

Kindergarten Social Studies Priority Standards

Quarter 1 Priority Standards and Skills

Standards: Social Studies 4 th grade	Skills	Sample Questions
Knows that there are many sides to an argument and can share one’s own side with evidence-based research.	By the end of 4th grade, students will: SSS1.4.1 Identify the concepts used in documents and sources. SSS1.4.2 Evaluate primary and secondary sources.	<ul style="list-style-type: none"> ● How do the laws in our communities help or hurt different groups of people? ● How do artifacts, primary sources, and secondary sources tell the stories of our state?
Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.		<ul style="list-style-type: none"> ●
Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.	By the end of 4th grade, students will: G1.4.1 Construct and use maps to explain the movement of peoples. G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Alaska, including the difference between cities, states, and countries.	<ul style="list-style-type: none"> ● What impact does the relationship between physical geography and cultural characteristics have on life in the Alaska?
Can make decisions about how to use resources to benefit oneself and others.	By the end of 4th grade, students will: E1.4.1 Analyze and explain the costs and benefits of people’s decisions to move and relocate to meet their needs and wants. E1.4.2 Compare the costs and benefits of individual choices. E1.4.3 Compare positive and negative incentives that influence the decisions people make.	<ul style="list-style-type: none"> ● What are economic conditions that would cause people to relocate to or within Alaska? ● Why might people want to purchase land near rivers in Alaska?
Knows that different communities create rules to promote the common good and individual liberties.	By the end of 4th grade, students will: C1.4.1 Apply civic virtues and democratic principles within the classroom setting. C1.4.2 Identify core virtues and democratic	<ul style="list-style-type: none"> ● How do the laws in our community help or hurt different groups of people?

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	<p>principles found in the Alaska state constitution and foundational documents.</p> <p>C1.4.3 Use deliberative processes when making decisions or reaching judgement as a group.</p> <p>C1.4.4 Describe and apply the key ideals of unity and diversity within the context of the State of Alaska.</p>	
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Quarter 2 Priority Standards and Skills

Standards: Social Studies 4 th grade	Skills	Sample Questions
<p>Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.</p>	<p>By the end of 4th grade, students will:</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p>	<ul style="list-style-type: none"> • What are the core virtues found in the Alaska state constitution and foundational documents? • How can artifacts and primary sources, including oral and written language, help us understand and share historical events?
<p>Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</p>	<p>By the end of 4th grade, students will:</p> <p>H2.4.1 Analyze and explain how individuals have caused change in Alaska state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Alaska state history.</p> <p>H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Alaska.</p>	<ul style="list-style-type: none"> • As human settlements begin, what must people make or create first? • How did the interaction between early explorers, settlers, and tribes affect the development of technology in these groups?
<p>Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at</p>	<p>By the end of 4th grade, students will:</p> <p>G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have</p>	<ul style="list-style-type: none"> • What are the geographic features of your local tribe's reservation or tribal land, and how is it similar or different

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<p>local-to-regional scale. Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</p>	<p>influenced the movement of people. G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.</p>	<p>from their historic territory? Why was that land selected and by whom?</p> <ul style="list-style-type: none"> • What was the importance of major transportation routes, including rivers, in the exploration and settlement of the Western United States?
<p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p>	<p>By the end of 4th grade, students will: E2.4.1 Compare different historic economic systems in Alaska tribes. E2.4.2 Identify the basic elements of Alaska state's economic system, including agriculture, businesses, industry, natural resources, and labor.</p>	
<p>Recognizes that one has rights and responsibilities as a citizen in one's own community.</p>	<p>By the end of 4th grade, students will: C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government. C2.4.2 Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws. C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p>	<ul style="list-style-type: none"> • In which ways are various local governments similar and how are they different? Why is that? • How is your closest tribal nation's government organized?

Quarter 3 Priority Standards and Skills

Standards: Social Studies 4 th grade	Skills	Sample Questions
<p>Knows that there are many ideas, issues, and conflicts going on in the world around one and</p>	<p>By the end of 4th grade, students will: SS3.4.1 Draw on disciplinary concepts to</p>	<ul style="list-style-type: none"> • What are the economic conditions that would cause people to relocate to or

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<p>can listen in order to understand the different points of view and use one's own voice to enact change.</p>	<p>explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.</p>	<p>within Alaska?</p>
<p>Understands that historical events can be interpreted differently by different individuals, families, and communities.</p>	<p>By the end of 4th grade, students will: H3.4.1 Explain why individuals and groups in Alaska history differed in their perspectives. H3.4.2 Explain connections between historical context and people's perspective of Alaska state history. H3.4.3 Explain how the events of Alaska state history contributed to the different perspectives between native and non-native people. H3.4.4 Describe how people's perspectives shaped the historical sources they created.</p>	
<p>Knows that people, products, and ideas can move, connecting local and global communities to each other.</p>		
<p>Knows that the government has a role in the economy.</p>	<p>By the end of 4th grade, students will: E3.4.1 Describe how people and businesses support Alaska state government through taxation. E3.4.2 Explain the meaning of inflation, deflation, and unemployment. E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.</p>	<ul style="list-style-type: none"> ● Where does the money from taxes go? What would happen if there were no taxes? ● How does the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Alaska?
<p>Knows that there are different communities nearby and that there may be different rules for different communities.</p>	<p>By the end of 4th grade, students will: C3.4.1 Recognize that tribes have lived in North America since time immemorial. C3.4.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.</p>	<ul style="list-style-type: none"> ● How did tribal treaties that were entered into with the United States Government limit their sovereignty? How have those treaties been honored or disregarded?

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Quarter 4 Priority Standards and Skills

Standards: Social Studies 4 th grade	Skills	Sample Questions
<p>Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.</p>	<p>By the end of 4th grade, students will: SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation. SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.). SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>	<ul style="list-style-type: none"> ● How do new laws and rules affect various groups? (Examples may include tribes, religious groups, women, African Americans, etc.) ● What resources existed to support the region’s economy?
<p>Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.</p>	<p>By the end of 4th grade, students will: H4.4.1 Recognize and explain significant historical events in Alaska that have implications for current decisions. H4.4.2 Use evidence to develop a claim about Alaska, and tribal nations and groups. H4.4.3 Compare information provided by different historical sources. H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	
<p>Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.</p>	<p>By the end of 4th Grade, students will: E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Alaska.</p>	<ul style="list-style-type: none"> ● How are resources managed by tribal and non-tribal people of Alaska? ● What Alaska resources are traded?

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	<p>E4.4.2 Explain the economic issues that different communities within Alaska faced. E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Alaska.</p>	
<p>Understands that when one shows concern for the well-being of one’s classroom, school, and community, one is being “civic minded.”</p>	<p>By the end of 4th grade, students will: C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections. C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good. C4.4.3 Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms. C4.4.4 Explain that tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.</p>	<ul style="list-style-type: none"> ● Who may participate in state, local and tribal governments? ● What impact can I have on the issues that affect my state, city, or neighborhood?