

Section B: Elementary (K – 5)

Elementary Overview

Kindergarten: Me and My World

Kindergarten learners will demonstrate understanding that their world is made up of many different groups and places, and that these groups and places can change over time. Kindergartners will also understand how people in their lives, including their class, and they themselves can make positive contributions as group members and/or citizens. Learners will participate in decision making related to wants and needs. Finally, learners will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision-making skills.

Grade 1: My Place in My World

First grade learners will study their own families, past and present. They will compare present-day families and schools to ones of recent and distant past. Through the discussion of civic issues that arise in school, the learners will understand rules, fairness, and collective decision-making. Learners will also make and use simple maps and timelines.

Grade 2: My Local Community

Learners in second grade will develop a conceptual understanding of community. They will be introduced to the domains of social studies (history, geography, culture, civics, economics, and government) through the lens of their local community. Learners will explore how people, places, geography, and events have shaped their Fairbanks area communities, historically. In addition, they will become acquainted with local government and current issues.

Grade 3: Alaska: Past, Present, and Future

Learners will focus on Alaska: past, present, and future. Learners will compare and contrast various cultures and regions within the state. They will also focus on the study of Alaska's history, geography, culture, civics, economics, and government. Learners will explore the Indigenous cultures of Alaska, including why and how the first Alaska Natives and other people came to the area, the United States' purchase of Alaska, and how Alaska became a state. The learners will also explain the history and importance of natural resources to Alaska's people and economies.

Grade 4: United States Physical and Cultural Geography

This yearlong study helps develop knowledge of the geography of the United States, continents, and oceans to lay the foundation for further social studies explorations. The learners will examine the factors, both physical and cultural, that help define regions in the United States. Learners will explore the idea of financial and civic responsibility. Throughout their social studies exploration, learners will focus on developing questions and planning inquiries, applying

disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action.¹

Grade 5: Foundations of United States Government and Civic Engagement

In fifth grade, learners will continue to build their understanding of the location of the United States in the context of the world, learn the history of our current governmental system, and learn how they can further explore their economic and civic responsibilities. It is important to note that U.S. history will be re-visited in depth in eighth grade, so learners should leave fifth grade with a strong foundation in the following four topics:

- Geography - continents and oceans (relative and absolute location of each), Polar region perspectives, and our place in the world.
- How our government works and opportunities for civic engagement.
- History of the United States, focusing on European colonization, positive and negative interactions with Indigenous peoples, and the foundations of the United States government, as it relates to today.
- Understanding of economics, how money works, and how that integrates with society, culture, and the environment.

¹ “College, Career, & Civic Life (C3) Framework for Social Studies State Standards.” *National Council for the Social Studies*, < <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>>. Accessed 9 Aug. 2019.

Graduate-Level Competencies

Graduate-level competencies are academic and personal success skills all learners should attain by high school graduation. These are common across all social studies courses, and learners are expected to be able to apply them across the curriculum.

Communication

GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

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.

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Civic Engagement

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Discourse

GL.7 The learner will demonstrate the ability to collaborate and engage in constructive public and civil discourse by defending and listening to differing positions on topical issues, trends, and events in order to engage in crucial conversations with people of varying perspectives.

Economics

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

Kindergarten: Me and My World

Overview:	Learners will demonstrate understanding that their world is made up of many different groups and places, and that these groups and places can change over time. Kindergartners will also understand how people in their lives, including their class, and they themselves can make positive contributions as group members and/or citizens. Learners will participate in decision making related to wants and needs. Finally, learners will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision-making skills.
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Graduate-Level Competency:		
<u>Communication</u>		
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.		
Course/Grade Competencies	Content Objectives	Standards
KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary.	The learner will: <ul style="list-style-type: none"> • With prompting and support, identify basic similarities in and differences between two texts on the same topic. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they are writing about, and supply some information about the topic. • Participate in shared research and writing projects. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<u>AKSS</u> R.I.K.9 W.K.2, W.K.7, W.K.8 <u>AK Digital Literacy</u> K-2.ID.2 <u>AASL</u> I.A.1
KC.2 The learner will understand and be able to demonstrate what it means to be a responsible citizen within their classroom.	<ul style="list-style-type: none"> • Recite the Pledge of Allegiance • Work positively together in a group. • Contribute to the life of the class and the school. • Participate in resolving conflicts and disagreements with others. • Participate in voting as a group or individually. 	<u>NCSS</u> II.a-d, VI.a-b, d-e, VIII.e, X.a-d, f-g, j
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Read aloud and discuss <i>Chester the Worldly Pig</i> by Bill Peet and <i>The Best Part of Me</i> by Wendy Ewald • BrainPOP Jr. • Daily Pledge of Allegiance • Kids Voting (https://www.k12northstar.org/Page/8808) • Constitution Day (September 17) activities • Class job 	

Graduate-Level Competency:

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.

Course/Grade Competencies	Content Objectives	Standards
KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary.	<p>The learner will:</p> <ul style="list-style-type: none"> • Distinguish between yesterday, today, and tomorrow. • Verbally sequence the days of the week and months of the year. • Verbally retell the order of personal and classroom events. 	<p><u>NCSS</u> II.a-e, V.b, g, VI.d, VIII.c, IX.b, X.c-d</p> <p><u>AASL</u> I.C.1-2, D.I.1-3</p>
KC.3 The learner will be able to share and discuss events within their classroom.		
KC.4 The learner can demonstrate an understanding of past events and their connection to the present and future.		
KC.5 The learner will responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events.	<ul style="list-style-type: none"> • Share and listen to family traditions. • Describe ways that people can be the same and different. • Learn about others through books, multimedia, interviews, newspapers, and by participating in community and school events. 	<p><u>NCSS</u> I.a, c, e, II.a-e, IV.e, V.d, VI.b, g, VII.f, VIII.a, c, IX.a, f, X.c</p> <p><u>AK Digital Literacy</u> K-2.DC.1</p> <p><u>AK Cultural</u> C.1-4</p>
KC.6 The learner will be able to compare and contrast their community with others.		
KC.7 The learner can demonstrate an understanding of how and why cultures continue and change over time.		
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Share family and ethnic traditions • Native dancing assembly • Read aloud and discuss: <ul style="list-style-type: none"> ○ <i>Chester the Worldly Pig</i> by Bill Peet ○ <i>The Best Part of Me</i> by Wendy Ewald • <i>Molly of Denali</i> 	

Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Course/Grade Competencies	Content Objectives	Standards
<p>KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use words to indicate spatial relationships (e.g., use vocabulary to discuss specific locations within their home, classroom, school, and playground). • Describe different features of the Alaskan landscape. • State their names, addresses, and phone numbers. • Describe or identify a map or globe. • Create a simple map of a place meaningful to them. • Identify ways that they can take care of or hurt the environment. 	<p><u>NCSS</u> II.a-d, IV.a-d, f-h, V.a, VI.e, IX.b, X.c</p>
<p>KC.8 The learner will understand and be able to identify their place in their world.</p>		
<p>KC.9 The learner will be able to introduce geography and geographical problems through the use of different resources.</p>		
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Construct a class map of the school showing hallways and location of the office, nurse, library, gym, music, etc. • Globe and map center • Up-cycling and recycling project • Alaskan landscape picture • Art Center – Art Kits (https://www.k12northstar.org/Page/8631) <ul style="list-style-type: none"> ✓ Resssycled Snakes ✓ First Impressions: Portraits ✓ Bill Berry (K- artist) ✓ David Mollett (landscape art kit) 	

Graduate-Level Competency:		
Economics		
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.		
Course/Grade Competencies	Content Objectives	Standards
KC.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary.	<p>The learner will:</p> <ul style="list-style-type: none"> • Name a job that people have in the home, school, or community. • Participate in activities as a buyer or seller. • Tell the difference between people’s wants and needs. 	<p><u>NCSS</u> II.a-d, III.a-c, f-g, I, VI.h, VII.a-b, d-e, g-h, VIII.b, IX.d, X.c</p>
KC.10 The learner will develop financial skills with an understanding of making choices with limited resources.		
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Guest speakers • Field trips (Safeway, Fred Meyers, Walmart, library, fire department, etc.) • Career Day with parents • Foldables® and Thinking Maps® • Centers/ activities encouraging “buying” and “selling” • Use Skype with people who have different occupations 	

See appendix for additional resources.

First Grade: My Place in My World

Overview:	First grade learners will study their own families, past and present. They will compare present-day families and schools to ones of recent and distant past. Through the discussion of civic issues that arise in school, the learners will understand rules, fairness, and collective decision-making. Learners will also make and use simple maps and timelines.
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Graduate-Level Competency:		
<u>Communication</u>		
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.		
Course/Grade Competencies	Content Objectives	Standards
1C.1 The learner will acquire strategies for listening and responding to social studies materials and for increasing social studies vocabulary.	<p>The learner will:</p> <ul style="list-style-type: none"> • Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Identify basic similarities and differences between two texts on the same topic. • Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Participate in shared research and writing projects. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<p><u>AKSS</u> RI.1.5-9 , W.1.2, W.1.7-8</p> <p><u>AASL</u> I.A.1, I.C.1-2</p> <p><u>AK Digital Literacy</u> K-2.ID.2</p>
1C.2 The learner will understand and be able to identify their place in their school and the world.	<ul style="list-style-type: none"> • Identify one state and one national symbol. • List or state one role and one responsibility of learners in various groups. • Demonstrate positive interaction with group members. 	<p><u>NCSS</u> I.a, e, II.a-d, IV.a-h, V.a, d, g, VI.a-b, d-e, VIII.e</p>
1C.3 The learner will be able to share and discuss current events within their school.	<ul style="list-style-type: none"> • Explain why rules or laws may be needed to solve a problem. • Describe characteristics of good leadership and fair decision-making. 	<p><u>NCSS</u> IX.b, X.a-d, f-g, j</p>
1C.4 The learner will understand and be able to demonstrate what it means to be a responsible citizen within their school.	<ul style="list-style-type: none"> • Describe at least one similarity and one difference among people. • Participate in discussions of current events. • Learn and celebrate national holidays. • Actively participate in classroom meetings and community. 	<p><u>AK Cultural</u> A.1-7, C.1-4</p>
1C.5 The learner will be able to compare and contrast their community with others.	<ul style="list-style-type: none"> • Be a good citizen of the classroom by working independently and cooperatively. 	

Graduate-Level Competency:

GL.1 continued...

Suggested Activities, Materials, and Resources:

- BrainPOP Jr.
- Econ Ed Link (<https://www.econedlink.org/resources/grade/k-2/>)
- Kids Voting (<https://www.k12northstar.org/Page/8808>)
- Constitution Day (September 17) activities
- Daily Pledge of Allegiance
- Read aloud and discuss:
 - *My Grandma's the Mayor* by Margaret Pelligrino
- *Molly of Denali*

Graduate-Level Competency:		
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.		
Course/Grade Competencies	Content Objectives	Standards
1C.6 The learner can demonstrate an understanding of past events and their connection to the present and future.	The learner will: <ul style="list-style-type: none"> • Collect information about the past through interviews, photos, articles, etc. • Classify objects or pictures of objects from long ago and today. • Construct a timeline of events. • Measure time by days, weeks, and months, and maintain a calendar to track holidays and other meaningful events. 	<u>NCSS</u> II.a-e, V.b, VII.c, X.c <u>AK Cultural</u> A.2 <u>AASL</u> I.D.1-3
1C.7 The learner can demonstrate an understanding of how and why cultures continue and change over time.	<ul style="list-style-type: none"> • Recognize that Alaska has several unique Indigenous cultures that began in the past and continue today. • Define the concept of respect, using their own words. • Participate in classroom, school, or community events that celebrate traditions and cultures. 	<u>NCSS</u> I.c, e, II.a-e, VII.f, VIII.a, c, IX.a., X.c
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Write in a journal about reactions to events at school that happened yesterday, today, and in anticipation of tomorrow’s events. • Build a classroom timeline that illustrates events as they happen during the school year. • Kids Voting (https://www.k12northstar.org/Page/8808) • Interview family members and make a poster with family stories and copies of old photos. • Thinking Maps® (double bubble map) to compare how families are alike and different • Obtain primary resources from the Library of Congress website (www.loc.gov/teachers) • Newspapers and magazines (e.g., <i>Scholastic Weekly Reader</i>) • Read aloud and discuss the following series by Norah Dooley: <i>Everybody Bakes Bread Everybody Cooks Rice</i> and <i>Everybody Makes Soup</i> • Art Center – Art Kits (https://www.k12northstar.org/Page/8631) <ul style="list-style-type: none"> ○ African Houses ○ Everyone Draws Differently ○ Fairbanks First Family ○ My Community Square ○ Layers of Land 	

Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Course/Grade Competencies	Content Objectives	Standards
1C.8 The learner will be able to discuss geography and geographical problems through the use of different sources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify the town and state of residence. • Identify characteristics of a neighborhood or community (such as landmarks, maps, and photographs) using a variety of resources, including digital and online resources. • Use a map and terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north/south, east/west). • Use a simple map to find a location or object. • Create a map as a representation of space. • Locate Alaska on a map and globe. • Use appropriate resources to answer geographical questions. 	<p><u>NCSS</u> II.a-d, VI.g, IX.a, f, X.c</p> <p><u>AK Digital Literacy</u> K-2.DC.1</p>
1C.9 The learner will responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events.		
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Use clay to build models of basic landforms • Cut out a paper shape of Alaska and place it accurately on various maps around the classroom, playing “Where’s Alaska?” • Layer Foldables® to illustrate neighborhood, town, state, etc. • <i>Molly of Denali</i> 	

Graduate-Level Competency:

Economics

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

Course/Grade Competencies	Content Objectives	Standards
1C.10 The learner will develop financial skills with an understanding of making choices with limited resources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Explain why people earn, spend, and save money. • Give examples of ways that a choice has consequences or possible costs. • Give examples of goods, resources, and services in the community. 	<p><u>NCSS</u> II.a-d, III.g, VI.h, VII.a-b, d-e, g-h X.c</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Newspapers and magazines (e.g., <i>Scholastic Weekly Reader</i>) • Play “store” or have a classroom economic system (e.g., Dojo Dollars) • Buy choice time activities with tokens • Read aloud and discuss: <ul style="list-style-type: none"> ○ <i>The Go-Around Dollar</i> by Barbara Johnston Adams ○ <i>If You Make a Million</i> by David Schwartz ○ <i>Monster Money Book</i> by Loren Leedy • Play a game like “Would You Rather” - understanding choices and costs • Junior Achievement (https://www.juniorachievement.org/web/ja-usa/home) 	

See appendix for additional resources.

Second Grade: My Local Community

Overview:	Learners in second grade will develop a conceptual understanding of community. They will be introduced to the domains of social studies (history, geography, culture, civics, economics, and government) through the lens of their local community. Learners will explore how people, geography, and events have shaped the Fairbanks area communities throughout, history. In addition, they will become acquainted with local government and current issues.
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Graduate-Level Competency:		
<u>Communication</u>		
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.		
Course/Grade Competencies	Content Objectives	Standards
2C.1 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the second grade level.	<p>The learner will:</p> <ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors and/or from different cultures. • Describe the connection between a series of historical events. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts or information about a text. • Explain how specific images contribute to and clarify a text. • Use explicit evidence from the text to support claims. 	<p><u>AKSS</u> RL.2.2, RL.2.9, RI.2.3, RI.2.5, RI.2.7</p> <p><u>AK Cultural</u> A.1, B.1-4</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • FNSBSD <i>Picturing Fairbanks</i> and FNSBSD <i>Goldmines and Pipelines</i> • <i>Scholastic News Weekly Reader</i> • Read and discuss: <ul style="list-style-type: none"> ○ <i>Children of the Gold Rush</i> by Jane Haigh ○ <i>A Walk Through Early Fairbanks</i> by Shirley Kaltenbach's 3rd grade class (1997) ○ <i>Seven Wonders of Sassafras Springs</i> by Betty Birney • <i>BrainPOP</i> and <i>BrainPOP Jr.</i> 	

Graduate-Level Competency:

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Course/Grade Competencies	Content Objectives	Standards
2C.2 The learner will be able to compare and contrast their community with other nearby communities.	The learner will: <ul style="list-style-type: none">• Compare and contrast Fairbanks with North Pole and/or Salcha, Two Rivers, Ester, Fort Wainwright, Eielson AFB, etc.	<u>NCSS</u> I.a, e, IV.e, V.d-e, VI.b
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none">• Work together as a class to make a map or mural of the communities of Tanana Valley• <i>Molly of Denali</i>	

Graduate-Level Competency:

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.

Course/Grade Competencies	Content Objectives	Standards
2C.3 The learner will demonstrate an understanding of past events and their connection to the present and future.	<p>The learner will:</p> <ul style="list-style-type: none"> • Sequence historical events. • Learn about and develop historical timelines. • Relate the contributions of local Indigenous peoples and early settlers to the development of the Fairbanks area. • Ask who, what, why, where, and when about historical events in the Fairbanks area. • Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current. • Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions. 	<p><u>NCSS</u> IV.a-d, f-h, V.a-b, VI.e, VII.d, IX.b</p> <p><u>AK Cultural</u> A.1, B.1-4, C.3</p>
2C.4 The learner will demonstrate an understanding of how and why cultures continue and change.	<ul style="list-style-type: none"> • Identify and describe how events and people have shaped the Fairbanks area. 	<p><u>NCSS</u> II.c, e-f, V.b, VI.e, VIII.c, IX.a, f</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Fairbanks history play from UA Museum of the North • Develop timelines or multi-flow Thinking Maps® to represent each group that contributed to the development of Fairbanks, and a local chronological history. • Construct a timeline of major historical events that have influenced Fairbanks area history. • Explain why Fairbanks area holidays and events are important to our communities (a few examples of many possible options: Winter Solstice, dog mushing events, Athabaskan Old Time Fiddle Festival, Summer Solstice, Golden Days, and World Eskimo Indian Olympics). • Alaska Room field trip • Morris Thompson field trip • <i>Village Journey</i> by Justice Thomas Berger • Art Center – Art Kits (https://www.k12northstar.org/Page/8631) <ul style="list-style-type: none"> ○ Chena River Appreciation ○ Fairbanks Flying History ○ Fairbanks River Travel ○ Murals: Community Art ○ Postcards from Alaska ○ Painting Fairbanks History 	

Graduate-Level Competency:

Civic Engagement

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

Course/Grade Competencies	Content Objectives	Standards
2C.5 The learner will be able to share and discuss current events within their community.	<p>The learner will:</p> <ul style="list-style-type: none"> • Use primary and secondary sources to share local current events. 	<p><u>NCSS</u> II.d, V.g, VI.d-e, IX.b, IX.f, X.c-d, X.i</p>
2C.6 The learner will understand and be able to demonstrate what it means to be a responsible citizen within their community.	<ul style="list-style-type: none"> • Participate in activities that define and practice respect. • Define diversity using their own words. • Recognize that government leaders in a community are elected through a voting process, and participate where appropriate. • Recognize local government leaders and branches of local government and their basic functions. • Express the connection between rules and laws, and why they are needed in a community. • Practice different roles and responsibilities within a group. • Actively participate in the classroom community, be a good citizen of the classroom by working independently and cooperatively, and be an active listener. 	<p><u>NCSS</u> II.f, V.c, VI.a-b, d-e, VII.e, X.a-b, d-j</p> <p><u>AK Cultural</u> A.1</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Kids Voting (https://www.k12northstar.org/Page/8808) • Vote in the classroom • Student Council • Class meetings • Explore the Constitution of the United States and explain that it is the law of the land. • Constitution Day (September 17) • <i>Molly of Denali</i> 	

Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Course/Grade Competencies	Content Objectives	Standards
2C.7 The learner will understand and be able to identify their place in the community.	<p>The learner will:</p> <ul style="list-style-type: none"> Describe personal changes over time. Describe personal connections to the Fairbanks area. Identify elders as the experienced leaders in the community. 	<p><u>NCSS</u> IV.a-d, f-h, V.a-b, VI.e, VII.d, IX.b</p>
2C.8 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.	<ul style="list-style-type: none"> Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points supported by explicit evidence, and provide a concluding statement or section. Gather research and interpret information for writing projects. Recall information from experiences or other information from provided sources to answer a question. Use maps, globes, and/or Google Earth to locate Fairbanks area communities. 	<p><u>AKSS</u> W.2.2, .7, .8</p> <p><u>NCSS</u> II.a, c, V.f, VI.g, IX.a, f</p>
2C.9 The learner will be able to discuss and recognize local geography and geographical problems through the use of different sources.	<ul style="list-style-type: none"> Recognize the names and locations of the Fairbanks area communities and borough (e.g., Chena River, Tanana Valley). Explain the impact location (Chena River, Tanana River, etc.) for the Indigenous peoples and current populations of the Fairbanks area. Use a compass rose, including the cardinal direction, and a map key/legend to interpret information on maps and globes. 	<p><u>NCSS</u> I.b, d, III.a-f, h-j, VIII.b-c, IX.d-e</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> Personal timeline Beading with an elder Respecting Ethnic and Cultural Heritage (REACH) lessons on elders <i>Fairbanks Area Public Schools</i> and <i>Gold Mines and Pipelines</i> (both FNSBSD publications) Research an Alaskan natural resource, historical event, etc. Work together as a class to make a map or mural of the communities of the Tanana Valley. 	

Graduate-Level Competency:

Economics

GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.

Course/Grade Competencies	Content Objectives	Standards
2C.10 The learner will develop financial skills with an understanding of making choices with limited resources.	<p>The learner will:</p> <ul style="list-style-type: none">• Identify some goods and services that are provided by the local government and by other producers in the Fairbanks area.• Differentiate between producer and consumer, and give examples of each in the Fairbanks area.• Explain that local Indigenous peoples have subsisted on available goods gathered or hunted during each season.• Use “I messages” to communicate personal wants and needs.	<p>NCSS III.g-h, j-k, VI.c, h, VII.a-e, g-j, VIII.c-d, IX.d-e, X.g</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none">• Junior Achievement Junior Achievement (https://www.juniorachievement.org/web/ja-usa/home)• Make a Thinking Map® tree with goods and services provided by local government.• Council for Economic Education (www.econedlink.org)• Play “Twenty Questions” on goods and services• Design your own community with services	

See appendix for additional resources.

Third Grade: Alaska – Past, Present, & Future

Overview:	Learners will focus on Alaska: past, present, and future. Learners will compare and contrast various cultures and regions within the state. They will also focus on the study of Alaska’s history, geography, culture, civics, economics, and government. Learners will explore the Indigenous cultures of Alaska, including why and how the first Alaska Natives and other people came to the area, the United States’ purchase of Alaska, and how Alaska became a state. The learners will also explain the history and importance of natural resources to Alaska’s people and economies.
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Graduate-Level Competency:

Communication
 GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

Course/Grade Competencies	Content Objectives	Standards
3C.1 The learner will be able to share and discuss current events within their community and their state.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify facts and opinions, and also explain why each is a fact or opinion, in order to maintain awareness of current events in their community and inform their choices and actions as citizens. • Identify multiple perspectives in historic and current events. • Actively participate in classroom meetings and community. • Be a good citizen of the classroom by working independently and cooperatively. 	<p><u>NCSS</u> II.d, V.g, VI.d-e, IX.b, f, X.c-d, i</p> <p><u>AK Digital Literacy</u> 3-5.GC.2</p> <p><u>AASL</u> II.C.1-2</p>

Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • News magazines (e.g., <i>Scholastic News Weekly Reader</i>, <i>Newsela</i>, <i>Tween Tribune</i>) • http://www.TeachingTolerance.org
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Graduate-Level Competency:

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Course/Grade Competencies	Content Objectives	Standards
3C.2 The learner will understand and be able to identify their place in the community and state.	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify problems and propose solutions in the local community, state, nation, or world. • Identify ways people can influence their local community and organize solutions through their actions (e.g., letters to community leaders and legislators, testimony to city councils and/or the School Board, letters to the editor, responsible use of social media platforms). 	<p><u>NCSS</u> IV.a-d, f-h, V.a-b, VI.e, VII.d, IX.b</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Alaska holidays and events (e.g., Seward Day, Alaska Day, Iditarod, Yukon Quest, Elizabeth Peratrovich Day, Indigenous People’s Day) • Kids Voting (https://www.k12northstar.org/Page/8808) • Voting for Student Council • Visit Borough Assembly chambers and/or have city and borough mayors visit classroom • Invite an elder or pioneer to speak to the class. 	

Graduate-Level Competency:

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.

Course/Grade Competencies	Content Objectives	Standards
3C.3 The learner can demonstrate an understanding of past events and their connection to the present and future.	<p>The learner will:</p> <ul style="list-style-type: none"> • Describe ways that life in Alaska has changed and stayed the same over time; explain why these changes have occurred. • Explain the differences between historic and present day objects in Alaska, evaluating how the use of the object and the object itself has changed over time (e.g., compare modes of transportation used in past and present exploration in order to evaluate the impact and events of those changes). • Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current. 	<p><u>NCSS</u> II.c, e-f, V.b, VI.e, VIII.c, IX.a, f</p>
3C.4 The learner can demonstrate an understanding of how and why cultures continue to change over time.	<ul style="list-style-type: none"> • Identify how location influences cultural traits across various regions of Alaska (e.g., compare clothing, food, architecture, and art in relation to location). • Describe the contributions of various cultural groups to our state and country, both past and present. • Identify ways in which culture in Alaska has changed over time. 	<p><u>NCSS</u> I.c, e, II.e, V.b, f, VII.f, VIII.a, c, IX.a</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • University of Alaska – Fairbanks Museum of the North • Interview an older family or community member to see how their community and lifestyle changed over time (changes in technology or other events). • Alaska Native Education Program • Alaska Room • Invite an elder or pioneer to speak to the class • Host a potlatch • <i>Village Journey</i> by Justice Thomas Berger • Alaska Native kits (http://destiny.k12northstar.org/) • Study and create art inspired by Alaska Native artifacts • Present a wax museum on an Alaskan pioneer • UAF Sustaining Indigenous and Local Knowledge, Arts, and Teaching (SILKAT) (https://sites.google.com/alaska.edu/silkathome?scrllybrkr=69b1fedb) 	

Graduate-Level Competency:

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Course/Grade Competencies	Content Objectives The learner will:	Standards
<p>3C.5 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.</p>	<ul style="list-style-type: none"> • Recount stories including fables, folktales, and myths from diverse cultures. The learner will determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. • Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause and effect. • Use text features and search tools (e.g., key words, sidebars, and hyperlinks) to efficiently locate information relevant to a given topic. • Identify different types of primary and secondary sources, and understand the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine articles, eyewitness news accounts). • Identify expressions of culture in Alaska through analysis of various modes, such as poems, songs, dances, stories, sculptures, and photographs. • Read and interpret historic maps and timelines. • Construct and read a variety of effective representations of Earth, such as maps, globes, and photographs. • Use grid systems to locate places on maps and globes, including circumpolar maps that focus on the arctic region. 	<p><u>AKSS</u> RL.3.2, .3, .5</p> <p><u>NCSS</u> II.a-d</p> <p><u>AK Digital Literacy</u> 3-5.KC.2</p> <p><u>AASL</u> IV.B.1-4</p>
<p>3C.6 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.</p>	<ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. • Conduct short research projects that build knowledge about a topic. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator. 	<p><u>AKSS</u> W.3.2, 3.7, 3.8</p> <p><u>AK Digital Literacy</u> 3-5.DC.2</p> <p><u>NCSS</u> II.a, c, V.f, VI.g, IX.a, f</p>

Graduate-Level Competencies:

GL.4 continued...

Suggested Activities, Materials, and Resources:

- *Arctic Today* news blog (<https://www.arctictoday.com>)
- FNSBSD *Picturing Fairbanks*
- FNSBSD *Goldmines and Pipelines*
- Create a 3D map of Alaska and paint water and landforms.
- Look at a variety of maps, and classify them according to purpose.
- Create and color a physical and political map of Alaska.
- Explore Google Earth
- Timelines
- Library of Congress primary resource website (<https://www.loc.gov/>)
- Art Center – Art Kits
 - Benny Benson & My Personal Flag
 - Fairbanks Centennial Bridge
- *Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich* by Annie Boochever and Roy Peratrovich Jr.
- *Alaska: A Land in Motion* by Nancy Warren Ferrell
- BrainPOP
- BrainPOP Jr.
- *Molly of Denali*
- Pen Pals (written, Skype, voice thread) from other schools (rural Alaska)
- AK Digital Citizenship Week (<https://education.alaska.gov/digital-citizenship>)
- Google - Be Internet Awesome (https://beinternetawesome.withgoogle.com/en_us)

Graduate-Level Competency:

Civic Engagement

GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.

Course/Grade Competencies	Content Objectives	Standards
<p>3C.7 The learner will understand and be able to demonstrate what it means to be a responsible citizen within their community, including government.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Describe and define the rights, principles, and responsibilities of citizenship in the United States and the state of Alaska (e.g., right to vote, the responsibility to obey the law). • Describe how rules and laws are created in the state of Alaska. • Identify key documents on which state and U.S. laws are based, and where to find them (e.g., Alaska State Constitution, Declaration of Independence, Bill of Rights, Constitution of the United States). • Identify state government leaders and the three branches of state government, and explain their basic functions. • Describe how government decisions impact and/or relate to their lives, and how they can influence these decisions as citizens of the state. 	<p>NCSS II.f, V.c, VI.a-b, d-e, VIII.e, X.a-b, d-j</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Constitution Day (September 17) • Study of Elizabeth Peratrovich and William Paul • Kids Voting: https://www.k12northstar.org/Page/8808 • Alaska Native Education website: https://www.k12northstar.org/Page/2881 • <i>Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich</i> by Annie Boochever and Roy Peratrovich Jr. 	

Graduate-Level Competency:		
Geography		
GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.		
Course/Grade Competencies	Content Objectives	Standards
	The learner will:	
3C.8 The learner will be able to compare and contrast their community with other communities statewide.	<ul style="list-style-type: none"> Compare and contrast key communities in Alaska (e.g., Fairbanks, Anchorage, Juneau, Nome). 	<u>NCSS</u> I.a, e, IV.e, V.d, e, VI.b
3C.9 The learner will be able to discuss and recognize state geography and geographical problems through the use of different resources.	<ul style="list-style-type: none"> Study factors such as landforms, weather, population distribution, land use, climate, and transportation to identify regional differences and similarities in Alaska. Explain how climate and physical features impact the ways of life in different regions of Alaska. Recognize patterns in settlement, migration, and land use in Alaska, and connect them to the geographical features and environment. 	<u>NCSS</u> I.b, d, III.a-f, h-j, VIII.b-c, IX.d-e
Suggested Activities, Materials, and Resources::	<ul style="list-style-type: none"> <i>Molly of Denali</i> <i>Alaska: A Land in Motion</i> Alaska region study of geography, climate, and people Learn about the Alaska Railroad, ALCAN Highway, pipeline, and/or Valdez oil spill Art Center – Art Kits (http://destiny.k12northstar.org/) <ul style="list-style-type: none"> Alaskan Animals Birch Poetree Caribou on the Tundra Chena River Appreciation Fairbanks River Travel Raven Sculptures 	

Graduate-Level Competency:		
Economics		
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.		
Course/Grade Competencies	Content Objectives	Standards
3C.10 The learner will develop financial skills with an understanding of making choices with limited resources.	<p>The learner will:</p> <ul style="list-style-type: none"> Identify resources of the state of Alaska, and how these resources have changed over time. Identify the types of decisions that are made about resources, and how decisions about managing scarce resources are made at the individual, local, tribal, and state levels. 	<p>NCSS III.g-h, j-k, VI.c, h, VII.a-e, g-j, VIII.c-d, IX.d-e, X.g</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> Identify natural resources of Alaska Have learners track the price of Alaska crude oil and make a graph; consider tracking local gasoline/ heating oil prices at the same time. Track the path of a selected Alaskan export/ import <i>Take Charge America</i> third grade money lessons (https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/) Junior Achievement (https://www.juniorachievement.org/web/ja-usa/home) Alaska Fish and Game curriculum resources (http://www.adfg.alaska.gov/index.cfm?adfg=curricula.awc) 	

See appendix for additional resources.

Fourth Grade: United States Physical and Cultural Geography

Overview:	This yearlong study helps develop knowledge of the geography of the United States, continents, and oceans to lay the foundation for further social studies explorations. The learners will examine the factors, both physical and cultural, that help define regions in the United States. Learners will explore the idea of financial and civic responsibility. Throughout their social studies exploration, learners will focus on developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action. ²
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Graduate-Level Competency:

Communication
 GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.

Course/Grade Competencies	Content Objectives	Standards
4C.1 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.	The learner will: <ul style="list-style-type: none"> • Explain events in a historical text, including what happened and why, based on specific information in the text. • Compare and contrast a firsthand (primary source) and secondhand (secondary source) account of the same event or topic. • Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, timelines, animations, or interactive elements on webpages), and explain how the information contributes to an understanding of the text in which it appears. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<u>AKSS</u> RI.4.3, RI.4.6, RI.4.7, RI.4.9 <u>AASL</u> V.A.1
4C.2 The learner will acquire strategies for writing informational texts at the appropriate grade level.	<ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<u>AKSS</u> W.4.2, W.4.7 - 4.9 <u>AASL</u> V.A.1

² “College, Career, & Civic Life (C3) Framework for Social Studies State Standards.” National Council for the Social Studies, <<https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>>. Accessed 9 Aug. 2019.

Graduate-Level Competency:		
GL.1 continued...		
Course/Grade Competencies	Content Objectives	Standards
4C.3 The learner will be able to share and discuss the relationship between social studies and science, technology, and/or society, especially as it relates to current events.	<p>The learner will:</p> <ul style="list-style-type: none"> • Discuss how science, technology, and societal issues affect how the United States makes decisions. • Use various forms of media to research current local, state, and national news stories. • Share and discuss possible cause and effect implications of current events. 	<p><u>NCSS</u> III.j, IV.g, V.e, IX.b-f</p> <p><u>AK Digital Literacy</u> 3-5.KC.4</p> <p><u>ISTE</u> 3.d, 7.a-b</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Historical fiction book report from a chosen state • Read poetry that reflects Americana • Learners research and report on a state of their choice • Historical fiction book report from a chosen state • News magazines (e.g., <i>Scholastic News Weekly Reader</i>) 	

Graduate-Level Competency:

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Course/Grade Competencies	Content Objectives	Standards
<p>4C.4 The learner will understand and be able to demonstrate what it means to be a responsible citizen of the United States.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Develop a knowledge that the United States government is a democratic republic, and that it is based on three branches of government. • Review the Constitution of the United States and the relevance of this document. • Using the knowledge of a democratic republic, develop an understanding of the purpose of government. • Identify current national government officials (e.g., president, vice president, state senators, and U.S. representatives). • Understand how change can be brought forth through voting in our government elections (e.g., local, state, and/or national elections). • Actively participate in classroom meetings and community. • Be a good citizen of the classroom by working independently and cooperatively. • Be a responsible digital citizen through the proper use of technology. 	<p><u>NCSS</u> VI.b, e, X.a-b</p> <p><u>AK Digital Literacy</u> 3-5.GC.2-3, 3-5.DC.1-4</p> <p><u>ISTE</u> 2.a</p> <p><u>AK Cultural</u> A.1, B.1-4</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Kids Voting (https://www.k12northstar.org/Page/8808) • Constitution Day (September 17) activities • Participate in Student Council • Visit the United States Congressional office • Write a letter to an United States senator or representative • <i>Journeys</i>: Unit 1, Lesson 1; Unit 1, Lesson 2 ; Unit 5, Lesson 22 	

Graduate-Level Competency:

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.

Course/Grade Competencies	Content Objectives	Standards
<p>4C.5 The learner can demonstrate an understanding of how and why cultures continue and change over time.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify how location influences cultural traits across various regions of the United States (e.g., comparing clothing, food, architecture, and art in relation to location). • Describe the contributions of various cultural groups to the United States, both past and present. • Utilize primary and secondary sources to identify ways in which culture in the United States has changed over time. • Demonstrate respect for the opinions, backgrounds, and cultures of others. • Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current. 	<p><u>NCSS</u> II.b-c, e</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Use primary and secondary resources to explain cultural change in the United States. • Some groups are recognized by the FNSBSD School Board through resolutions (https://www.k12northstar.org/Page/3170). • Project-based learning to discover contributions of various cultural groups • <i>Village Journey</i> by Justice Thomas Berger 	

Graduate-Level Competency:

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Course/Grade Competencies	Content Objectives	Standards
4C.6 The learner will use current technology responsibly to demonstrate and/or enhance their understanding of geography, culture, history, government, and/or current events.	<p>The learner will:</p> <ul style="list-style-type: none">• Identify expressions of culture in the United States through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs.• Through the use of current technology, identify characteristics of states using resources such as natural and physical landmarks.• Through the use of current technology, locate physical and political regions of the United States (Plains, New England, Pacific Northwest, Arctic Polar Regions, South Pacific, etc.).• Use internet research to report on geography, culture, history, and current events.	<p><u>NCSS</u> III.b-c</p> <p><u>AK Digital Literacy</u> 3-5.DC.2</p> <p><u>AK Cultural</u> A.1, B.1-4, C.3</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none">• Google Earth (https://www.google.com/earth/index.html)• Use the internet to make virtual tours of states and regions.• Mystery Skype• Read poetry that reflects Americana• Play songs that represent the American experience	

Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Course/Grade Competencies	Content Objectives	Standards
4C.7 The learner will be able to compare and contrast their state with others.	<p>The learner will:</p> <ul style="list-style-type: none"> • Study factors such as weather, population distribution, land use, natural resources, climate, and transportation to identify regional differences and similarities in the United States. • Describe cultural elements that are shared by Americans, as well as some of the differences that contribute to cultural diversity within the United States. • Compare and contrast how climate, physical features, and natural resources impact the ways of life in the different regions of the United States. 	<p><u>NCSS</u> I.a-b, d-e, IX.b</p> <p><u>AK Cultural</u> E</p> <p><u>AASL</u> I.D.3, II.A.3, II.B.3, III.B.2</p>
4C.8 The learner will be able to interpret geography and analyze geographical problems through the use of different resources.	<ul style="list-style-type: none"> • Develop knowledge of the locations of the continents, oceans, the U.S. states and territories, and major U.S. landforms and water bodies as a foundation for asking geographic questions. • Identify characteristics of states using resources such as natural and physical landmarks. • Locate the regions of the United States. • Locate select cities and states of historical and current importance using absolute and relative location (e.g., Washington, D.C. and New York City). • Read a variety of effective representations of the Earth, such as maps, to include estimating distance and calculating scale. • Use grid systems to locate places on maps and globes. • Create and develop maps with physical and political features, and understand how and why maps are changing documents. • Examine the interaction of human beings and their physical environment dependent on region (e.g., plugging cars in for the cold in the polar region). 	<p><u>NCSS</u> II.a, III.b-c, e, h</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Study United States region maps that have various purposes (e.g., population, climate, or industry); compare and contrast. • Learners research and report on a state of their choice. • "Mail Race" (https://www.socialstudies.org/system/files/publications/articles/yl_200219.pdf) • "Flat Stanley" state project (http://www.flatstanleyproject.com/) • Mystery Skype • Learners mark places they have lived or visited on a map of the United States. • Google Earth (https://www.google.com/earth/) • Locate states and their capitals on a blank outline map. • Participate in the Geography Bee (https://www.k12northstar.org/Page/8805) • Art Center – Art Kits (http://destiny.k12northstar.org/) 	

Graduate-Level Competency:		
<p><u>Economics</u> GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.</p>		
Course/Grade Competencies	Content Objectives	Standards
4C.9 The learner will develop personal financial skills with an understanding of making choices with limited resources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Explore and demonstrate the role of money in our everyday lives. • Provide examples of how scarcity and choice determine economic decisions. • Identify example of public goods and services. • Identify examples of institutions that make up economic systems (e.g., families, workers, banks, and small companies). • Discuss the exchange of goods and services between regions. 	<p><u>NCSS</u> VII.a, c-d, g</p> <p><u>AK Cultural</u> C.1-3</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Junior Achievement Junior Achievement (https://www.juniorachievement.org/web/ja-usa/home) • Use Thinking Maps® to show movement of goods and services. • <i>Take Charge America</i> (https://www.takechargeamerica.org/) • Art Center – Art Kits (http://destiny.k12northstar.org/) <ul style="list-style-type: none"> ○ Empty Bowls • <i>Journeys</i> <ul style="list-style-type: none"> ○ Unit 1, Lesson 4 	

See appendix for additional resources.

Fifth Grade: Foundations of United States Government & Civic Engagement

Overview:	<p>In fifth grade, learners will continue to build their understanding of the location of the United States in the context of the world, learn the history of our current governmental system, and learn how they can further explore their economic and civic responsibilities. It is important to note that U.S. history will be re-visited in depth in eighth grade, so learners should leave fifth grade with a strong foundation in the following four topics:</p> <ul style="list-style-type: none"> • Geography - continents and oceans (relative and absolute location of each), Polar region perspectives, and our place in the world. • How our government works and opportunities for civic engagement. • History of the United States, focusing on European colonization, positive and negative interactions with Indigenous peoples, and the foundations of the United States government, as it relates to today. • Understanding of economics, how money works, and how that integrates with society, culture, and the environment.
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Graduate-Level Competency:		
<u>Communication</u>		
GL.1 The learner will demonstrate the ability to read a variety of texts fluently and critically by using a variety of strategies in order to evaluate arguments, biases, intended audience, and purpose.		
Course/Grade Competencies	Content Objectives	Standards
5C.1 The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.	<p>The learner will:</p> <ul style="list-style-type: none"> • Develop vocabulary strategies to understand: <ul style="list-style-type: none"> ○ Landforms, geographic features, absolute and relative location, etc. ○ Associations of past, present, future, and long ago (e.g., BCE and CE). • While studying different groups, societies, and cultures, use informational text structures (cause/effect, compare/contrast, sequence, etc.) to understand social studies content. • Describe how a narrator's or speaker's point of view influences how events are described and the views they represent. • Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably. • Use and analyze primary and secondary sources for reconstructing the past, properly cite sources, and create a bibliography. • Read and construct simple timelines. 	<p><u>NCSS</u> I.a, II.b-d, III.e</p>

Graduate-Level Competency:

GL.1 continued...

**Suggested Activities, Materials,
and Resources:**

- See vocabulary lists in the appendix
- Read and discuss:
 - *Encounter* by Jane Yolen
 - *Baseball Saved Us* by Ken Mochizuki
 - *Lily's Crossing* by Patricia Reilly Giff
 - *Esperanza Rising* by Pam Munoz Ryan
 - *A Boy No More* by Harry Marzar
 - *The Watsons go to Birmingham* by Christopher Paul Curtis
 - *Morning Girl* by Michael Dorris
 - *Voices in the Park* by Anthony Browne
- BrainPOP
- DOGO News (<https://www.dogonews.com/>)
- NewsEla
- Smithsonian National Museum of the American Indian (<https://americanindian.si.edu/>)

Graduate-Level Competency:

Civics

GL.2 The learner will apply the principles and structures of representative democracy and other political systems by analyzing historical and current issues in order to evaluate the relationship between the individual, government, and other groups.

Course/Grade Competencies	Content Objectives	Standards
<p>5C.2 The learner will demonstrate an understanding of how the United States government functions.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Build on prior foundation knowledge established in earlier grades, and deepen their understanding of how government is structured, the history of its development, and how citizens participate in establishing governmental policies. The instructor should consider exploring some of the following topics: <ul style="list-style-type: none"> ○ Describe the basic principles of American democracy (e.g., the right to life, liberty, and the pursuit of happiness; responsibility for the common good; equal protection of the law; and freedom of speech and religion). ○ Review the three branches of government and explain their functions. ○ Distinguish among local, state, and national government, and identify representative leaders at these levels, such as mayor, governor, and president. ○ Understand rules and laws and their historical origins. ○ Describe how rules and laws are created, including the formal and informal factors that influence and shape public policy. ○ Identify key documents on which U.S. laws are based and where to find them. • Understand how American Indian and Alaska Native tribal governments function in relation to other governments and government structures. 	<p>NCSS V.g, I, VI.b, d-e, VIII.d, X.a, f-i</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • Visit government offices • Interview elected officials • We the People congressional hearings simulation (https://www.k12northstar.org/Page/8814) • Kids Voting (https://www.k12northstar.org/Page/8808) • Constitution Day (September 17) activities • Discuss the First Amendment and visit news media to discuss free press • National Congress of American Indians (http://www.ncai.org/about-tribes) • iCivics (https://www.icivics.org/) 	

Graduate-Level Competency:

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.

Course/Grade Competencies	Content Objectives The learner will:	Standards
5C.3 The learner can demonstrate an understanding of how and why cultures continue and change over time.	<ul style="list-style-type: none">• Explore the cultures of early Americans, building on the foundations learned in fourth grade, in order to understand the context of the early colonial era leading up to the American Revolution. Learners will also understand how and why early colonists founded a republican form of government. Instructors should consider incorporating the following topics so learners will begin to develop an understanding of:<ul style="list-style-type: none">○ Culture expressed through language, stories, folktales, music, and artistic creations. Learners will apply that understanding to the historical context of early United States history, as compared to today.	<u>NCSS</u> I.c, III.f, h-j, V.b, f, IX.a
5C.4 The learner will be able to show an understanding of how humans interpret history.	<ul style="list-style-type: none">• Examine group and institutional influences (such as religious beliefs, laws, and peer pressure) on people, events, and elements of culture.• Develop an understanding of human-environment interactions in the historical context of the early United States as compared to today.<ul style="list-style-type: none">○ What types of homes and structures have people built?○ What environmental factors led to those choices?○ What impacts have resulted from those developments?• Compare and contrast different stories or accounts about past events, people, places, or situations, and identify how these contribute to our understanding of the past.• Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.<ul style="list-style-type: none">○ Identify attitudes, values, and behaviors of people in different historical contexts (e.g., What values of the time period justified denying women the right to vote?).○ Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.○ Identify and describe example of tensions between individual’s beliefs and government policies and laws.	<u>NCSS</u> I.b, II.a, e, V.d-e <u>AK Cultural</u> A.1-3, B.1-4

Graduate-Level Competency:		
GL.3 continued...		
Course/Grade Competencies	Content Objectives	Standards
5C.5 The learner will show an understanding of how to connect the past with the present.	<p>The learner will:</p> <ul style="list-style-type: none"> • Learn about Indigenous land acknowledgements as a recognition of the relationship between Indigenous peoples and the land, historically and current. • Investigate how events, people, and ideas have shaped the United States and/or the world. Consider exploring the following topics: <ul style="list-style-type: none"> ○ The events of early United States history that led to our current system of government (Mayflower Compact, Iroquois Confederacy, etc.) ○ The differences between historic and present day objects and their usage changing over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and the events of those changes). ○ Ways that life in the United States and/or the world has both changed and stayed the same over time, and explain why these changes have occurred (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and the events of those changes). 	<p><u>NCSS</u> II.c-d, f, VIII.a-b</p> <p><u>AK Cultural</u> C.1-3, E.1</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Timeline of major events in U.S. history. • Re-enact immigrant entry into Ellis Island and the port of San Francisco • Dramatize significant events of the American Revolution • Teaching Tolerance (https://www.tolerance.org/) • Timeline of major events in U.S. history • <i>Village Journey</i> by Justice Thomas Berger • Article on Iroquois confederacy (https://www.pbs.org/native-america/blogs/native-voices/how-the-iroquois-great-law-of-peace-shaped-us-democracy/) • Smithsonian National Museum of the American Indian (https://americanindian.si.edu/) 	

Graduate-Level Competency:

Social Studies Processes, Knowledge, and Skills

GL.4 The learner will develop research skills by selecting, evaluating, and synthesizing information from varied sources in order to effectively communicate using reasoning and sufficient evidence, both orally and in writing.

Course/Grade Competencies	Content Objectives	Standards
<p>5C.6 The learner will be able to share and discuss the relationship between social studies and science, technology, and/or society, especially as it relates to current events.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use various forms of media to research current local, state, national, and/or global events. Instructors should consider incorporating some of the following topics so learners will begin to develop an understanding of: <ul style="list-style-type: none"> ○ Reasons individuals might respond to events in different ways. ○ Locations on a map of current events. ○ Regional economic concepts related to events (supply/demand, cost of living, etc.). ○ Examples of conflict, cooperation, and interdependence among individuals, groups, and nations, and the factors that contribute to cooperation or cause disputes. ○ The role of technology in conflict. ○ Issues of public concern from multiple points of view. ○ Causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species. ○ Concerns, issues, standards, and conflicts related to universal human rights (e.g., treatment of children, religious groups, effects of war). ○ Ways that the earth’s physical features have changed over time in the local region and beyond, and how these changes may be connected to one another. ○ Social and economic effects of environmental changes and crisis resulting from phenomena such as floods, storms, and drought. ○ Laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies. 	<p><u>AKSS</u> SL.5.1, 5.2, 5.4, 5.5</p> <p><u>NCSS</u> IV.g, VI.f, g, VII.i, IX.b-d, f, X.c</p> <p><u>AASL</u> IV.A.1-3, IV.B.1-4</p> <p><u>AK Digital Literacy</u> 3-5.KC.1, 3-5.KC.3, 3-5.GC.1-2</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • News magazines (e.g., <i>Scholastic News</i>, <i>Newsela</i>, <i>Weekly Reader</i>) • DOGO News (https://www.dogonews.com/) 	

Graduate-Level Competency:		
Civic Engagement		
GL.5 The learner will gain an understanding of their role in the community by planning and implementing a civic action or service-learning project based on local, state, national, or international needs, and evaluate the effectiveness of civic participation.		
Course/Grade Competencies	Content Objectives	Standards
5C.7 The learner will demonstrate an understanding of what it means to be a responsible citizen of the United States.	<p>The learner will:</p> <ul style="list-style-type: none"> • Work independently and cooperatively to accomplish goals. • Describe and define the rights, principles, and responsibilities of citizenship in the United States. Instructors should consider incorporating the following content: <ul style="list-style-type: none"> ○ The right to vote, responsibility to obey the laws, and the actions citizens take to influence public policy. ○ Roles as learned behavior patterns in group situations, such as student, family member, peer play group member, or club member. ○ Personal points of view on issues that affect themselves and society, and explain an opposing point of view (bullies, victims, witnesses, voting age, smoking, violence on TV, etc.). • Identify problems and propose solutions in the local community, state, nation, or the world. Instructors should consider exploring the following topics so learners may begin to understand their role as agents of change: <ul style="list-style-type: none"> ○ How groups and institutions work to meet individual needs and promote the common good, and where they fail to do so. ○ Alternative uses of resources in the home, school, community, region, and beyond. • Concepts of fairness, equity, and justice. <ul style="list-style-type: none"> ○ Economic concepts in response to local economic issues (e.g., reduce the flow of garbage). ○ Instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to the environment. • Give examples and describe the importance of cultural unity and diversity within and across groups. • Describe personal identity. 	<p>NCSS</p> <p>I.e, III.k, IV.a-f, h, V.a, c, g, VI.a, c, h, VII.j, VIII.c, e, X.b, d, e, j</p> <p>AK Cultural</p> <p>B.1-4, D.1, E.5-7</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Hold quarterly classroom elections with debates and moderators • Establish a mock government • Learn about circular economics (https://www.ellenmacarthurfoundation.org/circular-economy/concept) • Kids Voting • iCivics (https://www.icivics.org/) 	

Graduate-Level Competency:

Geography

GL.6 The learner will understand their place in the world and interdependent relationships by using geographic reasoning and thinking skills in order to evaluate global problems and propose solutions.

Course/Grade Competencies	Content Objectives	Standards
<p>5C.8 The learner will use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use appropriate resources, data sources, and geographic tools (e.g., atlases, databases, grid systems, charts, graphs, and maps) to generate, manipulate and interpret information, estimate distance, and calculate scale. • Interpret, use, and distinguish various representations of earth (e.g., maps, globes, and photographs). • Construct and use maps of locales, regions, and the world that demonstrate understanding of relative location, directions, size, and shape. • Report on a topic or text or present an opinion, sequencing ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes. • Demonstrate respect for opinions, backgrounds, and cultures of others. • Describe similarities and differences in the ways groups, societies, and cultures address human needs and concerns, considering the influence of physical environment and social conditions. 	<p><u>AKSS</u> SL.5.4</p> <p><u>NCSS</u> I.a, d, III.a-d</p> <p><u>AK Digital Literacy</u> 3-5.CC.1, 3-5.CT.1</p> <p><u>AASL</u> II.C.1-2</p>
<p>Suggested Activities, Materials, and Resources:</p>	<ul style="list-style-type: none"> • News magazines (e.g., <i>Scholastic News Weekly Reader</i>) • Smithsonian National Museum of the American Indian (https://americanindian.si.edu/) 	

Graduate-Level Competency:		
<u>Economics</u>		
GL.8 The learner will assess personal, national, and global economic decisions by applying financial literacy knowledge and economic principles in various systems in order to make informed budgetary decisions.		
Course/Grade Competencies	Content Objectives	Standards
5C.9 The learner will develop personal financial skills with an understanding of making choices with limited resources.	<p>The learner will:</p> <ul style="list-style-type: none"> • Explain and demonstrate the role of money in everyday life, distinguish between needs and wants, and consider the influence of incentives, values, traditions, and habits on economic decisions. • Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protections. • Review the concept that scarcity and choice determine our economic demand. • Identify examples of the various institutions that make up economic systems (e.g., families, workers, banks, labor unions, government agencies, small businesses, and large corporations). • Describe how we depend upon workers with specialized jobs, and the ways in which they contribute to the production and exchange of goods and services. 	<p><u>NCSS</u> VII.a-h, IX.e</p>
Suggested Activities, Materials, and Resources:	<ul style="list-style-type: none"> • Basic supply and demand lesson 	

See appendix for additional resources.