify the conditions that gave rise to the market revolution, and evaluate its impacts on labor conflicts and divisions over slavery.
Mexican-American War	**History Anchor Standard 24** Historical Thinking	• SS.USH.1.24.2 Understand and contextualize different approaches to territorial expansion by the federal government.
Sectionalism	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.1.23.2 Identify and explain the economic, social, and political differences between the North, South, and West.
Purchase of Alaska	**History Anchor Standard 25** Alaskan History	• SS.USH.1.25.1 Explain the significance of the purchase of Alaska in relation to lingering ideas of Manifest Destiny.

Theme 2: The Civil War and Reconstruction

Time Period: 1837 CE–1877 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Slavery	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries.
Cultural Identity	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression.
Slavery	**History Anchor Standard 21** Perspectives	• SS.USH.2.21.1 Explain ways in which enslaved people survived within and resisted their enslavement.
Social Reform Movements	**History Anchor Standard 24** Historical Thinking	• SS.USH.2.24.1 Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening. • SS.USH.2.24.2 Examine the outcomes of 19th-century reform movements.
Social Activism	**Civics Anchor Standard 7** Participation and Deliberation	• SS.USH.2.7.1 Investigate how identity groups and society address systemic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.
Causes of the Civil War	**History Anchor Standard 21** Perspectives	• SS.USH.2.21.2 Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war.
Border States	**Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture	• SS.USH.2.16.1 Explain the role of border states and territories in the U.S. Civil War.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Emancipation Proclamation	**History Anchor Standard 22** Historical Sources and Evidence	• SS.USH.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.
The Western Campaign	**History Anchor Standard 21** Perspectives	• SS.USH.2.21.3 Explain the impact of the Western Campaign on Indigenous peoples.
End of the Civil War	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.2.23.3 Analyze the major factors that determined the outcome of the Civil War.
Reconstruction	**Civics Anchor Standard 7** Participation and Deliberation	• SS.USH.2.7.2 Use primary and secondary sources to contextualize and explain how the political, economic, and social position of Black people changed during Reconstruction.
Economic Struggles of Reconstruction	**Economics Anchor Standard 13** The National Economy	• SS.USH.2.13.1 Explain how Union Army strategies, the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.
Oppression After the War	**History Anchor Standard 24** Historical Thinking	• SS.USH.2.24.3 Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.
Changing Demographics	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.
The Failure of Reconstruction	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.USH.2.8.1 Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Modern Connections to the End of Slavery	**History Anchor Standard 21** Perspectives	• SS.USH.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth.

Theme 3: Conflict at Home and Abroad

Time Period: 1877 CE–1920 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Effects of Immigration	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.USH.3.19.1 Explain how massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity that developed amid growing cultural diversity.
Gilded Age	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.USH.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870s.
	History Anchor Standard 21 Perspectives	• SS.USH.3.21.1 Compare and contrast the perspectives of monopolists and labor unions about the best way to improve society.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Progressive Era	**History Anchor Standard 24** Historical Thinking	• SS.USH.3.24.1 Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.USH.3.23.1 Evaluate major reform movements and reformers during the Progressive Era. • SS.USH.3.23.2 Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries.
	History Anchor Standard 21 Perspectives	• SS.USH.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements.
	Civics Anchor Standard 8 Processes, Rules, and Laws	• SS.USH.3.8.1 Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.
	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	• SS.USH.3.10.1 Analyze the strategies of Black people, Indigenous people, and people of color to achieve basic civil rights in the early 20th century. • SS.USH.3.10.2 Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Imperialism	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.USH.3.17.1 Analyze the factors that enabled the United States to become an imperial power.
	History Anchor Standard 23 Change, Continuity, and Context	• SS.USH.3.23.3 Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific. • SS.USH.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad.
	History Anchor Standard 22 Historical Sources and Evidence	• SS.USH.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.
World War I	**History Anchor Standard 24** Historical Thinking	• SS.USH.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War I.
Rights, Liberties, and Conflict	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.USH.3.10.3 Evaluate wartime restrictions on civil liberties.

Theme 4: Emergence as a Global Power

Time Period: 1918 CE–1945 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
American Isolationism After WWI	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.
Changing Technology	**Economics Anchor Standard 13** The National Economy	• SS.USH.4.13.1 Assess how innovations in transportation, communication, and finance changed American society.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
The Roaring '20s	**History Anchor Standard 21** Perspectives	• SS.USH.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920s.
	History Anchor Standard 22 Historical Sources and Evidence	• SS.USH.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.
Causes of the Great Depression	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse. • SS.USH.4.24.3 Analyze the conditions and policies that led to the Great Depression.
Effects of the Great Depression	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities.
	Economics Anchor Standard 13 The National Economy	• SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.
The New Deal	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each.
Franklin Delano Roosevelt's New Deal and the Changing Role of Government	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, Indigenous people, and people of color.
Causes of World War II (WWII) Involvement	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.7 Explain the historical developments and policies that resulted in the United States entering WWII.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Atomic Weapons	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.
WWII Domestic Policies	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.4.23.1 Assess the social, political, and economic transformation of the United States during WWII.
Rights, Liberties, and Conflict	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans and the Unangax people during the war and assess the implications for civil liberties. • SS.USH.4.10.2 Examine the suppression of civil liberties and human rights during times of conflict and war, past and present.
Holocaust Impacts in the U.S.	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.4.23.2 Use primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights.
U.S. Role in WWII Turning Points	**History Anchor Standard 24** Historical Thinking	• SS.USH.4.24.9 Analyze the role of the United States in the outcome of WWII in the European and the Pacific theaters.
The United Nations	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.USH.4.6.1 Explain the purposes and organization of the United Nations.

Theme 5: Cold War

Time Period: 1945 CE–1991 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Origin of the Cold War	**History Anchor Standard 21** Perspectives	• SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Soviet-U.S. arms race.
Cold War Containment Abroad	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.
Cold War Containment at Home	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.
Other Impacts of the Cold War	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States.

Theme 6: Modern Civil Rights Movements, Power Movements, and the Rise of Modern Politics

Time Period: 1954 CE–Present

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Civil Rights Legislation and Action	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.USH.6.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation.
Great Society Programs and Reforms	**Economics Anchor Standard 13** The National Economy	• SS.USH.6.13.1 Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions.
Anti-War and Counterculture Movements	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.USH.6.6.2 Assess the impact of student movements and the counterculture on American politics and society.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
New Movements, New Voices	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.USH.6.6.3 Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras.
Conservative Movement Development	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.6.23.1 Analyze the rise of modern conservatism in the United States.
Effects of Conservatism	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.USH.6.8.1 Assess the social and political impact of conservatism in the United States.
Ethnic, Cultural, and Identity Studies	**History Anchor Standard 21** Perspectives	• SS.USH.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.

Theme 7: United States in the Global Age

Time Period: 1991 CE–Present

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Domestic Challenges	**Civics Anchor Standard 8** Processes, Rules, and Laws	• SS.USH.7.8.1 Evaluate popular and government responses to emerging domestic challenges.
Global Challenges	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.USH.7.17.1 Analyze U.S. responses to global challenges and crises.
Technology	**History Anchor Standard 23** Change, Continuity, and Context	• SS.USH.7.23.1 Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Challenges to Democracy	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.USH.7.6.1 Analyze the current state and health of U.S. democracy in a global context.

Grade 9 through 12 World History Standards

Theme 1: Post-Classical Societies and Trade Networks

Time Period: 600 CE—1450 CE

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
European Feudalism	**History Anchor Standard 24** Historical Thinking	• SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism.
Feudal Hierarchies	**Economics Anchor Standard 12** Decision-Making and Personal Finance	• SS.WH.1.12.1 Describe the distribution of resources among classes in the feudal hierarchies of European and Asian societies.
Trade Networks	**Economics Anchor Standard 14** The Global Economy	• SS.WH.1.14.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies.
Characteristics of Mesoamerican Empires	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations.
Characteristics of African Empires and Kingdoms	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.WH.1.17.2 Analyze cultural diffusion and trade among African empires and kingdoms.
Spread of Culture and Ideas	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies.

Theme 2: The First Global Age

Time Period: 1450 CE–1750 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Causes of Exploration	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest.
Effects of Global Exploration	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries.
Atlantic Slave Trading	**Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement	• SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin.
Columbian Exchange and Consequences	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas.

Theme 3: An Age of Revolutions

Time Period: 1750 CE–1900 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Causes of the Industrial Revolution	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s.
Effects of the Industrial Revolution	**History Anchor Standard 24** Historical Thinking	• SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa.

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Economic Motives of Imperialism	**Economics Anchor Standard 11** Economic Systems, Models, and Markets	• SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there.
Causes of Imperialism	**History Anchor Standard 24** Historical Thinking	• SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese imperialism.
Types of Imperialism	**History Anchor Standard 21** Perspectives	• SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas.
Effects of Imperialism	**Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns	• SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania.
Scientific Revolution	**History Anchor Standard 24** Historical Thinking	• SS.WH.3.24.3 Explain the impact of the Scientific Revolution on the rise of the Enlightenment.
Political Philosophies	**Civics Anchor Standard 6** Civic and Political Institutions and Systems	• SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how.
Revolutions	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.3.23.2 Compare the causes and consequences of political revolutions in the late 18th and early 19th centuries.
Social Reform Movements	**History Anchor Standard 24** Historical Thinking	• SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century.

Theme 4: Emergence of Modern Global Conflict

Time Period: 1900 CE–1945 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Causes of the Great War	**History Anchor Standard 24** Historical Thinking	• SS.WH.4.24.1 Explain the short- and long-term causes and consequences of World War I (WWI).
Interwar Economics	**Economics Anchor Standard 14** The Global Economy	• SS.WH.4.14.1 Make evidence-based inferences concerning the economic effects of WWI on various geographic regions.
Post-WWI Period	**History Anchor Standard 21** Perspectives	• SS.WH.4.21.1 Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-WWI period.
Holocaust and Genocide	**History Anchor Standard 21** Perspectives	• SS.WH.4.21.2 Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII and subsequent war crime tribunals.

Theme 5: Cold War Era

Time Period: 1945 CE–1991 CE

Topic	**Anchor Standard** *The student demonstrates an understanding of...*	**Content Standard** *Therefore, the student is able to...*
Decolonization After WWII	**History Anchor Standard 24** Historical Thinking	• SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.
Aftermath of World War II	**History Anchor Standard 24** Historical Thinking	• SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.
Action for Independence	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Resistance and Revolution	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.
United Nations Influence	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.
National Sovereignty After Imperialism	**History Anchor Standard 23** Change, Continuity, and Context	• SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty.
Cold War Global Conflicts	**History Anchor Standard 21** Perspectives	• SS.WH.5.21.1 Analyze how the Cold War led to global conflict.

Theme 6: Era of Globalization

Time Period: 1991 CE–Future

Topic	Anchor Standard *The student demonstrates an understanding of...*	Content Standard *Therefore, the student is able to...*
Globalization	**Economics Anchor Standard 14** The Global Economy	• SS.WH.6.14.1 Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.
Resources and Sustainability	**Economics Anchor Standard 14** The Global Economy	• SS.WH.6.14.2 Analyze the factors affecting climate change and global sustainability.
Global Human Rights	**Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens	• SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations.

Alaska Standards for Culturally Responsive Schools

These guidelines are sponsored by:

- Alaska Federation of Natives
- Alaska Rural Systemic Initiative
- Alaska Rural Challenge
- Center for Cross-Cultural Studies
- Alaska Native Knowledge Network
- Association of Native Educators of The Lower Kuskokwim
- Ciulistet Research Association
- Association of Interior Native Educators
- Alaska State Board of Education
- Alaska Native Teachers for Excellence/Anchorage
- Southeast Native Educators Association
- North Slope Iñupiaq Educators Association
- Association of Northwest Native Educators
- Alutiiq Native Educator Association
- Association of Unangan/Unangas Educators
- Alaska Native Education Student Association
- Alaska Native Education Council
- Alaska First Nations Research Network
- Consortium for Alaska Native Higher Education

Preface

The following standards have been developed by Alaska Native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students in their care. These "cultural standards" are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum and schools.

For several years, Alaska has been developing "content standards" to define what students should know and be able to do as they go through school. In addition, "performance standards" are being developed for teachers and administrators, and a set of "quality school standards" have been put forward by the Alaska Department of Education to serve as a basis for accrediting schools in Alaska. To the extent that these state standards are written for general use throughout Alaska, they don't always address some of the special

issues that are of critical importance to schools in rural Alaska, particularly those serving Alaska Native communities and students.

Through a series of regional and statewide meetings associated with the Alaska Rural Systemic Initiative (with funding provided by the National Science Foundation and the Annenberg Rural Challenge, and administrative support from the Alaska Federation of Natives in collaboration with the University of Alaska), Alaska Native educators have developed the following "Alaska Standards for Culturally-Responsive Schools" for consideration by educators serving Native students around the state. Though the emphasis is on rural schools serving Native communities, many of the standards are applicable to all students and communities because they focus curricular attention on in-depth study of the surrounding physical and cultural environment in which the school is situated, while recognizing the unique contribution that indigenous people can make to such study as long-term inhabitants who have accumulated extensive specialized knowledge related to that environment.

Standards have been drawn up in five areas, including those for students, educators, curriculum, schools, and communities. These "cultural standards" provide guidelines or touchstones against which schools and communities can examine what they are doing to attend to the cultural well-being of the young people they are responsible for nurturing to adulthood. The standards included here serve as a complement to, not as a replacement for, those adopted by the State of Alaska. While the state standards stipulate what students should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible, capable and whole human beings in the process. The emphasis is on fostering a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real-world contexts. By shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways.

The cultural standards outlined in this document are not intended to be inclusive, exclusive or conclusive, and thus should be reviewed and adapted to fit local needs. Each school, community and related organization should consider which of these standards are appropriate and which are not, and when necessary, develop additional cultural standards to accommodate local circumstances. Terms should be interpreted to fit local conventions, especially with reference to meanings associated with the definition of Elder, tradition, spirituality, or anything relating to the use of the local language. Where differences of interpretation exist, they should be respected and accommodated to the maximum extent possible. The cultural standards are not intended to produce standardization, but rather to encourage schools to nurture and build upon the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

Some of the multiple uses to which these cultural standards may be put are as follows:

1. They may be used as a basis for reviewing school or district-level goals, policies and practices with regard to the curriculum and pedagogy being implemented in each community or cultural area.
2. They may be used by a local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.
3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-healthy behavior, including serving as potential graduation requirements for students.
4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Elders as an educational resource.
5. They may be used to help teachers identify teaching practices that are adaptable to the cultural context in which they are teaching.
6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of their students.
7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.
8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children in Alaska.

Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.

Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;
2. exercise professional responsibilities in the context of local cultural traditions and expectations;
3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;

2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

Cultural Standards for Curriculum

A. A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.

A curriculum that meets this cultural standard:

1. recognizes that all knowledge is embedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
2. insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
3. incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;
4. respects and validates knowledge that has been derived from a variety of cultural traditions;
5. provides opportunities for students to study all subjects starting from a base in the local knowledge system.

B. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

1. recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge;
2. provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;
3. incorporates the in-depth study of unique elements of contemporary life in Native communities in Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty and self-determination.

C. A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

1. utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;
2. recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;
3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
4. views all community members as potential teachers and all events in the community as potential learning opportunities;
5. treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;
6. makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;
7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

A curriculum that meets this cultural standard:

1. draws parallels between knowledge derived from oral tradition and that derived from books;
2. engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world.

E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

1. encourages students to consider the inter-relationship between their local circumstances and the global community;
2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;
3. prepares students to "think globally, act locally."

Cultural Standards for Schools

A. A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

A school that meets this cultural standard:

1. maintains multiple avenues for Elders to interact formally and informally with students at all times;
2. provides opportunities for students to regularly engage in the documenting of Elders' cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others;
3. includes explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school program and operation;
4. utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.

B. A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

A school that meets this cultural standard:

1. utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills;
2. encourages and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise;
3. provides cultural and language immersion programs in which student acquire in-depth understanding of the culture of which they are members;
4. helps students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment.

C. A culturally-responsive school provides opportunities for students to learn in and/or about their heritage language.

A school that meets this cultural standard:

1. provides language immersion opportunities for students who wish to learn in their heritage language;
2. offers courses that acquaint all students with the heritage language of the local community;

3. makes available reading materials and courses through which students can acquire literacy in the heritage language;
4. provides opportunities for teachers to gain familiarity with the heritage language of the students they teach through summer immersion experiences.

D. A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

A school that meets this cultural standard:

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;
2. recruits and hires teachers whose background is similar to that of the students they will be teaching;
3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;
4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

E. A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.

A school that meets this cultural standard:

1. provides a physical environment that is inviting and readily accessible for local people to enter and utilize;
2. makes use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. utilizes local expertise, including students, to provide culturally-appropriate displays of arts, crafts and other forms of decoration and space design.

F. A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

A school that meets this cultural standard:

1. holds regular formal and informal events bringing together students, parents, teachers and other school and community personnel to review, evaluate and plan the educational program that is being offered;
2. provides regular opportunities for local and regional board deliberations and decision-making on policy, program and personnel issues related to the school;

3. sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.

Cultural Standards for Communities

A. A culturally-supportive community incorporates the practice of local cultural traditions in its everyday affairs.

A community that meets this cultural standard:

1. provides respected Elders with a place of honor in community functions;
2. models culturally-appropriate behavior in the day-to-day life of the community;
3. utilizes traditional child-rearing and parenting practices that reinforce a sense of identity and belonging;
4. organizes and encourages participation of members from all ages in regular community-wide, family-oriented events;
5. incorporates and reinforces traditional cultural values and beliefs in all formal and informal community functions.

B. A culturally-supportive community nurtures the use of the local heritage language.

A community that meets this cultural standard:

1. recognizes the role that language plays in conveying the deeper aspects of cultural knowledge and traditions;
2. sponsors local heritage language immersion opportunities for young children when they are at the critical age for language learning;
3. encourages the use of the local heritage language whenever possible in the everyday affairs of the community, including meetings, cultural events, print materials and broadcast media;
4. assists in the preparation of curriculum resource material in the local heritage language for use in the school;
5. provides simultaneous translation services for public meetings where persons unfamiliar with the local heritage language are participants.

C. A culturally-supportive community takes an active role in the education of all its members.

A community that meets this cultural standard:

1. encourages broad-based participation of parents in all aspects of their children's education, both in and out of school;

2. insures active participation by community members in reviewing all local, regional and state initiatives that have bearing on the education of their children;
3. encourages and supports members of the local community who wish to pursue further education to assume teaching and administrative roles in the school;
4. engages in subsistence activities, sponsors cultural camps and hosts community events that provide an opportunity for children to actively participate in and learn appropriate cultural values and behavior;
5. provides opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.

D. A culturally-supportive community nurtures family responsibility, sense of belonging and cultural identity.

A community that meets this cultural standard:

1. fosters cross-generational sharing of parenting and child-rearing practices;
2. creates a supportive environment for youth to participate in local affairs and acquire the skills to be contributing members of the community;
3. adopts the adage, "It takes the whole village to raise a child."

E. A culturally-supportive community assists teachers in learning and utilizing local cultural traditions and practices.

A community that meets this cultural standard:

1. sponsors a cultural orientation camp and community mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community;
2. encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. sponsors regular community/school potlucks to celebrate the work of students and teachers and to promote on-going interaction and communication between teachers and parents;
4. attempts to articulate the cultural knowledge, values and beliefs that it wishes teachers to incorporate into the school curriculum;
5. establishes a program to insure the availability of Elders' expertise in all aspects of the educational program in the school.

F. A culturally-supportive community contributes to all aspects of curriculum design and implementation in the local school

A community that meets this cultural standard:

1. takes an active part in the development of the mission, goals and content of the local educational program;
2. promotes the active involvement of students with Elders in the documentation and preservation of traditional knowledge through a variety of print and multimedia formats;
3. facilitates teacher involvement in community activities and encourages the use of the local environment as a curricular resource;
4. promotes parental involvement in all aspects of their children's educational experience.