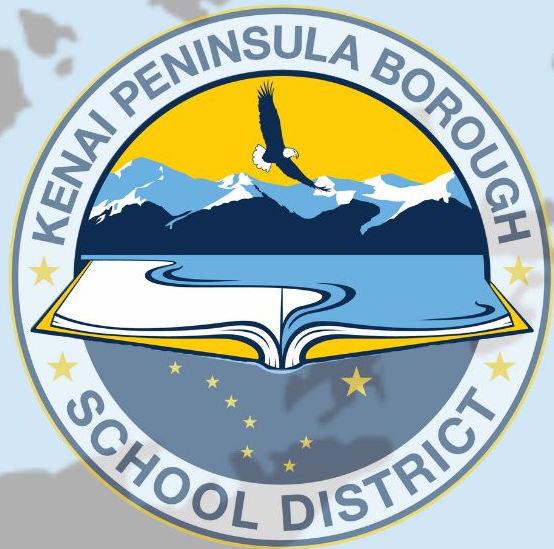




Curriculum

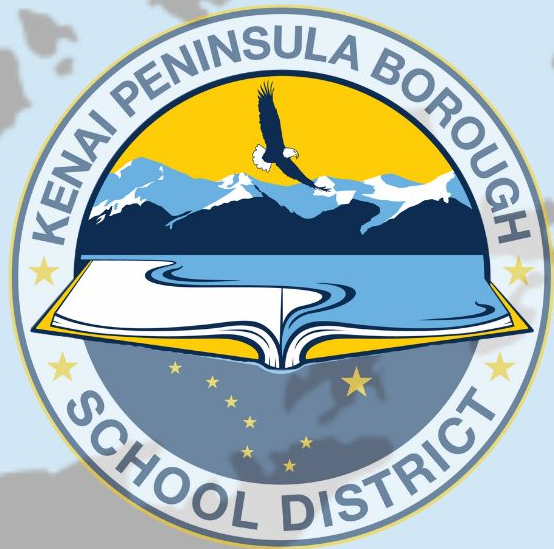
March 3, 2026

**KPBSD Board of Education Work Session
Social Studies Curriculum Revision**



Outcomes:

- **Review the KPBSD Board Policy 6141 and other guiding KPBSD initiatives that influence our revision work**
- **Introduce the new Alaska Social Studies Standards**
- **Review current SS curriculum and identify areas that need revision**



KPBSD Social Studies Committee is charged with revising the current curriculum so that it is consistent with and aligned to established state standards and the philosophy, goals and objectives of the district.

The KPBSD Social Studies Curriculum Committee reviews and internalizes the following documents to guide the revision process:

- 2022-2027 KPBSD Strategic Plan
- Board of Education Goals
- KPBSD Achievement Data
- Alaska State regulations and statutes
- Updates to Alaska State Social Studies Standards

KPBSD Strategic Plan



2022-2027

STRATEGIC PLAN

VISION: Every KPBSD student will be a lifelong learner who will graduate with the knowledge, skills, integrity, perseverance, and community connectedness needed to pursue their passions and desired post secondary opportunities.

MISSION: Supporting students in life success

KPBSD Goals and Priorities



Academic Excellence

We will support and engage students in their learning in order for them to demonstrate the abilities to perform, achieve and excel in scholastic performance.

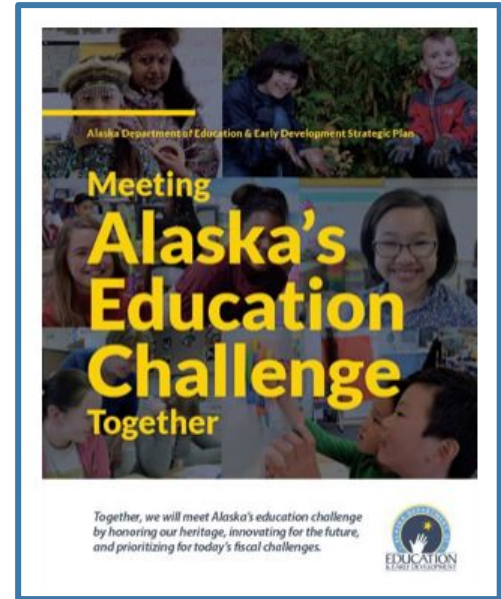
Priority One: Student Success

Our Why: Student success is our most critical commitment - it represents our promise to provide academic excellence for all. KPBSD will ensure all students have equitable access to and engagement with programs and supports that reduce barriers to learning.

Strategic Priorities: Alaska's Education Challenge

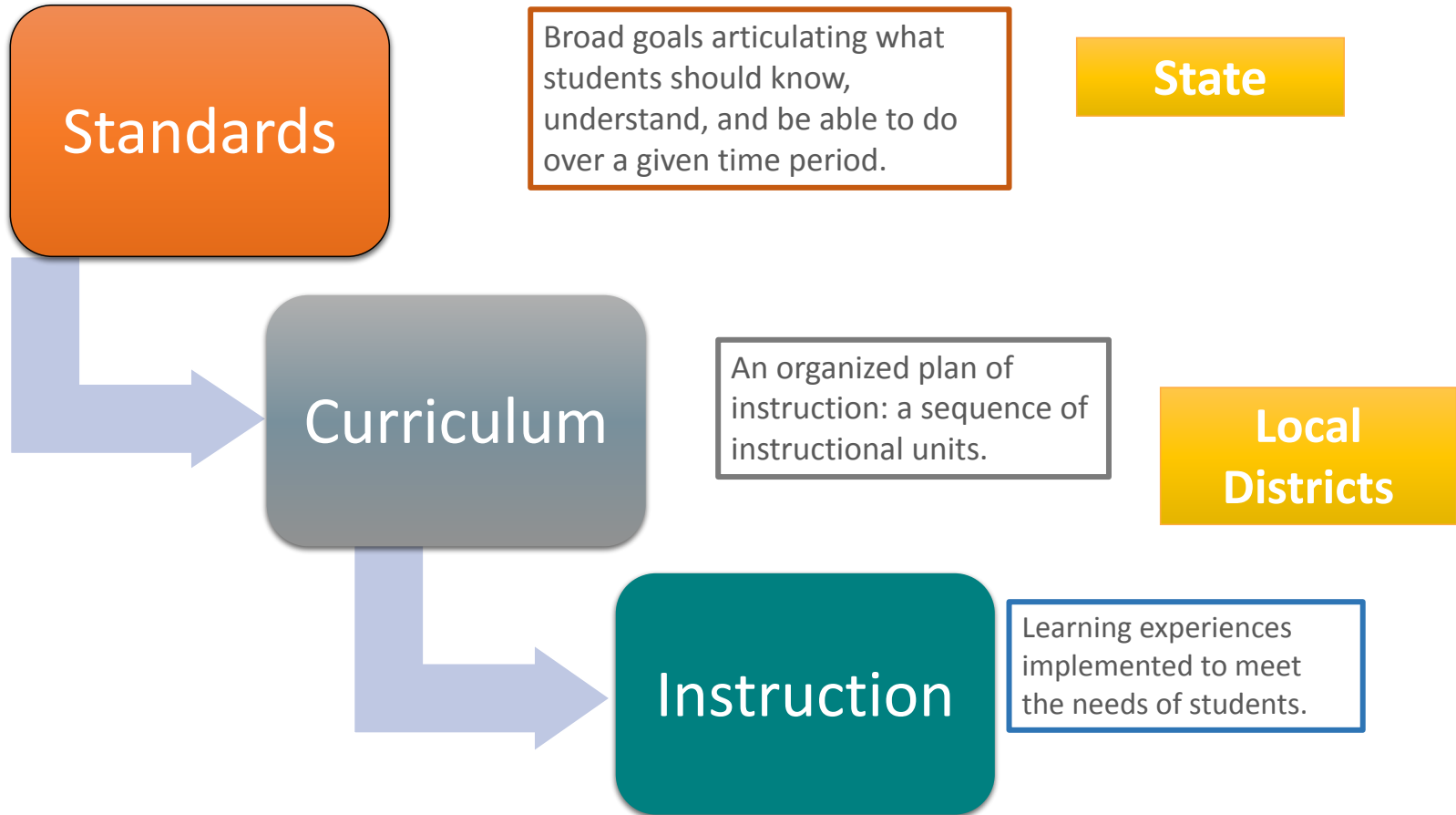
Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

The Relationship of Standards to Classroom Instruction



Let's Break That Down

FROM a Social Studies Classroom Where...	TO a Social Studies Classroom Where...
Students experience ONLY textbook-focused instruction.	Students learn to read, discuss, and write like social scientists (within and beyond textbooks).
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

AK Social Studies Standards:

Key Instructional Shifts

1. Thematic Social Studies Content and Skills

Students build deep social studies content knowledge and skills by connecting learning thematically across disciplines.

2. Incorporate and Honor Alaska History and Tribal Government

Students engage with content that reflects their state's diverse communities, cultures, perspectives, and voices across the social studies disciplines.

3. Understand Social Studies through Inquiry

Students engage in productive struggle by investigating and asking questions grounded in social studies content and skills.

4. Develop Civic Knowledge, Skills, and Dispositions

Students consistently develop and engage with civic knowledge, skills, and dispositions to become active and informed citizens.

What do you notice and wonder?

Organization of K-12 Standards by Themes

Grade	Theme(s)
Kindergarten	Me and My World
First	My Place in the World
Second	My Local Community
Third	Alaska's Past, Present, and Future
Fourth	U.S. Cultures and Regions
Fifth	Foundations and History of the U.S.
Sixth	Physical Environment; Peoples of Alaska; Resources and Economics; Community Awareness
Seventh	Human Beginnings to Early River Civilizations; Ancient Civilizations and the Development of World Religions; Post-Classical (Medieval and Mesoamerica); Globalization and Exploration
Eighth	Geography and Early Civilizations of the Americas; Age of Exploration, Exploitation, and Colonialism; Establishment of European Colonies; American Revolution and the New Republic; Civic and Political Institutions of the U.S.; Manifest Destiny and Indian Removal; The Civil War and Reform Movements; Reconstruction
Ninth-Twelfth	Alaska History Standards Example: Alaska's Land and People; Land Claims Throughout Time; Resource Stewardship Throughout Time; The Myth of the Last Frontier; Civics and Government; Alaska's Economy

Each grade in K-5 is guided by a theme. The standards are organized by content area and themes connect these content areas allowing for cross-content connections.

For grades 6-8, all content standards are categorized under the following themes.

In grades 9-12, Alaska History, U.S. History, and World History content standards are organized by themes. Civics, Economics, and Geography standards are integrated throughout these themes.

1998 Social Studies Standards

- Published in short, separate documents
- Three content areas:
 - History
 - Geography
 - Government and Citizenship
- No grade levels included
- No guidance for differentiation of content standards based on grade levels
- No Inquiry standards included

*****Key takeaway: The same content standards for History, Geography, and Government and Citizenship could be used by lower and upper grades, K-12.***

2024 Social Studies Standards

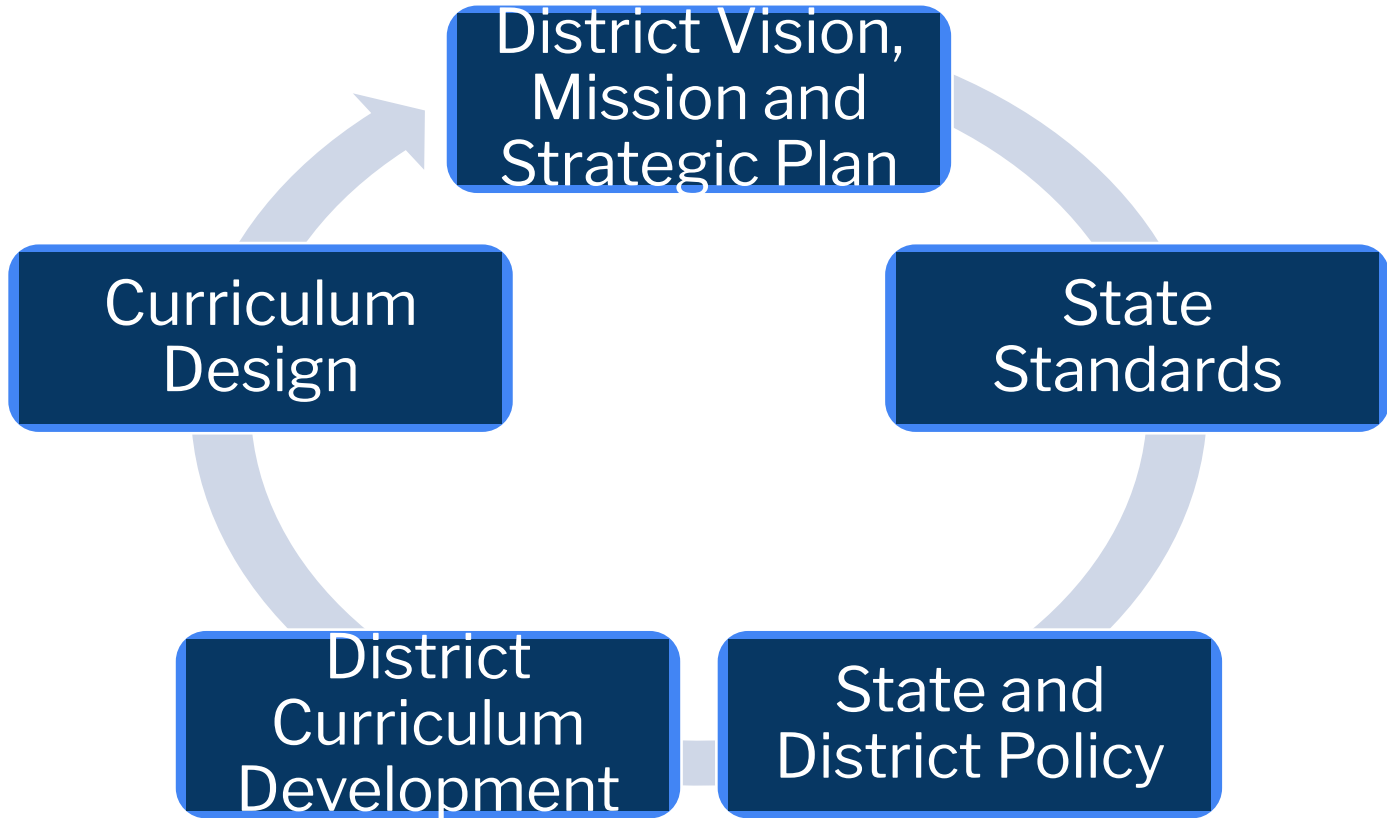
- Published in a unified, 129-page document
- Skills and content standards are organized under four disciplinary strands:
 - History
 - Civics
 - Economics
 - Geography
- Grade banded: ****K-2, 3-5**, 6-8, 9-12**
- Content anchor standards embedded in every grade level
 - Organized by theme
 - Leveled content standards explicitly differentiate each content anchor standard
- Inquiry standards embedded in each grade band

*****Key takeaway: Students will encounter standards-based, differentiated Social Studies content throughout their Alaska classroom experience, K-12.***



Curriculum Development and Revision Process

OVERVIEW OF BOARD POLICY 6141



Curriculum Defined and Revised

- The curriculum refers to the **overall educational framework** for our district. The curriculum encompasses the philosophy, goals, learning objectives, skills and knowledge students are expected to know and be able to do by the end of the school year in a specific academic domain, like health.
- The Social Studies Curriculum Revision Committee uses **Alaska and National Standards** to determine the knowledge and skills students are expected to know and be able to do. District philosophies, goals, and data are analyzed to set the priorities given the amount of instructional time and resources available for the content area.

2026 Courses under revision

Grade	Course	Degree of Revision (1-3)
Elementary	K - Me and My World	1
	1 - My Place in the World	1
	2 - My Local Community	1
	3 - Alaska's Past, Present and Future	2
	4 - US Cultures and Regions	2
	5 - Foundations of History of the US	2
Middle School	6 - Alaska Studies and Geography	3
	7 - World History and Geography	2
	8 - US History and Civics	2
High School	World History*	2
	US History*	2
	US Government*	2
	Civics	3
	Geography (elective)	1
	Economics (elective)	2
	Personal Finance (CTE)	2

Asterisk * indicates graduation requirements

Unit Map Exemplars

Kindergarten: Me and My World

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

Unit 1 - Civics

Kindergarten students will learn to recognize leaders in their homes, schools, and communities, and describe the roles these leaders play. They will identify important community roles, participate in class discussions about how communities work together to achieve common goals, and practice showing respect for others in their school community. Students will also explain one way people can communicate and make decisions together, describe a consequence of following or not following a simple rule, and identify at least two familiar symbols used at home or at school.

Essential Question

What does it mean to be a good citizen?

Supporting Questions

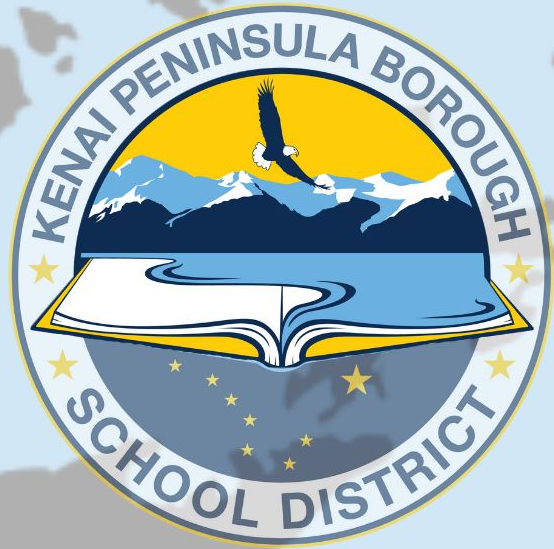
- Who are the people you see at school or at home who help keep us safe, teach us, or make decisions?
- How can we show respect when someone else is speaking or when we are working together to solve a problem?
- What are some rules we have at school or at home, and what might happen if we follow that rule, or if we do not follow it?

Alaska Social Studies Standards

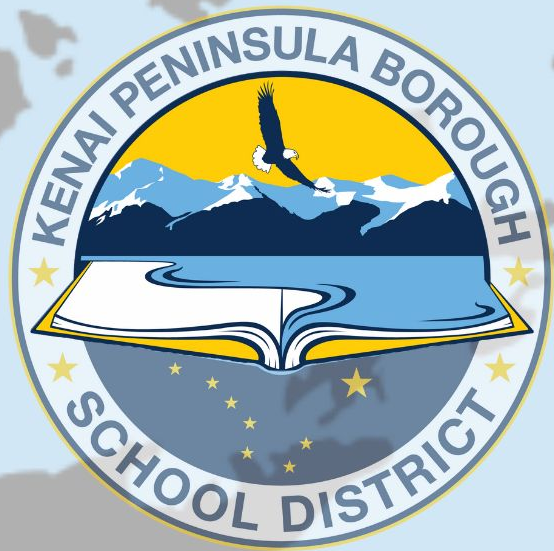
Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
6. Civics and Political Institutions and Systems	6.1 Describe roles and responsibilities of people in authority.	6.1 K. Identify leaders in the student's life and describe their roles.
	6.2 Explain how all people, not just official leaders, play important roles in a community.	6.2. Explain and provide examples of important roles of society.

Next Steps

- Winter 2026 - Complete and format unit drafts
- Spring 2026 - Initial communication to administrators and staff pertaining to revisions and updates
- Fall 2026 - Professional development for social studies teacher to ensure a successful implementation of the new curriculum and instructional shifts



Questions?



Thank you!