

The logo of the Kenai Peninsula Borough School District is a circular emblem. It features a central globe with a blue and green color scheme. An eagle is perched on top of the globe. Below the globe is an open book with yellow pages. The globe is surrounded by a ring of yellow stars. The text "KENAI PENINSULA BOROUGH" is written in a grey arc at the top, and "SCHOOL DISTRICT" is written in a grey arc at the bottom. A yellow banner at the very bottom contains the motto "Teaching with Innovation and Collaboration".

# **K-12 Social Studies Curriculum 2026**

# Table of Contents

## Section A: Introduction

Acknowledgements .....	4
Philosophy .....	5
Mission .....	6
2024 Alaska State Social Studies Standards .....	7

## Section B: Elementary School

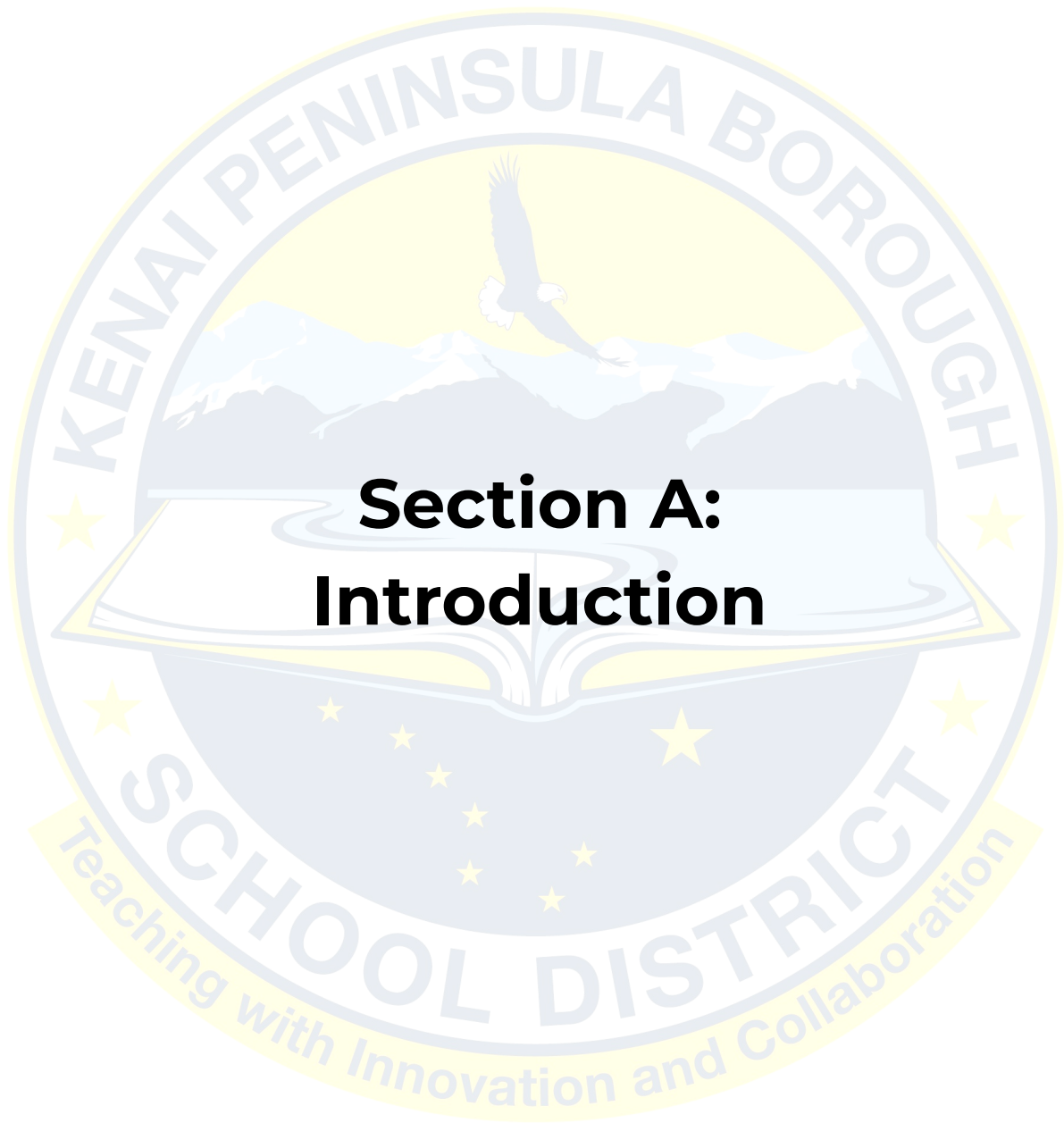
Kindergarten .....	9
Grade 1 .....	27
Grade 2 .....	44
Grade 3 .....	63
Grade 4 .....	84
Grade 5 .....	107

## Section C: Middle School

MS Alaska Studies & Geography .....	132
MS World History .....	153
MS United States History .....	168

## Section D: High School

Alaska History .....	211
World History .....	230
Geography .....	251
United States History .....	266
United States Government .....	294



# Acknowledgements

**2025-2026**

## **Social Studies Curriculum Members**

Shane Lopez - Kenai Central High School

Kristen - Cooper Landing School

Jonus Kaponus - Skyview Middle School

Paul Marks - Soldotna High School

Aaron Mallard - Soldotna High School

Myla Satterlund - Seward Middle School

Daniel Olson - Homer Middle School

Ian Becker - Parent/Community Member

Rachel Pioch - Indigenous Education

Julie Gottfried - District Librarian

Melissa Linton - Curriculum Coordinator

# K-12 Social Studies Philosophy Statement

The study of social studies within the Kenai Peninsula Borough School District is an active, developmental process spanning kindergarten through graduation. Grounded in the [2024 Alaska State Social Studies Standards](#) and the [C3 Framework](#), the KPBSD curriculum integrates the core disciplines of Civics, Economics, Geography, and History to help learners understand their unique place in the world. Rather than treating social studies as a collection of isolated facts to memorize, KPBSD views the classroom as an active foundation of civic reasoning and engagement. We cultivate an instructional environment centered on inquiry-based learning, driving students to investigate thematic units, analyze primary sources, and critically evaluate historical context through multiple lenses, including the distinct perspectives of Indigenous and non-Indigenous peoples.

To prepare thoughtful, culturally aware citizens for an interdependent world, our curriculum prioritizes the development of lifelong critical thinking and questioning skills. Through the [C3 Inquiry Arc](#), students learn to construct compelling questions, evaluate the reliability of sources, and apply logical reasoning to solve complex problems. KPBSD empowers students to communicate evidence-based conclusions, challenge assumptions, and take informed action to preserve and extend civil liberties within their local and global communities.

# **K-12 Social Studies Mission Statement**

The Kenai Peninsula Borough School District is dedicated to elevating student achievement, literacy, and dynamic student engagement through a comprehensive, integrated, and personalized K-12 curriculum that directly aligns with the 2024 Alaska State Social Studies Standards and the KPBSD Strategic Plan. Grounded in the core disciplines of Civics, Economics, Geography, and History, our curriculum utilizes inquiry-based thematic units as a primary vehicle for disciplinary literacy, transforming classrooms into forums for critical inquiry where students construct compelling questions, critique primary sources, and evaluate historical contexts. By explicitly highlighting diverse multicultural perspectives, including the distinct histories and contemporary stewardship of Indigenous and non-Indigenous peoples, our curriculum challenges students to analyze evidence, defend arguments, and develop the critical thinking required for a technological society. Ultimately, by fostering these essential literacy and reasoning habits across the K-12 continuum, KPBSD prepares thoughtful, independent thinkers who can communicate evidence-based conclusions effectively, navigate their roles in a democratic society, and take informed action within their local and global communities.

# Overview of the AK Social Studies Standards

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

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

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

[LINK TO 2024 AK Social Studies Standards](#)

[Alaska State Social Studies Introduction \(DEED\) 1/25](#)



**Section B:  
Elementary School**



**2026**  
**KPBSD Social Studies**  
**Kindergarten**

## Kindergarten: Me and My World

<b>Unit 1 Civics</b>	<p><i>In this unit, 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.</i></p>
<b>Unit 2 Economics</b>	<p><i>In this unit, kindergarten students will explore how people get the things they need and want. Through interactive discussions, stories, and hands-on activities, young learners will begin to distinguish between basic survival needs (like food and shelter) and personal wants (like toys and candy), understanding that scarce resources require us to make thoughtful choices. Students will be introduced to the roles of producers and consumers, learning how communities work together to create, buy, and use goods and services. They will discover how adults earn an income to support their families, identify goods produced in their own local region, and learn why people save money for the future. Additionally, students will engage in active classroom experiences to explore sharing and bartering (trading) as foundational, cooperative economic systems that help communities solve problems together.</i></p>
<b>Unit 3 Geography</b>	<p><i>In this unit, kindergarten students will understand that where they live affects the weather, their surroundings, and daily life. They will describe seasonal weather in their Alaska community, name environmental features around their school, and notice that products come from both local and distant places. With support, they will create simple maps of familiar places and identify important local features on a map or in photos. Students will also begin to recognize different types of communities and understand that natural events can affect how people live.</i></p>
<b>Unit 4 History</b>	<p><i>In this unit, kindergarten students will explore history by comparing the past and present through stories and historical sources. Students build foundational "history detective" skills by exploring perspectives, using timelines to track chronological sequence, and asking questions about how local figures and personal actions shape their community over time.</i></p>

# Kindergarten: Me and My World

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*In this unit, 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>
<b>6. Civics and Political Institutions and Systems</b>	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.

	6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	6.3. Identify rules for different settings.
	6.5 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	6.5. Participate in discussion of how communities work to accomplish common tasks.
<b>7. Participation and Deliberation</b>	7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	7.2.K Demonstrate respect for people in the school and community.
	7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group	7.3. Determine ways that people can have productive conversations and work together to make decisions.
	7.4 Compare their own point of view with others' perspectives	7.4.K Identify the student's own point of view on a topic.
<b>8. Processes, Rules, and Laws</b>	8.1 Explain how people can work together to make decisions in the classroom.	8.1.K Identify a problem that can be solved through sharing or compromise.
	8.2 Identify and explain how rules function in public (classroom and school) settings.	8.2.K Evaluate consequences of following or not following rules.
<b>9. Alaska's Government</b>	9.1 Describe local and state symbols	9.1. Identify symbols used at home and school.

**Priority Inquiry Standard(s) Examples**

**1. Develop Questions and Plan Inquiries**

- Ask questions about leaders in their life, such as teacher, principal, bus driver, and family members.
- Ask questions about helpers in the community, such as firefighters, nurses, grocery workers, and mail carriers.
- Ask questions about how people work together to complete common jobs, such as cleaning up the classroom or helping in the neighborhood.
- Ask questions about why there are rules in places like the classroom, playground, cafeteria, and home.

**2. Evaluate Sources and Evidence**

- Use pictures, stories, and class charts to learn facts about what these leaders do.
- Use books, videos, and photos to find out how these helpers keep the community working.
- Find and name rules that are posted or talked about in each setting.
- Think about a topic, such as a classroom rule or a favorite community helper, and decide what is believed or preferred.
- Find symbols at home, school, such as the school mascot, classroom flag, restroom signs, safety signs, etc....

**3. Communicate and Critique Conclusions**

- Tell or show who a leader is in their life and describe how that leader helps.
- Explain what different helpers do and why their jobs are important.
- Talk with classmates about what these rules mean and why they keep people safe and respectful.
- Help the class choose together—such as voting for a class activity—and accept the group’s decision.
- Tell what these symbols stand for and why they are important to the family, class, or school.

**4. Informed Civic Discourse and Engagement**

- Explain ways to individually or collaboratively address local problems
- Identify problems or issues and possible solutions in classrooms and schools
- Help classmates agree on a solution that feels fair to everyone.
- Suggest ways to solve these problems by sharing, taking turns, or choosing together.

**Vocabulary**

**Leaders** - Special helpers and grown ups like teachers, parents, and principles who guide us.  
**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.  
**Roles** - Jobs people do to help everyone, like a police officer.  
**Rules** - Guides that tell us what to do to stay safe and get along.  
**Respect** - Being kind and listening to others' ideas.  
**Community** - All the people who live and work together in one place, like our neighborhood or town.  
**Point of View** - What you think or feel about something.  
**Consequences** - What happens when you follow or break a rule.  
**Symbols** - Special pictures or flags that show us who we are.  
**Perspectives** - Different ways people see or think about the same thing

## Unit 2: Economics

*In this unit, kindergarten students will explore how people get the things they need and want. Through interactive discussions, stories, and hands-on activities, young learners will begin to distinguish between basic survival needs (like food and shelter) and personal wants (like toys and candy), understanding that scarce resources require us to make thoughtful choices. Students will be introduced to the roles of producers and consumers, learning how communities work together to create, buy, and use goods and services. They will discover how adults earn an income to support their families, identify goods produced in their own local region, and learn why people save money for the future. Additionally, students will engage in active classroom experiences to explore sharing and bartering (trading) as foundational, cooperative economic systems that help communities solve problems together.*

Essential Question	How do people get the things they need and want?	
Supporting Questions	<ul style="list-style-type: none"> <li>● What jobs do people do in our community to help others?</li> <li>● What is the difference between something we need and something we want?</li> <li>● Why do people save or trade instead of buying everything right away?</li> <li>● How do people work together to make and share goods and services?</li> </ul>	
Alaska Social Studies Standards		
Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade Band Standard	Content Standard <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Describe the skills and knowledge required to produce certain goods and services.	11.1.K With support, identify examples of goods and services.

	11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	11.2.K Participate in discussions about goods and services in the local community.
	11.4 Explain how people earn income.	11.4.K Participate in discussions about how people work to support their families.
<b>12. Decision-Making and Personal Finance</b>	12.1 .Explain how scarcity necessitates decision-making.	12.1.K With support, explain the difference between needs and wants.
	12.2 Identify the benefits and costs of making various personal decisions.	12.2.K Explain why people have to make choices between needs and wants.
<b>13. The National Economy</b>	13.1 Explain why people save	13.1.K With support, explain why people save and provide examples from personal experience or literature.
<b>14. The Global Economy</b>	14.1 Describe why people in one country trade goods and services with people in other countries.	14.1.K Describe goods that are produced in their local geographic region.
<b>15. Alaska Economies: State, Local, and Tribal</b>	15.1 Explain different economic systems used by groups of Alaskans locally across time.	15.1.K Demonstrate how sharing and bartering are basic economic systems.
<b>Inquiry Standards and Examples</b>		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Ask questions about things people buy and use (goods) and things people do to help others (services).</li> <li>• Ask questions about what people truly need to live (like food, clothing, and shelter) and what they might just want for fun.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Ask questions about what happens when people trade or share instead of buying with money</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Look at pictures, books, and real objects to find examples of goods and services in everyday life</li> <li>● Use photos, stories, and local examples to notice goods and services in the community (stores, farms, hairdressers, mechanics)</li> <li>● Listen to stories, interviews, or teacher examples about different jobs that adults do.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Name and describe some of these local goods and where they come from in the region.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Talk with classmates about where families get goods and services nearby and ask questions about how those places help the community</li> <li>● Explain, in words or pictures, why a person might choose a need before a want when they cannot have both</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Participate in simple classroom activities where items are shared or traded (bartered), then talk about how sharing or trading solved a problem or helped everyone.</li> </ul>

### Vocabulary

**Producers** - People who make or grow things, like bakers making bread.

**Consumers** - People who buy or use things, like kids drinking milk.

**Goods** - Things people make to buy or use, like toys and apples.

**Services** - Helpful things people do, like cooking us food.

**Work** - Jobs grown-ups do to help and provide for their families

**Needs** - Things we must have to live, like food.

**Wants** - Things we like but don't need, like toys or candy.

**Choices** - Picking one thing when we can't have everything.

**Spending** - Using money to buy things now.

**Saving** - Keeping money for later.

**Sharing** - Giving friends a turn, like with your toys.

**Bartering** - Trading one thing for another, like crayons for markers with a friend.

### Unit 3: Geography

*In this unit, kindergarten students will understand that where they live affects the weather, their surroundings, and daily life. They will describe seasonal weather in their Alaska community, name environmental features around their school, and notice that products come from both local and distant places. With support, they will create simple maps of familiar places and identify important local features on a map or in photos. Students will also begin to recognize different types of communities and understand that natural events can affect how people live.*

<b>Essential Question</b>	<b>How does where we live affect how we live and move in our world?</b>
Supporting Questions	<ul style="list-style-type: none"><li>• What is the weather like in our community during different seasons, and how does it change what we wear and do?</li><li>• What special land and water features (like mountains, rivers, or oceans) can we find near our school and community?</li><li>• Where do some of the things we use every day come from, and how do they get to our community?</li><li>• What makes our community in Alaska similar to and different from other places people live?</li></ul>

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment Interaction: Place, Regions, and Culture</b>	16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	16.1.K With support, describe seasonal weather patterns in the local community.
	16.3 Identify some cultural and environmental characteristics of specific place	16.3.K Name environmental characteristics of the areas surrounding the school.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Describe changes in the physical and cultural characteristics of various world regions.	17.1.K With support, participate in discussion about physical and cultural characteristics of the local community.
	17.2 Explain how the consumption of products connects people to distant places.	17.2.K With support, explain that products come from both local and distant places.
	17.3 Identify ways that a catastrophic disaster may affect people living in a place.	17.3.K Identify types of natural disasters.

<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps, graphs, and other representations of familiar places.	18.1 K With support, create a map of the classroom.
	18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	18.2.K With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain why and how people, goods, and ideas move from place to place.	19.1.K With support, discuss how and why goods travel to the local community.
	19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	19.2.K Identify different types of communities.
	19.3 Describe the connections between the physical environment of a place and the economic	19.3.K With support, describe the physical environment for the local communities.
<b>20. Geography of Alaska</b>	20.1 Identify what makes Alaska geographically unique.	20.1.K Locate the local community on a map.
<b>Priority Inquiry Standard(s) and Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Construct a variety of questions about seasonal change in their community.</li> <li>• Generating supported questions about “our town”, people, and places; Ask questions about a feature (mountain, river, inlet.)</li> </ul>	

<p><b>2. Evaluate Sources and Evidence</b></p>	<ul style="list-style-type: none"> <li>● Using and looking at teacher-curated charts, photos, or graphs to notice patterns.</li> <li>● Using maps, labels, or simple books as sources about where goods come from.</li> <li>● Using the real classroom and simple model maps as sources of information.</li> <li>● Matching the real place, photograph, and map symbol as multiple sources.</li> <li>● Looking at simple diagrams, pictures, or maps that show transportation routes.</li> <li>● Interacting with maps and globes as primary tools/sources</li> </ul>
<p><b>3. Develop Claims</b></p>	<ul style="list-style-type: none"> <li>● With support, using what they learned to say “This... comes from...” or “This is local because...”</li> <li>● With support, using what they learned to say “This food comes from far away” or “This is local.”</li> </ul>
<p><b>4. Communicate and Critique Conclusions</b></p>	<ul style="list-style-type: none"> <li>● Participating in class discussions about what they notice.</li> <li>● Sharing descriptions of seasonal patterns orally or with simple drawings.</li> <li>● Representing what they know through a map drawing</li> <li>● Sharing descriptions orally, in drawings, or simple labels.</li> </ul>
<p><b>Vocabulary</b></p>	
<p><b>Weather</b> - What is like outside today (sunny, rainy, snowy)  <b>Seasonal</b> - Different weather times like winter snow or summer sun.  <b>Climate</b> - Weather over many days in our areas.  <b>Environment</b> - Land, water, plants, and animals around us.  <b>Human activities</b> - Things people do that change nature, like building or picking berries.  <b>Cultural characteristics</b> - Special ways people in our town celebrate, eat, or play.  <b>Physical characteristics</b> - Things you can see about land like mountains or rivers.  <b>Geographical Feature</b> - Special land like rivers or hills near our school.  <b>Distant</b> - Far away places, not near our home or school.  <b>Natural disasters</b> - Big problems from nature like floods or earthquakes  <b>Map</b> - Picture showing where places are.  <b>Communities</b> - Groups of houses, and people living together.</p>	

**Key** - Box explaining map colors and marks.

**Symbols** - Pictures standing for real things like houses.

**Rivers** - Long water paths that flow.

**Lakes** - Still water spots surrounded by land.

**Mountains** - Very tall hills made of rock that stick up high from the ground.

## Unit 4: History

*In this unit, kindergarten students will explore history by comparing the past and present through stories and historical sources. Students build foundational "history detective" skills by exploring perspectives, using timelines to track chronological sequence, and asking questions about how local figures and personal actions shape their community over time.*

<b>Essential Question</b>	<b>How do different views and stories from the past help us understand changes over time?</b>	
Supporting Questions	<ul style="list-style-type: none"> <li>● Who are people from long ago, and what did they do?</li> <li>● How is life today different from life long ago?</li> <li>● What happened first, next, and last in a story from the past?</li> <li>● Why do people remember important events and people from before?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Compare perspectives of people in the past to those of people in the present	21.1.K Demonstrate the importance of listening to others' points of view in the classroom and on the playground.
	21.2 Compare different accounts of the same historical events.	21.2.K Describe an event from the student's own perspective.

<b>22. Historical Sources and Evidence</b>	22.1 Identify different kinds of historical sources.	22.1.K Identify different types of documents.
	22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	22.3.K With support, engage in historical sources.
<b>23. Change, Continuity, and Context</b>	23.1 Create a chronological sequence of multiple events.	23.1.Demonstrate that a timeline represents a chronological sequence of events.
	23.2 Compare life in the past to life today.	23.2.K Describe a past event.
	23.3 Generate questions about individuals and groups who have shaped a significant historical change.	23.3.K Ask questions about significant figures in local history.
<b>24. Historical Thinking</b>	24.1 Generate possible reasons for an event or development	24.1.K Describe a time when the student's own actions affected others.
	24.2 Select which reasons might be more likely than others to explain a historical event or development	24.2.K Describe a time when the student's own actions affect others.

Priority Inquiry Standard(s)	
<b>1. Develop questions and Plan Inquiries</b>	<p>Generating supported questions about “our town,” people, and places. Ask questions about how different people might tell the same story. Ask simple questions about old pictures or stories, like “What were they doing?”</p> <p>Talk about what they notice and learn from looking closely at history items.</p> <p>Ask “who,” “what,” and “why” questions about important people from their town or family history.</p>
<b>2. Evaluate Sources and Evidence</b>	<p>Look at old photos, family stories, letters, and drawings to name different kinds of “history papers.”</p> <p>Use pictures and words to put events in order on a classroom timeline (first, next, last).</p> <p>Use old photos and stories to notice how things were different long ago.</p>
<b>3. Develop Claims</b>	<p>Use pictures and stories to find facts (not opinions) about how life was different long ago.</p> <p>Say “I think this old toy was used because…” and point to a picture that supports the idea.</p>
<b>4. Communicate and Critique Conclusions</b>	<p>Listen carefully to what classmates say about how things were done long ago vs. today.</p> <p>Share their own ideas and notice when others see things differently</p> <p>Talk or draw about what happened in the past and how it’s different now.</p> <p>Share stories about what they did and talk about what happened because of it</p>
<b>5. Informed Civic Discourse and Engagement</b>	<p>Talk together about how people long ago solved problems differently than we do today.</p> <p>Work as a class to decide how to remember an important person or event from the past.</p>

## Vocabulary

**Points of View-** Different ways people see the same thing

**Perspective** - How you see something happening, like your side of a playground story.

**Past** - Times before you were born, like when grown-ups were kids.

**Present** - Right now, today.

**Accounts** - Stories or ways people tell what happened, like your version vs. a friend's.

**Historical Sources** - Clues or pictures that show what happened long ago.

**Historical Documents** - Old papers, photos, drawings from the past.

**Questions** - "Who, what, where, when, how" word you ask to learn more

**Chronological** - Events in time order (first, next, last).

**Timeline** - A line showing when things happen in your life.

**Sequential** - One after another.

**Past** - Things before today, like when you were a baby.

**Actions** - Things you do, like helping a friend.

**Reasons** - Ideas that explain why something happened.



## First Grade - My Place in the World

<b>Unit 1 Civics</b>	In this unit, first grade students learn how people in their school and community work together to make fair choices, follow rules, and help one another. They explore the roles of leaders and citizens, understand why rules are important, and discover how everyone can take part in keeping their community safe and successful. Through stories, class discussions, and hands-on activities, students begin to see how cooperation, respect, and responsibility build a strong community.
<b>Unit 2 Economics</b>	In this unit, first grade students learn how people work, make choices, and trade to get the things they need and want. They explore producers and consumers, goods and services, and how people earn and use money. Students also discover how Alaskans and others around the world share, trade, and work together to meet their needs.
<b>Unit 3 Geography</b>	In this unit, first grade students explore the relationships between people, places, and the environment. They learn how weather and geography shape daily life in their community and how people, goods, and ideas move from one place to another. Students compare their community with other regions of Alaska, identify local landforms and water features on maps, and describe what makes Alaska unique. Through maps, stories, and hands-on activities, they develop an understanding of how people adapt to and influence their environment and how our community is connected to others near and far.
<b>Unit 4 History</b>	In this unit, first grade students explore how history tells the story of people, places, and events from long ago to today. They discover that people may remember and describe the same event in different ways, and that objects, photographs, and documents help us learn about the past. Students create simple timelines to show how events happen in order, compare how life in their community has changed, and ask questions about important people from local history. They also learn to think about why events happen and how people's choices can shape their community. By the end of the unit, students understand that learning about the past helps them appreciate how their lives, families, and communities continue to grow and change.

# First Grade: My Place in the World

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*In this unit, first grade students learn how people in their school and community work together to make fair choices, follow rules, and help one another. They explore the roles of leaders and citizens, understand why rules are important, and discover how everyone can take part in keeping their community safe and successful. Through stories, class discussions, and hands-on activities, students begin to see how cooperation, respect, and responsibility build a strong community.*

### Essential Question

***How do people in our school and community work together and follow rules to help everyone be safe, fair, and successful?***

### Supporting Questions

- Why do we have rules at home, school, and in our community?
- What makes a good leader?
- How can we help make our classroom and/or community a better place?
- What does fairness look like in our school?

## 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>
<b>6. Civics and Political Institutions and Systems</b>	6.1 Describe roles and responsibilities of people in authority.	6.1.1. Identify leaders in the student's local community and describe their roles and responsibilities.
	6.2 Explain how all people, not just official leaders, play important roles in a community.	6.2.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.

	6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	6.3.1 Explain the need for rules at home, at school, and in the community..
	6.5 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	6.5.1 With support, describe how communities divide responsibilities to achieve common goals.
<b>7. Participation and Deliberation</b>	7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	7.2.1 Describe examples of equality and fairness.
	7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	7.3.1 Demonstrate active listening and positive interactions with group members and at class meetings.
	7.4 Compare their own point of view with others' perspectives	7.4.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.
<b>8. Processes, Rules, and Laws</b>	8.1 Explain how people can work together to make decisions in the classroom.	8.1.1 Summarize why rules may be needed to solve a problem.
	8.2 Identify and explain how rules function in public (classroom and school) settings.	8.2.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.
	*8.3 Describe how people have tried to improve their communities over time.	8.3.1 Identify ways that students can work together to improve the classroom environment over time.

<b>9. Alaska's Government</b>	9.1 Describe local and state symbols	9.1.1 Identify symbols used locally.
	9.2 Identify and explain the roles of Alaska's government systems	9.2.1 Explain that government systems determine the rules of a society.
<b>10. Rights, Roles, and Responsibilities of Citizens</b>	10.1 Explain and participate in the rights and responsibilities of citizens.	10.1.1 Identify some of the rights of American citizens and residents.

**Priority Inquiry Standard(s) Examples**

<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask questions about how leaders and helpers in the school and community work together to keep people safe and make fair rules.</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Listen to others, share ideas, and help make fair choices in the classroom community.</li> </ul>
<b>3. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Explore why rules are made, how they help people, and what happens when they are followed or broken.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Find and share examples of Alaska's symbols, leaders, and rules that show how people work together in the state.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>Demonstrate good citizenship by helping others and contributing to a positive classroom and community environment.</li> </ul>

**Vocabulary**

**Leaders** - Grown-ups like mayors or governors who help make rules and decisions for our town or state.  
**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.  
**Rules** - Guides that tell us what to do to stay safe and get along.  
**Fairness** - Everyone gets the same chances and is treated the same.  
**Equality** - Making sure things are even and right for all kids.  
**Respect** - Being kind and listening to others' ideas.

**Point of View** - What you think or believe about something.

**Community** - All the people who live and work together in one place, like our neighborhood or town.

**Roles** - What job someone does, like teacher or mayor.

**Common Goals** - Things everyone works together for, like a clean playground.

**Active Listening** - Looks at the speaker and thinks about their words.

**Point of View** - What you think or feel about something.

**Consequences** - What happens when you follow or break a rule.

**Improve** - Make something better, like fixing the playgroup equipment.

**Environment** - The places around us like school or classroom.

**Symbols** - Special pictures or flags that show us who we are.

**Perspectives** - Different ways people see or think about the same thing

## Unit 2: Economics

*In this unit, first grade students learn how people work, make choices, and trade to get the things they need and want. They explore producers and consumers, goods and services, and how people earn and use money. Students also discover how Alaskans and others around the world share, trade, and work together to meet their needs.*

<b>Essential Question</b>	<b>How do people in Alaska and around the world work, trade, and make choices to get the things they need and want?</b>
Supporting Questions	<ul style="list-style-type: none"> <li>● What are needs and wants, and how do people decide between them?</li> <li>● Who makes the goods and provides the services we use every day?</li> <li>● Why do people trade with others in Alaska and around the world?</li> <li>● How do people earn and use money?</li> <li>● How do Alaskans get the things they need in different places and times?</li> </ul>

### Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Describe the skills and knowledge required to produce certain goods and services.	11.1.1 With support, explain the difference between producers and consumers.

<b>11. Economic Systems, Models, and Markets</b>	11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	11.2.1 Compare and contrast goods produced in the local community with those produced elsewhere.
	*11.3 Identify prices of products in a local market.	11.3.1 Identify prices of products in a local market.
	11.4 Explain how people earn income.	11.4.1 Define income.
<b>12. Decision-Making and Personal Finance</b>	12.1 .Explain how scarcity necessitates decision-making.	12.1.1 Identify situations where goods are in high or low demand.
	12.2 Identify the benefits and costs of making various personal decisions.	12.2.1 Explain how and why households make choices between needs and wants.
<b>13. The National Economy</b>	13.1 Explain why people save.	13.1.1 Examine decisions that people make about spending and saving money.
	13.2 Describe examples of the goods and services that governments provide.	13.2.1 With support, describe the difference between public and private providers of goods and services in the local community.
<b>14. The Global Economy</b>	14.1 Describe why people in one country trade goods and services with people in other countries.	14.1.1 Explain why people in one country trade goods and services with people in other countries.

	14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	14.2.1 Sort resources into categories based on location of origin.
<b>15. Alaska Economies: State, Local, and Tribal</b>	15.1 Explain different economic systems used by groups of Alaskans locally across time.	15.1.1 Identify different ways of acquiring what you need and want in Alaska.
<b>Inquiry Standards and Examples</b>		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Ask "What do people make in our town?" and find pictures showing different jobs.</li> <li>● Wonder "Why can't we buy everything?" and talk about choosing what matters most.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Look at pictures of people working and using things. Sort them into "makers" and "buyers."</li> <li>● Find clues on store items to see which ones cost more and why.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Explain why some things everyone wants while others nobody picks.</li> <li>● Tell why people trade things they have for things they need from other places.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Share with friends why we pick some things now and save for other things later.</li> <li>● Show the class which items come from close by vs. far away using your pictures.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Make a class chart showing "save for toys" vs. "save for helping others." Share how saving helps our classroom be fair to everyone.</li> <li>● Make group rules for sharing and trading so everyone feels happy.</li> <li>● Talk together about how our choices help make our classroom work better.</li> </ul>	

## Vocabulary

**Producers** - People who make or grow things, like bakers making bread.

**Consumers** - People who buy or use things, like kids drinking milk.

**Goods** - Things people make to buy or use, like toys and apples.

**Local** - In our town or neighborhood.

**Prices** - How much something costs.

**Market** - Place where people buy and sell things.

**Income** - Money people get from jobs or work.

**Demand** - When lots of people want something.

**Needs** - Things we must have to live, like food.

**Wants** - Things we like but don't need, like toys or candy.

**Spending** - Using money to buy things now.

**Saving** - Keeping money for later.

**Public** - Things everyone shares, like a park.

**Private** - Things families or stores provide.

**Trade** - Swapping things with people far away.

**Resources** - Things from nature we use, like wood.

**Origin** - Where something comes from.

**Acquiring** - Getting things we need, like trading fish.

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## Unit 3: Geography

*In this unit, first grade students explore the relationships between people, places, and the environment. They learn how weather and geography shape daily life in their community and how people, goods, and ideas move from one place to another. Students compare their community with other regions of Alaska, identify local landforms and water features on maps, and describe what makes Alaska unique. Through maps, stories, and hands-on activities, they develop an understanding of how people adapt to and influence their environment and how our community is connected to others near and far.*

<b>Essential Question</b>	<b>How does where we live shape the way we live and connect us to our community and the world?</b>
Supporting Questions	<ul style="list-style-type: none"> <li>● How does the weather and environment affect what people do in our community? How is our community similar to and different from other places in Alaska and around the world?</li> <li>● How can maps and pictures help us understand where places are and what they are like?</li> <li>● Why do people, goods, and ideas move from one place to another?</li> <li>● What makes Alaska a special and unique place in the world?</li> </ul>

### Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment Interaction: Place, Regions, and Culture</b>	16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	16.1.1 Describe local weather and how it affects individuals and their activities.

<b>16. Human-Environment Interaction: Place, Regions, and Culture</b>		
	16.2 Describe how human activities affect the cultural and environmental characteristics of places and regions.	16.2.1 Identify human activities that affect the local environment.
	16.3 Identify some cultural and environmental characteristics of specific place	16.3.1 Identify cultural characteristics of the local community.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Describe changes in the physical and cultural characteristics of various world regions.	17.1.1 Compare physical and cultural characteristics of the local community to another Alaskan community.
	17.2 Explain how the consumption of products connects people to distant places.	17.2.1 Describe how the consumption of products connects people in the local community to nearby communities.
	17.3 Identify ways that a catastrophic disaster may affect people living in a place.	17.3.1 Describe types of natural disasters common to the local region.
<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps, graphs, and other representations of familiar places.	18.1.1 Design a map of the school and include a key, symbols, and a compass rose.
	18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	18.2.2 Identify and name rivers, lakes, and mountains on a map of the local area.

	18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	18.3.1 Use maps of the local community to identify cultural and environmental characteristics.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain why and how people, goods, and ideas move from place to place.	19.1.1 Identify people and goods that travel from the local community to another place.
	19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	19.2.1 Describe ways people in the local community use local environments to meet their daily needs.
	19.3 Describe the connections between the physical environment of a place and the economic	19.3.1 Describe local economic activities.
<b>20. Geography of Alaska</b>	20.1 Identify what makes Alaska geographically unique.	20.1.1 Locate Alaska on a map of the United States and on a globe.
<b>Priority Inquiry Standard(s) and Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask and talk about questions like “What is the weather like where we live?” and “How does the weather change what we do each day?”</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Listen and share stories about how people live in different places, and talk about what is the same or different from our own community.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>Look at pictures, maps, and globes to learn where things are and what places look like, then draw simple maps of familiar places.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Explore how people and things move from one place to another and share examples of how goods travel to our community.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>Talk about what makes Alaska special and share ways to care for the land, water, and animals where we live.</li> </ul>	

## Vocabulary

**Weather** - What is like outside today (sunny, rainy, snowy)

**Climate** - Weather over many days in our areas.

**Environment** - Land, water, plants, and animals around us.

**Human activities** - Things people do that change nature, like building or picking berries.

**Cultural characteristics** - Special ways people in our town celebrate, eat, or play.

**Physical characteristics** - Things you can see about land like mountains or rivers.

**Consumption** - Using things that come from other places, like store food.

**Natural disasters** - Big problems from nature like floods or earthquakes

**Map** - Picture showing where places are.

**Key** - Box explaining map colors and marks.

**Compass rose** - Arrow showing north, south, east and west.

**Symbols** - Pictures standing for real things like houses.

**Rivers** - Long water paths that flow.

**Lakes** - Still water spots surrounded by land.

**Mountains** - A very tall, natural landform that rises high above the surrounding land

**Movement** - People or things going from one place to another.

**Daily Needs** - Things we need every day like food and water.

**Economic Activities** - Jobs or work people do to get money or trade.

**Globe** - Round ball showing the whole world.

## Unit 4: History

In this unit, first grade students explore how history tells the story of people, places, and events from long ago to today. They discover that people may remember and describe the same event in different ways, and that objects, photographs, and documents help us learn about the past. Students create simple timelines to show how events happen in order, compare how life in their community has changed, and ask questions about important people from local history. They also learn to think about why events happen and how people’s choices can shape their community. By the end of the unit, students understand that learning about the past helps them appreciate how their lives, families, and communities continue to grow and change.

<b>Essential Question</b>	<b>How can learning about people and events from the past help us understand our lives today?</b>
Supporting Questions	<ul style="list-style-type: none"> <li>● How can people remember or describe the same event in different ways?</li> <li>● What can we learn about the past from pictures, stories, and other sources (primary and secondary)?</li> <li>● How has life in our community changed over time?</li> <li>● Why do things happen, and how do people’s actions and choices affect others?</li> </ul>

### Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Compare perspectives of people in the past to those of people in the present	21.1.1 Describe an event from two different perspectives.

	21.2 Compare different accounts of the same historical events.	21.2.1 Compare the student's own account of an event to a peer's account of the same event.
<b>22. Historical Sources and Evidence</b>	22.1 Identify different kinds of historical sources.	22.1.1 Review various types of historical documents.
	22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	22.3.1 With support, use historical sources to ask questions about events.
<b>23. Change, Continuity, and Context</b>	23.1 Create a chronological sequence of multiple events.	23.1.1 Create a personal timeline to show events in a sequential manner.
	23.2 Compare life in the past to life today.	23.2.1 Illustrate how communities change over time.
	23.3 Generate questions about individuals and groups who have shaped a significant historical change.	23.3.1 Ask questions about significant figures in local history.
<b>24. Historical Thinking</b>	24.1 Generate possible reasons for an event or development	24.1.1 Describe cause and effect relationships based on an event in the classroom.
	24.2 Select which reasons might be more likely than others to explain a historical event or development	24.2.1 Identify and explain likely reasons for an event in the classroom.
<b>Priority Inquiry Standard(s)</b>		

Priority Inquiry Standard(s)	
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask and discuss questions about how people might see, feel, or remember the same event in different ways.</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Observe and talk about pictures, artifacts, or stories to learn what they tell us about people and events in the past.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>Gather information about how life in homes, schools, and communities has changed over time and show changes in order using a timeline.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Think about why an event happened and how people's actions or decisions made a difference to others.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>Share what was learned about people and events in the past and explain how understanding history helps us make better choices in our own lives and communities.</li> </ul>
Vocabulary	
<p><b>Points of View</b>- Different ways people see the same thing</p> <p><b>Perspective</b> - How you see something happening, like your side of a playground story.</p> <p><b>Past</b> - Times before you were born, like when grown-ups were kids.</p> <p><b>Present</b> - Right now, today.</p> <p><b>Accounts</b> - Stories or ways people tell what happened, like your version vs. a friend's.</p> <p><b>Historical Sources</b> - Clues or pictures that show what happened long ago.</p> <p><b>Historical Documents</b> - Old papers, photos, drawings from the past.</p> <p><b>Questions</b> - "Who, what, where, when, how" word you ask to learn more</p> <p><b>Chronological</b> - Events in time order (first, next, last).</p> <p><b>Timeline</b> - A line showing when things happen in your life.</p> <p><b>Sequential</b> - One after another.</p> <p><b>Change</b> - When things get different over time.</p> <p><b>Continuity</b> - Things that stay the same.</p> <p><b>Cause</b> - What makes something happen (rain).</p> <p><b>Effect</b> - What happens after (wet playground).</p> <p><b>Reasons</b> - Ideas that explain why something happened.</p>	



**2026**  
**KPBSD Social Studies**  
**Second Grade**

## Second Grade - My Local Community

<b>Unit 1 Civics</b>	In this unit, second grade students know key local and state leaders, the purpose of rules and government, democratic ideas like fairness and respect, Alaska symbols, and citizen rights/responsibilities. They will be able to identify leaders and their roles, explain why rules matter in different places, practice group decision-making, define equality and respect, describe community improvements over time, recognize local government systems, and participate in simple democratic activities like voting or discussions.
<b>Unit 2 Economics</b>	In this unit, second grade students will learn economic concepts like producing goods/services, scarcity, costs/benefits, saving goals, government services, trade, capital goods, human capital, and traditional Alaska practices. They will be able to describe local production vs. imports, explain earning/spending/saving, classify short/long-term goals, categorize trade items, compare prices, and connect past Alaska economic systems to today. Through activities like market sorting or trade fairs, students understand personal choices connect to community and Alaska economies.
<b>Unit 3 Geography</b>	In this unit, second grade students investigate how people interact with their environment and how geography shapes our lives in Alaska and beyond. They explore how weather, climate, and landforms influence housing, clothing, travel, and local traditions. Students use maps, globes, photographs, and simple graphs to describe places and identify cultural and environmental characteristics. They learn how people depend on both nearby and distant resources, comparing how different communities meet their daily needs. Students explore what makes Alaska unique, its landscape, climate, people, and diverse cultures.
<b>Unit 4 History</b>	In this unit, second grade students explore the history of their local community and learn how people, places, and events have changed over time. They compare different perspectives from the past and present, discovering that people may remember or describe events differently depending on their experiences. Students examine primary and secondary sources to learn how historians study the past. They create and explain timelines to show important community events, identify individuals and groups who influenced change, and practice thinking about cause and effect in historical situations.

# Second Grade: My Local Community

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*In this unit, second grade students know key local and state leaders, the purpose of rules and government, democratic ideas like fairness and respect, Alaska symbols, and citizen rights/responsibilities. They will be able to identify leaders and their roles, explain why rules matter in different places, practice group decision-making, define equality and respect, describe community improvements over time, recognize local government systems, and participate in simple democratic activities like voting or discussions.*

### Essential Question

**How do leaders, rules, and working together help our community stay fair and strong?**

Supporting Questions

- Who are our community leaders, and what jobs do they do to help us?
- How can we be good group members by listening and sharing ideas fairly?
- Why do we need rules at school and in town, and how do they help us decide things?
- What special symbols and systems make our Alaska community special?
- What rights do we have, and how can we help our community by joining in?

### Alaska Social Studies Standards

**Topic**

**Anchor Standard**

**Content Standard**

*The student demonstrates an understanding of...*

*Therefore, the student is able to...*

**6. Civics and Political Institutions and Systems**

6.1 Describe roles and responsibilities of people in authority.

6.1.2 Identify local and state leaders and describe their roles and responsibilities.

	6.2 Explain how all people, not just official leaders, play important roles in a community.	6.2.2 Recognize that government leaders are elected through a voting process and participate as appropriate.
	6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	6.3.2 Explain the need for and purposes of rules in various settings inside and outside of school.
	*6.4 Explain what governments are and some of their functions.	6.4.2 Explain what governments are and some of their functions.
	6.5 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	6.5.2 Inspect how communities work together to fulfill roles of authority.
<b>7. Participation and Deliberation</b>	7.1 Apply civic virtues when participating in school settings.	7.1.2 Apply civic virtues when participating in school settings.
	7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	7.2.2 Define democratic of equality, fairness, and respect.
	7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	7.3.2 Practice different roles and responsibilities within a group and/or the classroom.
	7.4 Compare their own point of view with others' perspectives	7.4.2 Defend the student's own point of view on a topic with many differing perspectives.

<b>8. Processes, Rules, and Laws</b>	8.1 Explain how people can work together to make decisions in the classroom.	8.1.2 Explain how people can work together to make decisions in the classroom.
	8.2 Identify and explain how rules function in public (classroom and school) settings.	8.2.2 Identify and explain how rules function in public settings.
	8.3 Describe how people have tried to improve their communities over time.	8.3.2 Describe how people have tried to improve the local community over time.
<b>9. Alaska’s Government</b>	9.1 Describe local and state symbols	9.1.2 Determine the meaning and importance of local and state symbols.
	9.2 Identify and explain the roles of Alaska’s government systems	9.2.2 Describe the government systems in place in the student’s local community.
<b>10. Rights, Roles, and Responsibilities of Citizens</b>	10.1 Explain and participate in the rights and responsibilities of citizens.	10.1.2 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.
<b>Priority Inquiry Standard(s) Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Ask questions about local leaders like “What does our mayor do every day?” and use pictures or guest visits to find answers about their roles and responsibilities.</li> <li>• Wonder why communities have special pictures or flags that everyone knows.</li> <li>• Think of questions about how groups decide who does what job during playtime.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• Sort photos of school rules, town signs, and Alaska symbols into “keeps us safe,” “helps us share,” or “shows who we are” to explain why rules and leaders matter in public places.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Check stories or photos to see how rules help groups stay together nicely.</li> </ul>
<b>3. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Explain why everyone—not just bosses—helps keep our places running well.</li> <li>• Share ideas about treating others the same so group choices feel right.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Share your thinking when friends see playground choices differently.</li> <li>• Explain to the group why one idea works best for our shared plan.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Draw or tell one way we can join in to help our group spot run smoothly.</li> <li>• Present how teams of people keep everyday places working for everyone.</li> <li>• Practice picking a class helper and say why joining in matters for fairness.</li> </ul>

### Vocabulary

**Authority** - People or grown-ups who are in charge and make sure things are safe and fair.

**Leaders** - Grown-ups like mayors or governors who help make rules and decisions for our town or state.

**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.

**Rules** - Guides that tell us what to do to stay safe and get along.

**Elected** - Chosen by people picking names on a paper or ballot.

**Voting** - When people choose leaders by picking who they want most.

**Community** - All the people who live and work together in one place, like our neighborhood or town.

**Civic Virtues** - Being kind, honest, and helpful as a good school citizen.

**Participating** - Joining in and taking part, like raising your hand in class.

**Democratic** - Ways of making decisions where everyone gets a say

**Fairness** - Everyone gets the same chances and is treated the same.

**Equality** - Making sure things are even and right for all kids.

**Respect** - Being kind and listening to others' ideas.

**Point of View** - What you think or believe about something.

**Perspectives** - Different ways people see or think about the same thing

**Government Systems** - Groups of people and rules that help run a town or state safely

**Rights** - Things you are allowed to do, like speaking up safely.  
**Citizens** - People who live in a community and help make it good.

## Unit 2: Economics

In this unit, first grade students will learn economic concepts like producing goods/services, scarcity, costs/benefits, saving goals, government services, trade, capital goods, human capital, and traditional Alaska practices. They will be able to describe local production vs. imports, explain earning/spending/saving, classify short/long-term goals, categorize trade items, compare prices, identify production costs, and connect past Alaska economic systems to today. Through activities like market sorting or trade fairs, students understand personal choices connect to community and Alaska economies.

<b>Essential Question</b>	<b>How do people make, trade, and choose things to meet needs in our community and Alaska?</b>
Supporting Questions	<ul style="list-style-type: none"> <li>● What special skills make things in our town, and where do other things come from?</li> <li>● Why can't we have everything we want, and how do we pick what's best?</li> <li>● Why do people save money, and what does our local government help pay for?</li> <li>● Why do we trade toys or food with far-away places?</li> <li>● How did Alaska people get what they needed long ago?</li> </ul>

### Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Describe the skills and knowledge required to produce certain goods and services.	11.1.2 Describe the skills and knowledge required to produce certain goods and services.

<b>Cont'</b> <b>11. Economic Systems, Models, and Markets</b>	11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	11.2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.
	*11.3 Identify prices of products in a local market.	11.3.2 Compare the prices of locally produced and non-locally produced goods in local markets.
	11.4 Explain how people earn income.	11.4.2 Explain how and why people earn money.
	*11.5 Describe examples of costs of production.	11.5.2 Describe examples of costs of production for local goods and services.
	*11.6 Describe the role of banks in an economy.	11.6.2 Participate in discussions about the role of banks in the local economy.
<b>12. Decision-Making and Personal Finance</b>	12.1 .Explain how scarcity necessitates decision-making.	12.1.2 Define scarcity and explain how it affects decision-making.
	12.2 Identify the benefits and costs of making various personal decisions.	12.2.2 Identify the costs and benefits of personal decisions to the community, and vice versa.
<b>13. The National Economy</b>	13.1 Explain why people save.	13.1.2 Classify saving goals as short-term and long-term.

<b>Cont'</b> <b>13. The National Economy</b>	13.2 Describe examples of the goods and services that governments provide.	13.2.2 Identify examples of the goods and services that local governments provide.
	*13.3 Describe examples of capital goods and human capital.	13.3.2 Describe local examples of capital goods and human capital.
<b>14. The Global Economy</b>	14.1 Describe why people in one country trade goods and services with people in other countries.	14.1.2 Explain why people in one country trade goods and services with people in other countries.
	14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	14.2.2 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
<b>15. Alaska Economies: State, Local, and Tribal</b>	15.1 Explain different economic systems used by groups of Alaskans locally across time.	15.1.2 Explore and be able to explain traditional economic practices of the local region.
<b>Inquiry Standards and Examples</b>		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask “What do people in our town make?” and visit a local shop or farm to find out what goods come from nearby vs. far away.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Sort classroom items into “made here,” “made in Alaska,” and “made far away” to explain why we need trade for some things.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>Compare price tags on local salmon vs. store-bought fish to discover why some things cost more to produce nearby.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Hold a class “market day” trading play money for goods, then explain how scarcity made some choices harder than others.</li> </ul>	

**5. Informed Civic Discourse and Engagement**

- Draw saving goal posters (short-term: new crayons; long-term: family trip) and share with families how banks help community dreams grow.

**Vocabulary**

**Produce** - Make or grow something to sell or use, like baking bread.

**Scarcity** -Not having enough of something, so we must choose carefully.

**Income** - Money people earn from jobs to buy what they need.

**Costs of Production**- Money or work needed to make things, like buying yarn to knit hats.

**Banks** - Safe places to keep money and help people save or borrow.

**Savings** - Keeping money for later instead of spending it now.

**Capital Goods** - Special tools or machines that help make other things, like fishing boats.

**Human Capital** - Special skills and training people learn to do jobs well.

**Trade** - Swapping things with others instead of using money, like fish for berries.

**Market** - A place where people buy and sell goods and services.

## Unit 3: Geography

In this unit, second grade students investigate how people interact with their environment and how geography shapes our lives in Alaska and beyond. They explore how weather, climate, and landforms influence housing, clothing, travel, and local traditions. Students use maps, globes, photographs, and simple graphs to describe places and identify cultural and environmental characteristics. They learn how people depend on both nearby and distant resources, comparing how different communities meet their daily needs. Finally, students explore what makes Alaska unique—its landscape, climate, people, and diverse cultures—and examine how connections between people, places, and environments help communities thrive.

<b>Essential Question</b>	<b>How do people, places, and the environment connect and shape the way we live in Alaska and around the world?</b>	
Supporting Questions	<ul style="list-style-type: none"> <li>● How does our local environment, weather, and climate affect how people live, work, and play?</li> <li>● How do the things we use every day connect us to people and places around the world?</li> <li>● How do maps, globes, and pictures help us understand where places are and what they are like?</li> <li>● Why do people, goods, and ideas move from one place to another, and how does this affect communities?</li> <li>● What makes Alaska’s land, people, and cultures special and different from other places?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment</b>	16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	16.1.2 Explain how weather, climate, and other environmental characteristics affect people’s lives in the local region.

<b>Interaction: Place, Regions</b>		
	16..2 Describe how human activities affect the cultural and environmental characteristics of places and regions.	16.2.2 Describe how human activities affect the cultural and environmental characteristics of the local region.
<b>16. Human-Environment Interaction: Place, Regions, and Culture, and Culture</b>	16.3 Identify some cultural and environmental characteristics of specific place	16.3.2 Identify some cultural and environmental characteristics of the local community.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Describe changes in the physical and cultural characteristics of various world regions.	17.1.2 Describe changes in the physical and cultural characteristics of regions outside of Alaska.
	17.2 Explain how the consumption of products connects people to distant places.	17.2.2 Describe how the consumption of products connects people in Alaska to other places.
	17.3 Identify ways that a catastrophic disaster may affect people living in a place.	17.3.2 Analyze ways that a catastrophic disaster may affect people living in the local region.
<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps, graphs, and other representations of familiar places.	18.1.2 Construct maps, graphs, and other representations of locations in the local community.
	18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	18.2.2 Use maps, graphs, photographs, and other representations to describe places and the relationship and interactions that shape them.

	18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	18.3.2 Identify broad environmental and cultural characteristics of regions on a globe.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain why and how people, goods, and ideas move from place to place.	19.1.2 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.
	19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	19.2.2 Compare how different groups of people in the local community use local and distant environments to meet their daily needs.
	19.3 Describe the connections between the physical environment of a place and the economic	19.3.1 Explain the connections between the local physical environment and the economic activities found there.
<b>20. Geography of Alaska</b>	20.1 Identify what makes Alaska geographically unique.	20.1.2 Explain the geographical and cultural features that make Alaska distinct from other places.
<b>Priority Inquiry Standard(s) and Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask questions about how local weather, climate, land, and human activities affect how people live, work, and celebrate in the community.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Use maps, photos, and stories to learn how places outside Alaska are changing, how products connect Alaska to other places, and how disasters can affect regions.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>Use information from maps, globes, graphs, and images to describe where places are, what they are like, and how people and environments are connected.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Explain, using examples, why people, goods, and ideas move into and out of the local community and how these movements relate to local jobs and resources.</li> </ul>	

<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Share ideas about what makes Alaska geographically and culturally unique and discuss ways to care for local environments and communities.</li> </ul>
<b>Vocabulary</b>	
<p><b>Weather</b> - What it's like outside today, like rain or snow.</p> <p><b>Climate</b> - Weather over a long period of time, like Alaska's cold winters.</p> <p><b>Region</b> - A big area with similar land, weather, or people (i.e. the Kenai Peninsula).</p> <p><b>Environment</b> - Nature around us, like rivers, forests, and mountains.</p> <p><b>Cultural</b> - Special ways people live, celebrate, or make things in a place.</p> <p><b>Characteristics</b> - Things that make a place special, like tall trees or dances.</p> <p><b>Consumption</b> - Using things we buy or eat from far away.</p> <p><b>Spatial Patterns</b> - How people, places, or things are spread out on Earth.</p> <p><b>Catastrophic Disaster</b> - A big, sudden problem like a flood or earthquake.</p> <p><b>Maps</b> - Drawings that show where places are, like our school.</p> <p><b>Graphs</b> - Bars and lines showing numbers about information.</p> <p><b>Geographic Representation</b> - Pictures or models that show what Earth looks like.</p> <p><b>Globe</b> - A round model of the whole Earth.</p> <p><b>Geographical Features</b> - Special land shapes like mountains, glaciers, islands.</p> <p><b>Cultural Features</b> - Special traditions, languages, stories of a group of people.</p> <p><b>Spatial Movements</b> - People, things, or ideas going from one place to another.</p> <p><b>Daily Needs</b> - Things we need every day like food, water, and clothing.</p>	

## Unit 4: History

*In this unit, second grade students explore the history of their local community and learn how people, places, and events have changed over time. They compare different perspectives from the past and present, discovering that people may remember or describe events differently depending on their experiences. Students examine primary and secondary sources to learn how historians study the past. They create and explain timelines to show important community events, identify individuals and groups who influenced change, and practice thinking about cause and effect in historical situations.*

<b>Essential Question</b>	<b>How can learning about our community’s past and the people who lived here help us understand changes in our community today?</b>	
Supporting Questions	<ul style="list-style-type: none"> <li>● How can people in the past and present see the same event or problem in different ways?</li> <li>● What kinds of sources—like photos, stories, and artifacts—help us learn about our community’s history?</li> <li>● How has life in our community changed over time, and what has stayed the same?</li> <li>● What are some reasons people made certain decisions in the past, and how did those choices shape our community?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Compare perspectives of people in the past to those of people in the present	21.1.2 Compare past and present perspectives on a situation, event, issue, or problem within the community.

	21.2 Compare different accounts of the same historical events.	21.2.2 Evaluate different accounts of the same historical event in the local community.
<b>22. Historical Sources and Evidence</b>	22.1 Identify different kinds of historical sources.	22.1.2 Differentiate between primary and secondary sources.
	*22.2 Explain how historical sources can be used to study the past.	22.2.2 Explain how historical sources can be used to study the local community's past..
	22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	22.3.2 Use a variety of sources to generate questions about events in the history of the local community.
<b>23. Change, Continuity, and Context</b>	23.1 Create a chronological sequence of multiple events.	23.1.2 Create and explain a chronological sequence of multiple events.
	23.2 Compare life in the past to life today.	23.2.2 Compare life in the local community in the past to life in the local community today.
	23.3 Generate questions about individuals and groups who have shaped a significant historical change.	23.3.3 Generate questions about, and describe how, specific individuals and groups have shaped local events.
<b>24. Historical Thinking</b>	24.1 Generate possible reasons for an event or development	24.1.2 Generate possible reasons for an event or development in the local community's past.

	24.2 Select which reasons might be more likely than others to explain a historical event or development	24.2.2 Analyze likely reasons for an event or development in the local community's past and identify implausible options.
Priority Inquiry Standard(s) and Examples		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>Ask and answer questions about how people long ago and people today might see the same community event or problem differently, using stories, photos, or interviews as evidence to explain their ideas.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>Sort examples of photos, letters, objects, maps, and books into primary and secondary sources and explain how each kind can help us learn about our community's past.</li> <li>Look closely at different local history sources and develop "who, what, when, where, why, and how" questions about important events in our community's past.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>Gather information from timelines, artifacts, and oral histories to explain how the community has changed and stayed the same over time.</li> <li>Use sources to find answers, and describe how their actions led to important changes in local events.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>Use facts from primary and secondary sources to decide which explanations for a local historical event make the most sense, explain why some reasons are unlikely, and share their thinking with others.</li> <li>Compare accounts of a community event, draw supported conclusions, and present to the class how accurate history-sharing builds trust in our neighborhood.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>Share conclusions about important people, events, and changes in the community's history and explain how this knowledge helps improve life today.</li> <li>Engage in class discussions explaining how understanding old and new perspectives helps solve community problems today.</li> </ul>	

## Vocabulary

**Points of View-** Different ways people see the same thing

**Perspective** - How you see something happening, like your side of a playground story.

**Past** - Times before you were born, like when grown-ups were kids.

**Present** - Right now, today.

**Accounts** - Stories or ways people tell what happened, like your version vs. a friend's.

**Primary Source** - Real clues from when it happened, like old photos or letters.

**Secondary Sources** - Stories written later about the past, like history books.

**Historical Sources** - Clues or pictures that show what happened long ago.

**Historical Documents** - Old papers, photos, drawings from the past.

**Questions** - "Who, what, where, when, how" word you ask to learn more

**Chronological** - Events in time order (first, next, last).

**Timeline** - A line showing when things happen in your life.

**Sequential** - One after another.

**Change** - When things get different over time.

**Continuity** - Things that stay the same.

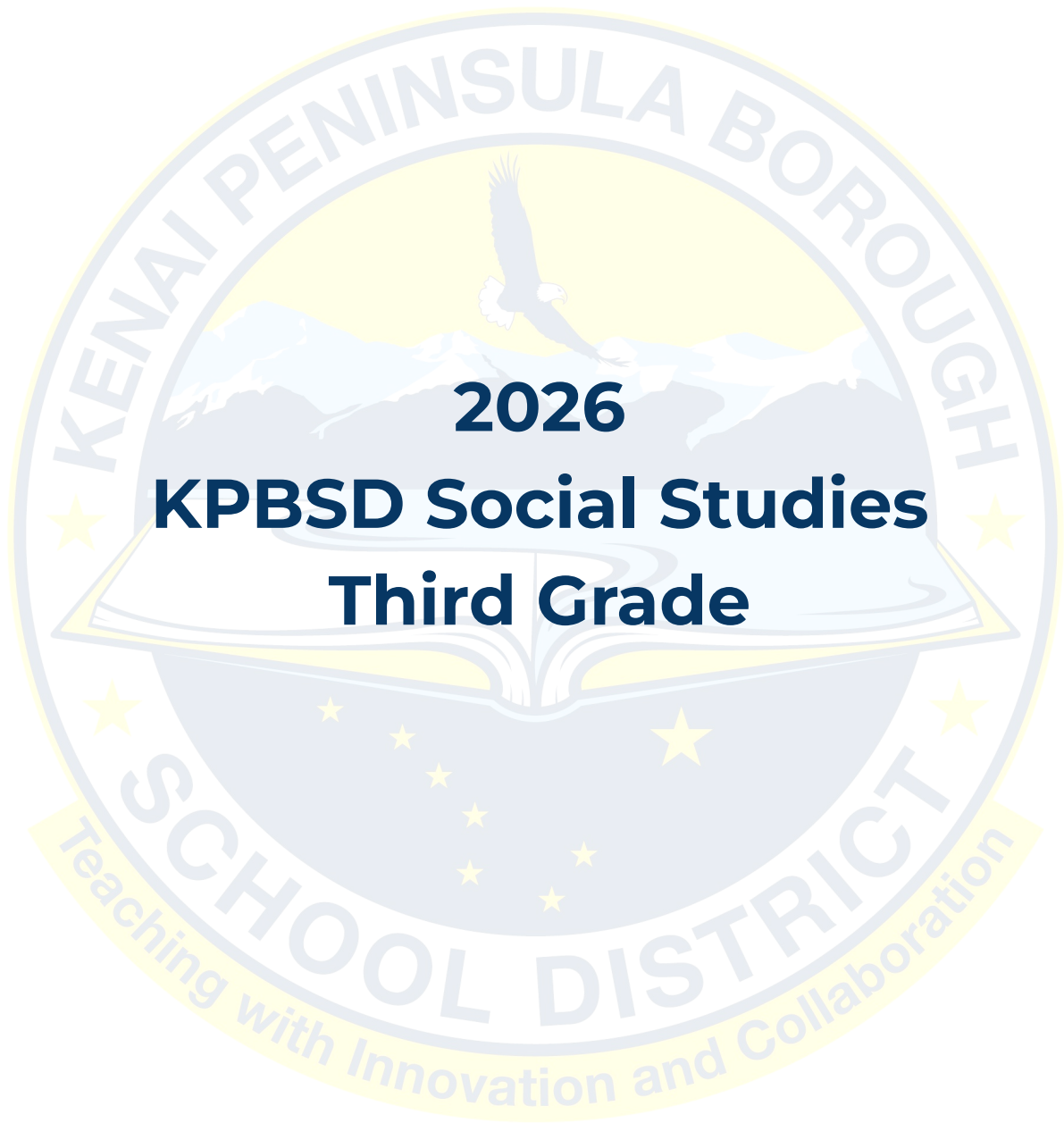
**Cause** - What makes something happen (rain).

**Effect** - What happens after (wet playground).

**Reasons** - Ideas that explain why something happened.

**Implausible** - Ideas that don't make sense or could not be true.

**Analyze** - Think hard to figure out what really happened.



**2026**  
**KPBSD Social Studies**  
**Third Grade**

## Third Grade - Alaska's Past, Present, and Future

<b>Unit 1 Civics</b>	<p><i>Third grade students will learn how government and community life work in Alaska. They explore the roles and powers of local, Tribal, and state leaders and how the government is structured to make, enforce, and change laws. Students learn that citizens have important rights and responsibilities and that people of all ages can participate in democracy by following rules, voting when they are adults, sharing opinions, and taking peaceful action to solve community problems. Students will be able to identify how decisions are made at different levels in Alaska, explain ways people can participate and influence change.</i></p>
<b>Unit 2 Economics</b>	<p><i>Third grade students will explore how Alaska's economy works through resources, specialization, trade, and decision-making. They learn to identify human capital (skills/knowledge), physical capital (tools/buildings), and natural resources (fish, oil, timber) that create Alaska's goods and services. Students examine how specialization and trade connect people and businesses, how Alaskans have met basic needs over time, and how factors like unemployment and government spending affect communities. By unit's end, students can analyze resource use, explain economic interdependence, and describe how Alaska Native groups sustainably use natural resources to meet community needs.</i></p>
<b>Unit 3 Geography</b>	<p><i>Third grade students will explore Alaska's diverse geography and how it shapes human life. They learn how cultures adapt to harsh climates and resources, how environmental features vary across regions, and how disasters like the 1964 earthquake affect people statewide and beyond. Students create and analyze maps showing Alaska's northern position, population patterns, and resource locations. They examine how Native peoples migrated to Alaska and how resources like oil and fish influenced statehood. By unit's end, students can explain regional differences, use geographic tools to analyze settlement and movement, and connect Alaska's past migrations and resource use to modern life.</i></p>
<b>Unit 4 History</b>	<p><i>Third grade students explore Alaska's history through multiple perspectives, analyzing how Indigenous and non-Indigenous viewpoints differ on key events. They learn to identify and evaluate primary and secondary sources, create timelines organizing Alaska history into eras, and compare past and present community life. Students investigate local historical figures and events, practice distinguishing plausible from implausible causes, and understand how perspectives influence the historical record. By unit's end, students can explain differing viewpoints on Alaska history, use multiple sources to construct narratives, organize events chronologically, and analyze cause-and-effect relationships in their community's past.</i></p>

# Third Grade: Alaska's Past, Present, and Future

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*Third grade students will learn how government and community life work in Alaska. They explore the roles and powers of local, Tribal, and state leaders and how the government is structured to make, enforce, and change laws. Students learn that citizens have important rights and responsibilities and that people of all ages can participate in democracy by following rules, voting when they are adults, sharing opinions, and taking peaceful action to solve community problems. They examine key documents and processes that guide decision-making, consider how civic virtues support strong communities, and study examples of how Alaskans have worked together in the past and present to improve society. By the end of the unit, students will be able to identify how decisions are made at different levels in Alaska, explain ways people can participate and influence change, and describe how civic values, rights, and responsibilities guide life in their communities.*

### Essential Question

**How do people in Alaska work together through governments and communities to make fair decisions, protect rights, and solve problems?**

### Supporting Questions

- How are Alaska's governments organized, and how do they make decisions and laws?
- In what ways have people in Alaska worked in the past and present to take part in democracy and help make or change rules and laws?
- How do rules create responsibilities for people at school and in the community?
- How do families, Tribal groups, and community organizations help people work together to solve problems?
- What civic virtues (like respect, responsibility, and honesty) help our school and community work well?
- How do people in Alaska work together through governments and communities to make fair decisions, protect rights, and

solve problems?

## Alaska Social Studies Standards

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>6. Civics and Political Institutions and Systems</b>	6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	6.1.3 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.
	6.2 Explain how democracy relies on people's responsible participation and draw implications for how individuals participate in democracy.	6.2.3 List ways that people participate in democracy.
	6.3 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.	6.3.3 Identify key documents on which local and state laws are based and where to find them.
	6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	6.4.3 Describe how rules can create responsibilities.
	6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	6.5.3 Explain the origins, functions, and structure of state and Tribal governments in Alaska.
	6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	6.6.3 Describe ways in which people benefit from working together in families, households, and voluntary organizations.

<b>7. Participation and Deliberation</b>	7.1 Apply civic virtues and democratic principles in school settings.	7.1.3 Describe how civic virtues can be applied in school settings.
	7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	7.2.3 Recall core civic virtues that guide communities in Alaska.
	7.3 Use deliberative processes when making decisions or reaching judgements as a group.	7.3.3 Discuss the importance of having processes for making decisions as a group.
	7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and other's points of view about civic issues.	7.4.3 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.
<b>8. Processes, Rules, and Laws</b>	8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	8.1.3 Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.
	8.2 Explain how rules and laws change society and how people change rules and laws.	8.2.3 Describe how Alaska's laws are created and changed at multiple organizational levels.
	8.3 Explain how policies are developed to address public problems.	8.3.3 Identify and participate in ways that people can influence the local community and organize solutions through action.

	8.4 Illustrate historical and contemporary means of changing society.	8.4.3 Illustrate historical and contemporary means of changing society in Alaska.
<b>9. Alaska's Government</b>	9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	9.1.3 Explore and describe various government structures within Alaska.
<b>10. Rights, Roles, and Responsibilities of Citizens</b>	10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens.	10.1.3 Describe and define the rights, roles, and responsibilities of citizens in Alaska.
<b>Priority Inquiry Standard(s) Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Develop questions such as, "What does our mayor, Tribal council, or state legislators do for us?."</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• Examine websites, charts, and short biographies of Alaska leaders to find evidence of their responsibilities and powers.</li> <li>• Use stories, photos, or news examples of voting, meetings, and community projects as evidence of participation.</li> <li>• Look at samples or excerpts of documents (such as a city charter, Tribal constitution, or Alaska Constitution) with support.</li> <li>• Use diagrams, short readings, or Tribal/state websites to gather information.</li> <li>• Use scenarios and role-plays as sources to identify virtues like honesty, courage, and respect.</li> </ul>	
<b>3. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Explain how different leaders' roles work together to make and carry out laws.</li> <li>• Describe how practicing one civic virtue changes classroom behavior and relationships.</li> <li>• Explain how primary and secondary source documents guide leaders when they make rules and laws.</li> <li>• Explain why processes like voting, turn-taking, and consensus help groups function.</li> </ul>	

<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Present a short explanation (poster, slide, or speech) about one leader and respond to classmates' questions.</li> <li>• Discuss which forms of participation might be most helpful for a specific school or local issue.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Write or share ideas on how to respectfully contact a leader about an issue that matters to students.</li> <li>• Plan and carry out a simple classroom or school-wide participation project (like a survey or class meeting).</li> <li>• Create a simple "class constitution" inspired by official documents, based on shared rights and responsibilities.</li> <li>• Discuss ways these governments help protect cultures, lands, and rights and identify one way students can support that work.</li> <li>• Plan a small class service or cooperation project (such as a clean-up or supply drive).</li> </ul>

**Vocabulary**

**Citizen** - a member of a community, state or nation with rights and responsibilities.

**Community** - All the people who live and work together in one place, like our neighborhood or town.

**Democracy** - a form of government where people help make decisions, often by voting or sharing their voices.

**Government** - a group of people and institutions that carry out rules and laws.

**Local Government** - government closest to us (city, borough, or village council) that makes community rules and provides services.

**Tribal Government** - the governing body of Alaska Native Tribe that makes decisions and protects the rights and traditions of Tribal members.

**State Government** - a group of leaders who make laws and provide services to our state.

**Branch of Government** - a branch of government is one of the three main parts of a government. Each branch has its own special job to do, and they all work together to run a city, state, or country. (legislative, executive, judicial).

**Law** - an official rule that people in a community, state, or nation must follow.

**Right** - a freedom or protection that people are allowed to have.

**Rules** - Guides that tell us what to do to stay safe and get along.

**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.

**Civic Virtues** - a quality (such as respect, fairness, honesty, responsibility) that helps people be good community members.

**Primary Source** - an original record from the time something happened (for example, a photograph, letter, speech, or artifact).

**Secondary Source** - a source created later that explains or interprets the past (for example a textbook, article, or video).

## Unit 2: Economics

*Third grade students will explore how Alaska's economy works through resources, specialization, trade, and decision-making. They learn to identify human capital (skills/knowledge), physical capital (tools/buildings), and natural resources (fish, oil, timber) that create Alaska's goods and services. Students examine how specialization and trade connect people and businesses, how Alaskans have met basic needs over time, and how factors like unemployment and government spending affect communities. They study historical trade among Alaska Native groups and how geography shapes economic activity. By unit's end, students can analyze resource use, explain economic interdependence, and describe how Alaska Native groups sustainably use natural resources to meet community needs.*

### Essential Question

***How do people, businesses, and communities in Alaska use resources and make choices to create goods, meet needs, and work together economically?***

### Supporting Questions

- What are human capital, physical capital, and natural resources, and how do they work together in Alaska to make goods and services?
- Why do people and businesses specialize in certain jobs and then trade with each other?
- How have Alaskans met their needs for food, clothing, and shelter in different ways over time?
- What factors influence the economic choices people make about resources and money?
- What is unemployment, and why does it change in different communities?
- How does Alaska's government pay for the public goods and services we use? How did trade between Alaska Native groups create economic connections throughout history?
- How do Alaska's geography, climate, and resources shape what people produce and trade?
- How have different Alaska Native groups used natural resources to meet their needs over generations?

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	11.1.3 Define and provide examples of human capital, physical capital, and natural resources in Alaska.
	11.2 Explain why individuals and businesses specialize and trade.	11.2.3 Explain what it means for an individual and/or business to specialize and/or trade.
<b>12. Decision-Making and Personal Finance</b>	12.1 Compare the benefits and costs of individual choices	12.1.3 Examine various ways that people in Alaska have met their needs for food, clothing, and shelter, and how they have changed over time.
	12.2 Identify positive and negative incentives that influence the decisions people make.	12.2.3 With support, generate a list of factors that influence the way people make a particular decision.
<b>13. The National Economy</b>	13.1 Explain what interest rates are.	13.1.2 With support, generate a list of scenarios that may include borrowing money.
	13.2 Explain the meaning of inflation, deflation, and unemployment.	13.2.3 Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.

	13.3 Explain the ways in which the government pays for the goods and services it provides.	13.3.3 Explain the ways in which Alaska's government pays for the goods and services it provides.
	13.4	13.4.3 Define and illustrate examples of capital goods and human capital.
<b>14. The Global Economy</b>	14.1 Explain how trade leads to increasing economic interdependence among nations.	14.1.3 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.
	14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	14.2.3 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.
<b>15. Alaska Economies: State, Local, and Tribal</b>	15.1 Explain the effects of increasing economic interdependence on different groups within participating nations.	15.1.3 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.
<b>Inquiry Standards and Examples</b>		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Develop questions like "What skills do Alaska fishermen need?" "What machines help them?" and "What comes from nature?"</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• Use examples: "Fishermen catch salmon all day. Farmers grow vegetables. They trade so everyone eats well."</li> <li>• Show chart: "Oil money (biggest), fishing fees, some sales tax pay for schools, ferries, and parks."</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>• Compare pictures and stories: "Long ago: seal skin parkas. Today: store coats. Both keep us warm but made differently."</li> <li>• Use graphs: "Bristol Bay: summer lots of fishing jobs. Winter: few jobs. Unemployment goes up and down."</li> </ul>	

<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• List decision factors: "Price matters. Taste matters. Family traditions matter. Need it now or can I wait?"</li> <li>• Map trade routes: "Tlingit brings salmon oil from the coast. Athabaskan bring moose hides from the interior. Everyone helps each other."</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Compare how PFD money helps Peninsula families (sports, fishing gear), create infographics for the school board explaining "oil money for Alaskans."</li> <li>• Learn about local Dena'ina traditions, write letters inviting Tribal elders to share stories, then host class potlatch-style sharing events.</li> </ul>
<b>Vocabulary</b>	
<p><b>Human Capital</b> - People's knowledge, skills, and training (i.e. fishermen's expertise, teacher's education)</p> <p><b>Physical Capital</b> - Tools, machines, and buildings used to produce goods (ex. fishing boats, oil rigs, factories)</p> <p><b>Natural Resources</b> - Materials from nature used in production (i.e. salmon, crude oil, timber, minerals).</p> <p><b>Specialization</b> - Focusing on producing one type of good/service to do it better/cheaper.</p> <p><b>Trade</b> - Exchanging goods/services between people/businesses/regions</p> <p><b>Scarcity</b> -Not having enough of something, so we must choose carefully.</p> <p><b>Unemployment</b> - When people want to work but cannot find jobs</p> <p><b>Economic Interdependence</b> - When groups rely on each other for goods/services.</p> <p><b>Subsistence</b> - Harvesting food/resources directly from land/water for personal/family use.</p>	

## Unit 3: Geography

*Third grade students will explore Alaska's diverse geography and how it shapes human life. They learn how cultures adapt to harsh climates and resources, how environmental features vary across regions, and how disasters like the 1964 earthquake affect people statewide and beyond. Students create and analyze maps showing Alaska's northern position, population patterns, and resource locations. They examine how Native peoples migrated to Alaska and how resources like oil and fish influenced statehood. By unit's end, students can explain regional differences, use geographic tools to analyze settlement and movement, and connect Alaska's past migrations and resource use to modern life.*

### Essential Question

**How do Alaska's unique geography, cultures, and resources shape where people live, work, and move across the state and beyond?**

### Supporting Questions

- How do Alaska's cultures help people adapt to and change their environment?
- How have Alaska's cultural and environmental features changed over time?
- What are ways maps and photos help us understand Alaska's places and features?
- How do Alaska's culture and environment affect where people live and travel?
- How do settlements and movement connect to natural resources?
- *What impact do disasters have on Alaska communities?*
- *What role did Alaska's resources play in becoming a state?*
- How did Alaska Native people first come to Alaska?

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment Interaction: Place, Regions</b>	16.1 Explain how culture influences the way people modify and adapt to their environments.	16.1.3 Discuss how culture influences the way people modify and adapt to their environments in Alaska
	16.2 Explain how the cultural and environmental characteristics of places change over time.	16.2.3 Discuss how the cultural and environmental characteristics of Alaska change over time.
	16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	16.3.3 Describe how environmental and cultural characteristics influence population distribution in Alaska.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Explain why environmental characteristics vary among different world regions.	17.1.3 Describe why environmental characteristics vary among different regions in Alaska.
	17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	17.2.3 Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.
	17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	17.3.3 Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (Earthquake of 1964, Exxon Valdez oil spill, etc.)

<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	18.1.3 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.
	18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.	18.2.3 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.
	18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	18.3.3 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in Alaska.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	19.1.3 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.
	19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	19.2.3 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.
	19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	19.3.3 Discuss the effects of catastrophic environmental and technological events on human settlements in Alaska.
<b>20. Geography of Alaska</b>	20.1 Describe connections within Alaska and between Alaska and other places.	20.1.3.1 Identify and explain the relationship between the resources found in Alaska and becoming a state.
		20.1.3.2 Describe how the Alaska Native population came to Alaska.

Priority Inquiry Standard(s) and Examples	
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Ask questions about how different cultures adapt to Alaska environments.</li> <li>● Investigate and formulate questions about Alaska's first people.</li> <li>● Participate in notice and wonder activities based on primary and secondary source analysis.</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Use globes and maps to show Alaska's location relative to other states.</li> <li>● Draw diagrams showing early migration routes to Alaska.</li> <li>● Create charts showing different transportation methods across Alaska.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Compare old and new photos to show environmental changes.</li> <li>● Make claims and support their answer by using primary and secondary sources.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Present maps explaining population patterns across Alaska.</li> <li>● Share charts comparing environmental features by region.</li> <li>● Create posters showing connections between resources and statehood.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Write letters sharing lessons learned from Alaska disasters.</li> <li>● Design projects showing cultural adaptations to the environment.</li> <li>● Conduct a class town hall about resource management, then vote on stewardship actions.</li> </ul> <p>Discuss modern vs. traditional adaptations, then design sustainable playground features.</p>
Vocabulary	
<p><b>Adapt</b> - Change behavior or tools to fit the environment.  <b>Modify</b> - Change the behavior to meet human needs.  <b>Population Distribution</b> - Where people choose to live.  <b>Spatial Patterns</b> - How people, places, or things are spread out on Earth.  <b>Catastrophic Event</b> - A disaster causing major damage.  <b>Scale</b> - Size relationship on maps (local vs state).  <b>Maps</b> - Drawings that show where places are, like our school.  <b>Graphs</b> - Bars and lines showing numbers about information.  <b>Geographic Representation</b> - Pictures or models that show what Earth looks like.  <b>Settlement</b> - Where people build homes and communities.  <b>Economic Interdependence</b> - When regions rely on each other for goods and resources.  <b>Statehood</b> - Becoming part of the United States</p>	

## Unit 4: History

*Third grade students explore Alaska's history through multiple perspectives, analyzing how Indigenous and non-Indigenous viewpoints differ on key events. They learn to identify and evaluate primary and secondary sources, create timelines organizing Alaska history into eras, and compare past and present community life. Students investigate local historical figures and events, practice distinguishing plausible from implausible causes, and understand how perspectives influence the historical record. By unit's end, students can explain differing viewpoints on Alaska history, use multiple sources to construct accurate narratives, organize events chronologically, and analyze cause-and-effect relationships in their community's past.*

### Essential Question

**In what ways do different people remember and understand Alaska's history differently, and how do these perspectives shape our communities today?**

### Supporting Questions

- How did major events in Alaska's past create different viewpoints among groups?
- In what ways can primary sources like journals and photos tell us about Alaska's past that textbooks cannot?
- How did major events in Alaska's past create different viewpoints among groups?
- How has life in our community changed from the past to today?
- Who are the key people and groups that shaped our local history?
- What are the most likely reasons certain events happened in our community's past?

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	21.1.3 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.
	21.2 Explain connections among historical contexts and people's perspectives at the time.	21.2.3 Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.
	21.3 Describe how people's perspectives shaped the historical sources they created.	21.3.3 Describe how people's perspectives shaped the historical sources they created in Alaska.
<b>22. Historical Sources and Evidence</b>	22.1 Summarize how different kinds of historical sources are used to explain events in the past.	22.1.3 Use a variety of primary and secondary sources to explain significant historical events in Alaska.
	22.2 Compare information provided by different historical sources about the past.	22.2.3 Gather information from multiple historical sources about major events in Alaska's history.
	22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	22.3.3 Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.

	*22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	22.4.3 Describe the purpose of an Alaska historical document.
	22.5 Use information about a historical source, including the maker, date, place or origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	22.5.3 Identify the maker, date, place of origin or sources, about a historical topic.
<b>23. Change, Continuity, and Context</b>	23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	23.1.3 Create timelines to show how events of Alaska history can be organized into time periods/eras.
	23.2 Compare life in specific historical time periods to life today.	23.2.3 Explain how life in various eras of Alaska history compares to life today.
	23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	23.3.3 Generate questions about, and describe how, specific individuals and groups have shaped local events.
<b>24. Historical Thinking</b>	24.1 Explain probable causes and effects of events and developments.	24.1.3 Identify and describe probable causes and effects of events in the developments in Alaska history.
	24.2 Use evidence to develop a claim about the past.	24.2.3 Identify and gather relevant evidence in support of a claim about an event in Alaska history.
<b>25. Alaskan History</b>	25.1 Explore Alaska's past and connect it to the present.	25.1.3 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.

Priority Inquiry Standard(s) and Examples	
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Generate questions like “Why might a fisherman and fish camp elder view salmon regulations differently?”</li> <li>• How did certain eras in Alaska history influence the relationships between Native and non-Native peoples?</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• Compare primary sources from life in the local community in the past to life in the local community today.</li> <li>• Design a timeline showing Native land use vs. settler claims over time.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>• Evaluate primary sources from both perspectives on Alaska topics.</li> <li>• Compare biased vs. neutral sources about the same event.</li> <li>• Evaluate sources for reliability and accuracy.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Create a Venn diagram comparing Native vs. non-Native views on statehood.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Write letters to the editor explaining the importance of understanding both perspectives.</li> <li>• Create classroom historical archives accessible to younger grades.</li> <li>• Create modern documents serving similar historical purposes.</li> <li>• Publish community timeline for local library display.</li> </ul>

### Vocabulary

**Points of View-** Different ways people see the same thing.

**Perspective -** A person’s point of view or way of understanding events.

**Primary Source -** Real clues from when it happened, like old photos or letters.

**Secondary Sources -** Stories written later about the past, like history books.

**Era -** A major time period with common characteristics (i.e. Russian era, Gold Rush era).

**Historical Sources -** Clues or pictures that show what happened long ago.

**Historical Documents -** Old papers, photos, drawings from the past.

**Cause -** What makes something happen (rain).

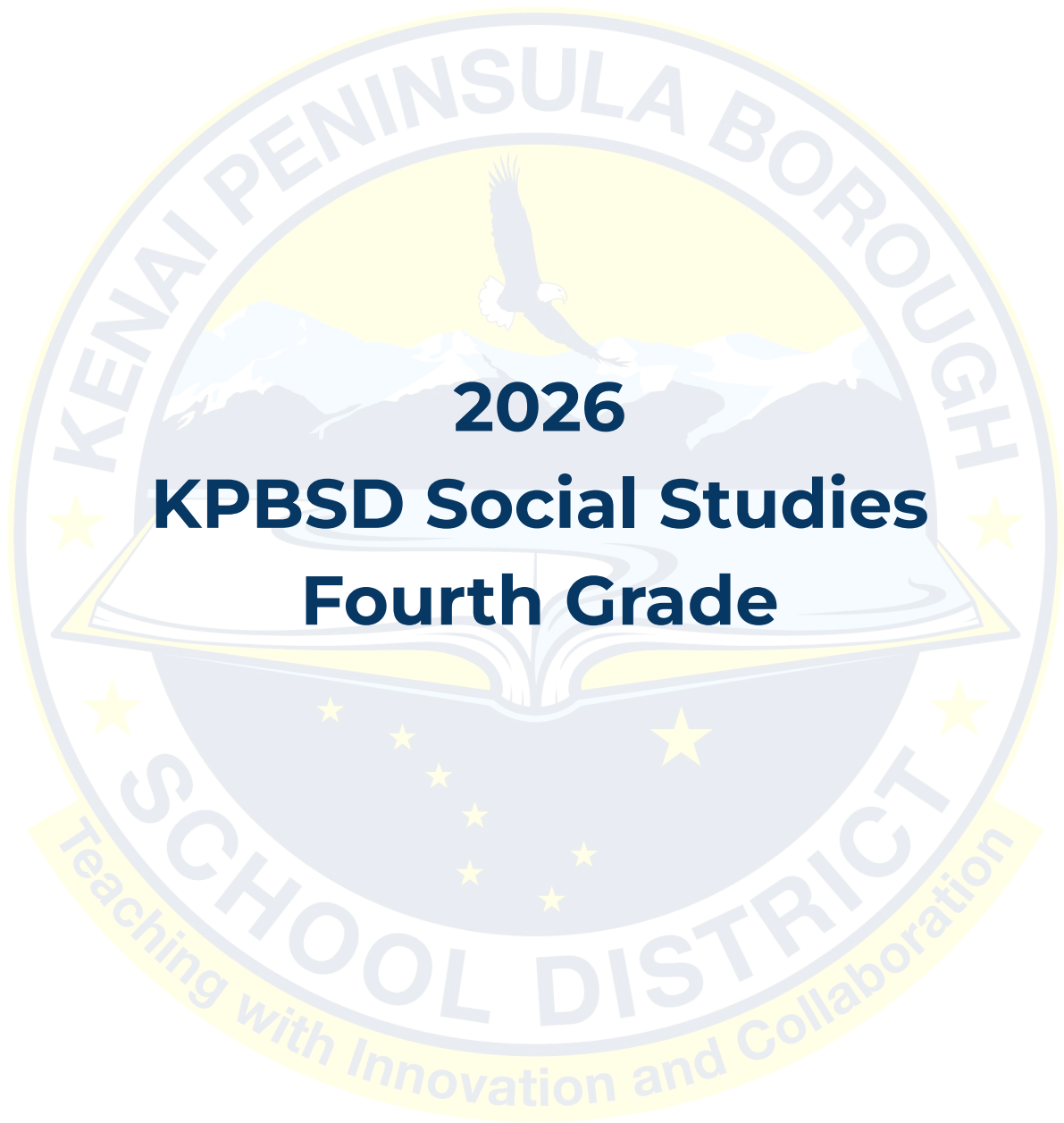
**Effect -** What happens after (wet playground).

**Indigenous** - Alaska Native peoples with deep historical roots to the land.

**Plausible** - Believable or a likely explanation.

**Implausible** - Ideas that don't make sense or could not be true.

**Bias** - Favoring one side over others



**2026**  
**KPBSD Social Studies**  
**Fourth Grade**

## Fourth Grade - United States Cultures and Regions

<b>Unit 1 Civics</b>	In this fourth grade civics unit, students explore how the government and citizens share the responsibility of shaping their communities. They examine how power is distributed across local, state, federal, and Tribal governments. Students connect democratic principles to everyday life by practicing group decision-making, understanding the rule of law, and exploring the importance of voting. By analyzing foundational documents—such as the U.S. and Alaska Constitutions and local charters—students see the principles that guide our democracy. Additionally, they investigate the unique origins of Tribal governments in Alaska and learn how civic virtues help solve community problems.
<b>Unit 2 Economics</b>	In this fourth grade economics unit, students explore how people and places across the United States and Alaska depend on each other for goods and services. They will distinguish between human capital, physical capital, and natural resources, explaining how investing in skills and tools increases productivity. Students will investigate essential financial concepts, including interest, inflation, and taxation and connect them to Alaska’s key industries and Indigenous and non-Indigenous communities. Throughout the unit, students will analyze economic data and scenarios to develop evidence-based claims, sharing their findings through written, visual, and oral presentations.
<b>Unit 3 Geography</b>	In this fourth grade geography unit, students explore the deep connection between culture and the environment. They will examine how traditions and lifestyles influence how people adapt to or modify their surroundings in Alaska, across the U.S., and around the world. Students will analyze how regional characteristics have changed over time, from the early American colonies to modern day Alaska, and how these changes affect where people live and move. Additionally, they will identify how Alaska’s resources and industries drive regional growth and global economic connections. Throughout the unit, students will ask geographic questions, analyze maps, and communicate their findings through written, visual, and oral presentations.
<b>Unit 4 History</b>	In this fourth grade history unit, students discover that history is built from many voices and pieces of evidence rather than a single story. They will explore how Indigenous and non-Indigenous groups often describe the same events differently, shaping the historical sources they leave behind. By examining primary and secondary sources from across the United States, students learn to evaluate a source’s origin, audience, and purpose. They will summarize key events and compare different accounts of the same moment in time. By the end of the unit, students will be able to ask historical questions, analyze evidence, and develop claims about how diverse experiences have shaped the history of Alaska and the United States.

# Fourth Grade: U.S. Cultures and Regions

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*In this fourth grade civics unit, students explore how the government and citizens share the responsibility of shaping their communities. They examine how power is distributed across local, state, federal, and Tribal governments. Students connect democratic principles to everyday life by practicing group decision-making, understanding the rule of law, and exploring the importance of voting. By analyzing foundational documents—such as the U.S. and Alaska Constitutions and local charters—students see the principles that guide our democracy. Additionally, they investigate the unique origins of Tribal governments in Alaska and learn how civic virtues help solve community problems.*

### Essential Question

### How do people work together through government and civic action to shape the communities where they live?

### Supporting Questions

- What are the powers and responsibilities of government leaders at the local, state, Tribal, and national levels?
- How do citizens participate responsibly in a democracy?
- What are the key documents that guide the government and protect citizens' rights in Alaska and the United States?
- How do groups of people make rules and decisions together fairly?
- What civic virtues help people cooperate and make good decisions in their schools and communities?
- How have Alaskans, including Alaska Native peoples, worked together to create change?

## 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>
<b>6. Civics and Political Institutions and Systems</b>	6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	6.1.4 Compare and contrast the responsibilities and powers of government officials and various levels of branches of the current federal government.
	6.2 Explain how democracy relies on people’s responsible participation and draw implications for how individuals participate in democracy.	6.2.4 Explain how democracies rely on responsible participation.
	6.3 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.	6.3.4 Identify key civic documents at the local, state, and national levels, and describe their central principles.
	6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	6.4.4 Explain how groups of people make rules to create responsibilities.
	6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	6.5.4 Describe the origins, functions, and structure of state and Tribal governments in Alaska.
	6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	6.6.4 Describe ways in which people benefit from and are challenged by working together in workplaces.
<b>7. Participation and Deliberation</b>	7.1 Apply civic virtues and democratic principles in school settings.	7.1.4 Demonstrate civic virtues in school settings.

	7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	7.2.4 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.
	7.3 Use deliberative processes when making decisions or reaching judgements as a group.	7.3.4 With teacher guidance, create a process for group decision making.
	7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and other's points of view about civic issues.	7.4.4 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.
<b>8. Processes, Rules, and Laws</b>	8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	8.1.4 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.
	8.2 Explain how rules and laws change society and how people change rules and laws.	8.2.4 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.
	8.3 Explain how policies are developed to address public problems.	8.3.4 Explain how policies are developed to address public problems.
	8.4 Illustrate historical and contemporary means of changing society.	8.4.4 Illustrate historical and contemporary means of changing society in various regions of the United States.

<b>9. Alaska's Government</b>	9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	9.1.4 Examine Indigenous land ownership, rights and acknowledgement in Alaska and other areas.
<b>10. Rights, Roles, and Responsibilities of Citizens</b>	10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens.	10.1.4 Examine Indigenous land ownership, rights, and acknowledgement in Alaska and in other areas.
<b>Priority Inquiry Standard(s) Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Generate and refine questions about federal roles, analyze texts and charts, and build evidence-based claims about similarities/differences.</li> <li>● Frame questions about rule-making, study examples, then propose and justify rules in classroom/school contexts.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Evaluate primary sources, identify big ideas, and communicate reasoned conclusions about those ideas.</li> <li>● Investigate various governmental structures and develop comparative claims grounded in documents and visuals.</li> <li>● Analyze Indigenous and government sources, and engage in informed discussion of land rights.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Investigate steps in lawmaking and elections, then develop claims about when and how voting shapes change.</li> <li>● Extend inquiry to acknowledgements, comparing practices and their purposes across places.</li> <li>● Compare sources on movements, then communicate claims about which strategies changed society and how.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Evaluate primary sources, identify big ideas, and communicate reasoned conclusions about those ideas.</li> <li>● Gather and interpret perspective-rich sources and practice respectful, evidence-based discussion.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Ask questions about participation, use examples as evidence, and consider ways to engage responsibly.</li> <li>● Engage in informed discussion of land rights.</li> </ul>	

## Vocabulary

**Citizen** - A member of a community, state or nation with rights and responsibilities.

**Community** - All the people who live and work together in one place, like our neighborhood or town.

**Democracy** - A form of government where people help make decisions, often by voting or sharing their voices.

**Government** - A group of people who make and carry out rules and laws for a community, state, Tribe, or country.

**Local Government** - A government closest to us (city, borough, or village council) that makes community rules and provides services.

**Federal Government** - The national government of the United States that makes laws and decisions for the whole country.

**Tribal Government** - The governing body of Alaska Native Tribe that makes decisions and protects the rights and traditions of Tribal members.

**State Government** -

**Branch of Government** - One part of government with a special job, like making laws, carrying out laws, or deciding what laws mean.

**Legislative Branch** - The part of the government that makes laws, such as Congress.

**Executive Branch** - The part of government that carries out laws and is led by the president, governor, or other leaders.

**Judicial Branch** - The part of the government made up of courts and judges that decides what laws mean and if they are being followed.

**Policy** - A plan or set of rules that a group or government uses to solve a problem or reach a goal.

**Election** - A process where people vote to choose leaders or decide on issues.

**Principle** - An important idea or belief that guides how people and governments should act, like equality or freedom.

**Law** - An official rule that people in a community, state, or nation must follow.

**Right** - A freedom or protection that people are allowed to have.

**Rules** - Guides that tell us what to do to stay safe and get along.

**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.

**Civic Virtues** - A quality (such as respect, fairness, honesty, responsibility) that helps people be good community members.

**Primary Source** - An original record from the time something happened (for example, a photograph, letter, speech, or artifact).

**Secondary Source** - A source created later that explains or interprets the past (for example a textbook, article, or video).

## Unit 2: Economics

In this fourth grade economics unit, students explore how people and places across the United States and Alaska depend on each other for goods and services. They will distinguish between human capital, physical capital, and natural resources, explaining how investing in skills and tools increases productivity. Students will investigate essential financial concepts, including interest, inflation, and taxation and connect them to Alaska's key industries and Indigenous and non-Indigenous communities. Throughout the unit, students will analyze economic data and scenarios to develop evidence-based claims, sharing their findings through written, visual, and oral presentations.

### Essential Question

**How do people and places across the United States, including Alaska, use resources, work, and trade to meet their needs and wants?**

### Supporting Questions

- What are human capital, physical capital, and natural resources, and how do they work together to create goods and services?
- How do investments in skills and tools help people and businesses earn more in the future, in both Indigenous and non-Indigenous communities?
- In what ways do people and regions specialize in certain kinds of work or products and then trade with others?
- What are some ways geography, climate, and natural resources shape what different U.S. regions (including Alaska) can produce and trade?
- What are positive and negative incentives, and how do they affect what buyers and sellers decide to do?
- What is interest, and why do people pay or earn interest when they borrow or save money?
- How do people and businesses help pay for government services through taxes?

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	11.1.4 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.
	11.2 Explain why individuals and businesses specialize in trade.	11.2.4 Provide examples, within and outside Alaska, of individuals and businesses that specialize and trade.
	11.3 Explain the role of money in making exchange easier.	11.3.4 Explain the role of money in making exchange easier.
	11.4 explain the relationship between investment in human capital, productivity, and future incomes.	11.4.4 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.
	11.5 Explain how profits influence sellers in markets.	11.5.4 Determine how profits influence sellers in markets.
<b>12. Decision-Making and Personal Finance</b>	12.1 Compare the benefits and costs of individual choices	12.1.4 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.
	12.2 Identify positive and negative incentives that influence the decisions people make.	12.2.4 Define positive and negative incentives.

<b>13. The National Economy</b>	13.1 Explain what interest rates are.	13.1.4 Explain that interest is the price of using someone else's money.
	13.2 Explain the meaning of inflation, deflation, and unemployment.	13.2.4 Determine the difference between inflation and deflation.
	13.3 Explain the ways in which the government pays for the goods and services it provides.	13.3.4 Describe how people and businesses support federal government services through taxation.
	13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	13.4.4 Explain the importance of improving capital goods and human capital over time.
<b>14. The Global Economy</b>	14.1 Explain how trade leads to increasing economic interdependence among nations.	14.1.4 Explain how trade contributes to economic interdependence among regions of the United States.
	14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	14.2.4 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.
<b>15. Alaska Economies: State, Local, and Tribal</b>	15.1 Explain the effects of increasing economic interdependence on different groups within participating nations.	15.1.4 Explore the significance of various industries in Alaska.

## Inquiry Standards and Examples

<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"><li>● Generate questions such as: “What natural resources are most important in Alaska compared to another U.S. region?” or “How do different kinds of capital help people do their jobs?”</li></ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"><li>● Examine simple maps, photos, or short texts showing different regions’ resources (e.g., Alaska, Midwest, Southeast) and identify examples of human, physical, and natural resources.</li><li>● Analyze short case studies or brochures from a local Alaska business and a business in another state, noting what each specializes in and who they trade with.</li><li>● Examine short stories or videos of Indigenous and non-Indigenous workers (e.g., carvers, teachers, oil workers, pilots) who invested in training or equipment.</li></ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"><li>● Write a short paragraph or create a three-column chart explaining how human capital, physical capital, and natural resources work together in one region, with at least one example in each column.</li><li>● Create a Venn diagram comparing how two businesses specialize and how trade helps each one.</li></ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"><li>● Present a quick “resource snapshot” poster of one region, labeling and explaining each resource type in their own words.</li><li>● Create a mini-poster or digital slide titled “Profit Matters Because...” with at least two clear points.</li></ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"><li>● Design a simple plan for improving human or physical capital in their community (for example, training fishermen in new safety skills or updating boats) and explain how that might help local workers.</li><li>● Class simulation, students run a mock “store,” track simple costs and profits, and then adjust their choices based on the results.</li><li>● Students role-play a “mini-economy” where each group specializes in one product and trades with others, then reflect on what made trading necessary and helpful.</li></ul>

## Vocabulary

**Economy** - The way people in a place use resources, work, trade, and money to get the things they need and want.

**Goods** - Things you can touch and use, like clothes, food, or tools.

**Services** - Work that someone does for someone else, like teaching, cutting hair, or fixing cars.

**Producer** - A person or business that makes goods or provides services.

**Consumer** - A person who buys or uses goods and services.

**Human Capital** - People's knowledge, skills, and training (i.e. fishermen's expertise, teacher's education)

**Physical Capital** - Tools, machines, and buildings used to produce goods (ex. fishing boats, oil rigs, factories)

**Natural Resources** - Materials from nature used in production (i.e. salmon, crude oil, timber, minerals).

**Specialization** - Focusing on producing one type of good/service to do it better/cheaper.

**Trade** - Exchanging goods/services between people/businesses/regions

**Scarcity** - Not having enough of something, so we must choose carefully.

**Abundance** - When there is more than enough of something.

**Unemployment** - When people want to work but cannot find jobs

**Economic Interdependence** - When groups rely on each other for goods/services.

**Subsistence** - Harvesting food/resources directly from land/water for personal/family use.

**Interest** - The extra money paid for using someone else's money, or earned for saving money in a bank.

**Inflation** - When prices go up over time so that money buys less than before.

**Deflation** - When prices go down over time so that money buys more than before.

**Tax** - Money that people and businesses pay to the government to help fund services like schools, roads, and parks.

**Investment** - Using time, money, or resources now to get a benefit in the future, like more skills or better tools.

**Productivity** - How much goods or services a person or business can make in a certain amount of time.

## Unit 3: Geography

In this fourth grade geography unit, students explore the deep connection between culture and the environment. They will examine how traditions and lifestyles influence how people adapt to or modify their surroundings in Alaska, across the U.S., and around the world. Students will analyze how regional characteristics have changed over time, from the early American colonies to modern day Alaska, and how these changes affect where people live and move. Additionally, they will identify how Alaska's resources and industries drive regional growth and global economic connections. Throughout the unit, students will ask geographic questions, analyze maps, and communicate their findings through written, visual, and oral presentations.

<b>Essential Question</b>	<b>How do culture and the environment shape where people live, how they live, and how regions in Alaska, the United States, and the world are connected?</b>
Supporting Questions	<ul style="list-style-type: none"><li>• How does culture influence the ways people use, change, and care for the environment in different U.S. regions and in Alaska?</li><li>• How have Alaska's cultural and environmental characteristics changed over time, and what has stayed the same?</li><li>• In what ways do environmental characteristics like climate, landforms, and ecosystems look different in various regions of the United States and the world?</li><li>• How do cultural and environmental characteristics affect where people, goods, and ideas move in and among regions of the United States today and in the past?</li><li>• What are ways Alaska's geographic resources and economic activities shaped the growth of its regions?</li><li>• How have economic activities in different parts of the world changed over time because of connections with nearby and faraway places?</li><li>• How do catastrophic environmental and technological events change where people live and move in the United States?</li></ul>

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment Interaction: Place, Regions</b>	16.1 Explain how culture influences the way people modify and adapt to their environments.	16.1.4 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.
	16.2 Explain how the cultural and environmental characteristics of places change over time.	16.2.4 Explain how the cultural and environmental characteristics of Alaska change over time.
	16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	16.3.4 Discuss how environmental and cultural characteristics influenced population distribution in the early American colonies.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Explain why environmental characteristics vary among different world regions.	17.1.4 Discuss why environmental characteristics vary among different world regions.
	17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	17.2.4 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places.
	17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	17.3.4 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.

<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	18.1.4 Construct maps and other graphic representations of the various regions around the world.
	18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.	18.2.4 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.
	18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	18.3.4 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	19.1.4 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States.
	19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	19.2.4 Discuss how human settlements and movement related to the locations and use of various natural resources in the United States.
	19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	19.3.4 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.
<b>20. Geography of Alaska</b>	20.1 Describe connections within Alaska and between Alaska and other places.	20.1.4.1 Identify how each region of Alaska has grown through various economic activities.
		20.1.4.2 Explain how the geographic resources of Alaska led to the state's economic development.

Priority Inquiry Standard(s) and Examples	
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Generate questions such as, “How do cultural traditions affect the kinds of homes, clothes, and foods people choose in different regions?”</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Study photos or short texts showing different U.S. regions (e.g., Southwest, Northeast, Alaska) and note how people live, dress, and build in each environment.</li> <li>● Compare historical and modern maps, photos, or stories from one Alaska region (e.g., coastal, interior) to identify changes in land use, transportation, or community life.</li> <li>● Examine world maps and images of different regions (e.g., Arctic, tropics, deserts) and identify key environmental characteristics.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Create a chart or paragraph explaining at least one way culture affects how people adapt to the environment in two different regions.</li> <li>● Develop a cause-and-effect organizer linking one catastrophic event to its local and global impacts.</li> <li>● Describe how using maps at different scales helps them better understand one U.S. region.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Create a mini-poster titled “Culture and Environment” showing examples from at least two regions, with brief captions.</li> <li>● Write a short explanation or record a brief presentation describing important changes in one Alaska region.</li> <li>● Create a timeline or illustrated strip showing how economic activities moved or grew over time.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Brainstorm respectful ways to use local cultural knowledge to solve environmental challenges in their own community.</li> <li>● Compare one colonial region to a modern U.S. region and consider how settlement patterns have changed.</li> <li>● Reflect on how these differences might affect what people wear, eat, and do in different regions.</li> </ul>

## Vocabulary

**Adapt** - To change how you live or what you do to fit the environment.

**Culture** - The beliefs, traditions, language, and ways of life shared by a group of people.

**Environment** - The natural world around us, including land, water, air, plants, and animals.

**Region** - A large area that has things in common, like climate, landforms, or culture.

**Landform** - A natural feature of Earth's surface, like mountains, rivers, plains, or valleys.

**Climate** - The usual weather in a place over a long time (for example, cold and snowy winters or warm and rainy summers).

**Population** - The number of people who live in a place.

**Settlement** - A community where people live, like a village, town, or city.

**Migration** - When people move from one place to another to live.

**Natural resources** - Things found in nature that people use, like water, trees, fish, minerals, and oil.

**Economic activity** - Work that people do to earn money, such as fishing, farming, mining, or tourism.

**Interconnection** - When people and places are linked to each other by movement of people, goods, or ideas.

**Catastrophic event** - A sudden, serious event that causes great damage, like an earthquake, flood, tsunami, wildfire, or major oil spill.

**Human-made disaster** - A harmful event caused by people, such as a big pollution spill or industrial accident.

**Technology** - Tools, machines, and systems created by people to solve problems or make tasks easier.

**Industry** - A group of businesses that make similar goods or services, like fishing, oil and gas, tourism, or mining.

**Geographic resources** - Natural features and resources in a place (like oceans, mountains, forests, and minerals) that people can use for work and daily life.

**Economic development** - The way a place's jobs, businesses, and incomes grow and change over time.

## Unit 4: History

In this fourth grade history unit, students discover that history is built from many voices and pieces of evidence rather than a single story. They will explore how Indigenous and non-Indigenous groups often describe the same events differently, shaping the historical sources they leave behind. By examining primary and secondary sources from across the United States, students learn to evaluate a source's origin, audience, and purpose. They will summarize key events and compare different accounts of the same moment in time. By the end of the unit, students will be able to ask historical questions, analyze evidence, and develop claims about how diverse experiences have shaped the history of Alaska and the United States.

### Essential Question

### In what ways do different people's perspectives and experiences shape the stories we tell about United States and Alaska history?

#### Supporting Questions

- Whose perspectives can we find about important events in U.S. and Alaska history, and whose might be missing?
- How have events in U.S. history led Indigenous and non-Indigenous peoples to remember and describe the past in different ways?
- In what ways do people's perspectives influence the historical sources they create, such as letters, photos, or speeches?
- What questions can we ask about individuals and groups who shaped history across the United States?
- What can we learn by using different kinds of primary and secondary sources from cultural regions across the United States, and how does knowing who made each source, when, where, and for whom help us decide how useful it is for answering our history questions?
- In what ways are historic cultural practices in our local community similar to and different from practices in other U.S. regions?
- How have contributions from many cultural and ethnic groups, together with national and global events, shaped life in Alaska and the history of the United States?

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	21.1.4 Recognize the multiple individual and group perspectives relating to important or major events in history.
	21.2 Explain connections among historical contexts and people’s perspectives at the time.	21.2.4 Explain how the events in the U.S. History contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska native Groups.
	21.3 Describe how people’s perspectives shaped the historical sources they created.	21.3.4 Describe how people’s perspectives, both indigenous and non-indigenous, shaped the historical sources they created.
<b>22. Historical Sources and Evidence</b>	22.1 Summarize how different kinds of historical sources are used to explain events in the past.	22.1.4 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.
	22.2 Compare information provided by different historical sources about the past.	22.2.4 Gather different kinds of historical sources and summarize how they are used to explain events in the past.
	22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	22.3.4 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.

<b>Cont'</b> <b>22. Historical Sources and Evidence</b>	*22.4 infer the intended audience and purpose of a historical source from information within the source itself.	22.4.4 Infer the intended audience of a historical source.
	22.5 Use information about a historical source, including the maker, date, place or origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	22.5.4 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic.
<b>23. Change, Continuity, and Context</b>	23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	23.1.4 Use a timeline or other representation of related events to compare developments that happened at the same time.
	23.2 Compare life in specific historical time periods to life today.	23.2.4 Compare similarities and differences between historic local cultural practice and a historic cultural practice from another region of the United States.
	23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	23.3.4 Generate questions about individuals and groups who shaped history across the United States.
<b>24. Historical Thinking</b>	24.1 Explain probable causes and effects of events and developments.	24.1.4 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.
	24.2 Use evidence to develop a claim about the past.	24.2.4 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States.

<b>25. Alaska History</b>	25.1 Explore Alaska’s past and connect it to the present.	25.1.4 Explain how national and global events impact Alaska, both in the past and present.
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**Priority Inquiry Standard(s) and Examples**

<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Generate questions like “Why might a fisherman and fish camp elder view salmon regulations differently?”</li> <li>● How did certain eras in Alaska history influence the relationships between Native and non-Native peoples?</li> </ul>
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Compare primary sources from life in the local community in the past to life in the local community today.</li> <li>● Design a timeline showing Native land use vs. settler claims over time.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Evaluate primary sources from both perspectives on Alaska topics.</li> <li>● Compare biased vs. neutral sources about the same event.</li> <li>● Evaluate sources for reliability and accuracy.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Create a Venn diagram comparing Native vs. non-Native views on statehood.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Write letters to the editor explaining the importance of understanding both perspectives.</li> <li>● Create classroom historical archives accessible to younger grades.</li> <li>● Create modern documents serving similar historical purposes.</li> <li>● Publish community timeline for local library display.</li> </ul>

**Vocabulary**

**Era** - A major time period with common characteristics (i.e. Russian era, Gold Rush era).  
**Historical Sources** - Clues or pictures that show what happened long ago.  
**Historical Documents** - Old papers, photos, drawings from the past.  
**Perspective** – The way a person or group sees and understands an event, based on their experiences and beliefs.  
**Indigenous peoples** – The first peoples of a place; in the United States, this includes Alaska Native and American Indian nations.  
**Non-Indigenous peoples** – People whose families came to an area later, such as settlers or immigrants.  
**Culture** – The shared beliefs, traditions, language, and ways of life of a group of people.

**Primary source** – A record made by someone who was there at the time, like a letter, photo, diary, tool, or speech.  
**Secondary source** – A source created later by someone who was not there, like a textbook, article, or documentary..  
**Evidence** – Information from sources that helps support an idea or answer a question.  
**Intended audience** – The people a source was made for, such as children, voters, or community members.  
**Timeline** – A visual line that shows events in the order they happened.  
**Cause** – Something that makes another event happen.  
**Effect** – What happens because of something else.  
**National** – Related to a whole country.  
**Global** – Related to the whole world.



**2026**  
**KPBSD Social Studies**  
**Fifth Grade**

## Fifth Grade - Foundations and History of the United States

<b>Unit 1 Civics</b>	Fifth grade students will investigate how different perspectives and historical sources shape our understanding of early America. They will summarize varying viewpoints on major events, analyze how the colonial context influenced these views, and identify biases in foundational documents. Students will compare primary and secondary sources, evaluating their reliability based on their origin, audience, and purpose. Using timelines to track simultaneous developments, students will generate questions, analyze evidence, and craft arguments through analytical writing, debates, and multimedia presentations.
<b>Unit 2 Economics</b>	Fifth graders will explore how economic systems in the United States and Alaska have evolved over time. Students will compare how human, physical, and natural resources are used to produce goods and services, both past and present. They will investigate why people specialize in certain trades and how global trade creates connections between countries. Additionally, students will examine how financial factors—such as inflation, taxes, and interest rates—influence the choices people make. Throughout the unit, students will analyze economic data to develop and communicate evidence-based claims.
<b>Unit 3 Geography</b>	Fifth grade students will explore how culture, environment, and human choices shaped settlement patterns and economic activities in early America. They will analyze how colonists adapted to and modified their environments, explaining regional variations and the impact of catastrophic events. By creating and analyzing maps at various scales, students will investigate how resources influenced the movement of people and goods, including Alaska's strategic role. Throughout the unit, students will ask geographic questions, develop evidence-based claims, and communicate their findings through maps, charts, and presentations.
<b>Unit 4 History</b>	Fifth-grade students will investigate how different perspectives and historical sources shape our understanding of early America. They will summarize varying viewpoints on major events, analyze how the colonial context influenced these views, and identify biases in foundational documents. Students will compare primary and secondary sources, evaluating their reliability based on their origin, audience, and purpose. Using timelines to track simultaneous developments, students will generate questions, analyze evidence, and craft arguments through analytical writing, debates, and multimedia presentations.

# Fifth Grade: Foundations and History of the United States

[Unit 1 - CIVICS](#)

[UNIT 2 ECONOMICS](#)

[UNIT 3 - GEOGRAPHY](#)

[UNIT 4 - HISTORY](#)

## Unit 1 - Civics

*Fifth grade students will investigate how different perspectives and historical sources shape our understanding of early America. They will summarize varying viewpoints on major events, analyze how the colonial context influenced these views, and identify biases in foundational documents. Students will compare primary and secondary sources, evaluating their reliability based on their origin, audience, and purpose. Using timelines to track simultaneous developments, students will generate questions, analyze evidence, and craft arguments through analytical writing, debates, and multimedia presentations.*

### Essential Question

**In what ways do the powers of government and the actions of citizens shape freedom, fairness, and decision-making in the United States and in Alaska?**

### Supporting Questions

- What responsibilities and powers do different branches and levels of the federal government have, and how do these affect people in Alaska?
- How do key national documents (such as the Constitution, Bill of Rights, and other founding documents) define and limit government power?
- How do the three branches of the national government compare with each other, and how do they impact Alaska?
- Why is participation in democracy important, and what can happen when people choose not to participate?
- How do groups create rules that protect freedoms and create responsibilities at school and in communities?
- Which civic virtues and democratic principles should guide the way we behave in groups and make decisions together?
- In what ways do people's beliefs, experiences, and values shape their points of view about civic issues?

- How do rules and laws change society, and how can people work to change rules and laws they think are unfair?
- How have rules, laws, and public policies developed over time?

### Alaska Social Studies Standards

<b>Anchor Standard</b>	<b>Grade Band Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>6. Civics and Political Institutions and Systems</b>	6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	6.1 5 Distinguish the responsibilities and powers of government officials and various levels and branches of the current federal government.
	6.2 Explain how democracy relies on people’s responsible participation and draw implications for how individuals participate in democracy.	6.2.5 Assess the importance of participation in democracy.
	6.3 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.	6.3.5 Identify and explain the importance of key national documents and determine their impact on governance.
	6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	6.4.5 Explain how groups of people make rules to create responsibilities and protect freedoms.
	6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	6.5.5 Investigate the origins, functions, and structure of the U.S. federal government.

	6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	6.6.5 Describe ways in which people benefit from and are challenged by working together through government.
<b>7. Participation and Deliberation</b>	7.1 Apply civic virtues and democratic principles in school settings.	7.1.5 Apply core civics virtues and democratic principles in school settings.
	7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	7.2.5 Distinguish core civic virtues and democratic principles that guide government, society, and communities.
	7.3 Use deliberative processes when making decisions or reaching judgements as a group.	7.3.5 Use deliberate processes when making decisions or reaching judgements as a group.
	7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and other's points of view about civic issues.	7.4.5 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.
<b>8. Processes, Rules, and Laws</b>	8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	8.1.5 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
	8.2 Explain how rules and laws change society and how people change rules and laws.	8.2.5 Evaluate how rules and laws change society and how people change rules and laws.

	8.3 Explain how policies are developed to address public problems.	8.3.5 Research problems or issues and propose solutions using the appropriate public process.
	8.4 Illustrate historical and contemporary means of changing society.	8.4.5 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.
<b>9. Alaska's Government</b>	9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	9.1.5 Compare and contrast the three branches of national government along with their impact on Alaska.
<b>10. Rights, Roles, and Responsibilities of Citizens</b>	10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens.	10.1. Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.
<b>Priority Inquiry Standard(s) Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Formulate and answer questions such as: <ul style="list-style-type: none"> <li>○ “What civic virtues and principles matter most in our classroom and school?”</li> <li>○ “What steps should we follow to make fair group decisions?”</li> </ul> </li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Examine a simple list or chart of key rights (like free speech), roles (like voting), and responsibilities (like obeying laws, staying informed).</li> <li>● read a short history of a law or policy and identify who created it, when, and why.</li> <li>● Explore a simple timeline of key founding events and a diagram of the three branches and checks and balances.</li> <li>● Read student-friendly summaries or excerpts from key documents (e.g., Declaration of Independence, Constitution, Bill of Rights).</li> </ul>	

<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>• Match specific rights and responsibilities to basic principles (like liberty, equality, justice) and explain the connection.</li> <li>• Design a graphic organizer linking origin (why created), structure (branches), and functions (what government does).</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Create a “Citizenship guide” for younger students explaining what citizens can and should do.</li> <li>• Explain their organizer to a partner or create a short explanatory paragraph or video.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Set a personal goal for how they will act as a responsible member of their school or community.</li> </ul>

### Vocabulary

**Citizen** - A member of a community, state or nation with rights and responsibilities.

**Democracy** - A form of government where people help make decisions, often by voting or sharing their voices.

**Government** - A group of people who make and carry out rules and laws for a community, state, Tribe, or country.

**Local Government** - A government closest to us (city, borough, or village council) that makes community rules and provides services.

**Federal Government** - The national government of the United States that makes laws and decisions for the whole country.

**Tribal Government** - The governing body of Alaska Native Tribe that makes decisions and protects the rights and traditions of Tribal members.

**Branch of Government** - One part of government with a special job, like making laws, carrying out laws, or deciding what laws mean.

**Legislative Branch** - The part of the government that makes laws, such as Congress.

**Executive Branch** - The part of government that carries out laws and is led by the president, governor, or other leaders.

**Judicial Branch** - The part of the government made up of courts and judges that decides what laws mean and if they are being followed.

**Constitution** - The written plan for the U.S. government that explains how it is organized and what powers it has and does not have.

**Bill of Rights** – The first ten amendments to the U.S. Constitution that lists important rights and freedoms for people in the United States.

**Due Process** - Fair steps the government must follow when it deals with people, especially when someone is accused of breaking a law.

**Public policy** – The decisions and actions the government takes to solve problems or address issues in society.

**Policy** - A plan or set of rules that a group or government uses to solve a problem or reach a goal.

**Election** - A process where people vote to choose leaders or decide on issues.

**Principle** - An important idea or belief that guides how people and governments should act, like equality or freedom.

**Law** - An official rule that people in a community, state, or nation must follow.

**Right** - A freedom or protection that people are allowed to have.

**Rules** - Guides that tell us what to do to stay safe and get along.

**Responsibilities** - Jobs or tasks you are expected to do, like a teacher helping kids learn.

**Civic Virtues** - A quality (such as respect, fairness, honesty, responsibility) that helps people be good communitymembers.

## Unit 2: Economics

Fifth graders will explore how economic systems in the United States and Alaska have evolved over time. Students will compare how human, physical, and natural resources are used to produce goods and services, both past and present. They will investigate why people specialize in certain trades and how global trade creates connections between countries. Additionally, students will examine how financial factors—such as inflation, taxes, and interest rates—influence the choices people make. Throughout the unit, students will analyze economic data to develop and communicate evidence-based claims.

### Essential Question

**How have people’s economic choices across U.S. history, including in Alaska, shaped the way goods and services are produced, traded, and shared today?**

### Supporting Questions

- In what ways have people in different times used human capital, physical capital, and natural resources to produce goods and services?
- How has investing in skills and tools changed productivity and incomes for people and businesses throughout U.S. history, including in Alaska?
- How did profits influence what sellers produced and sold in early America, and how does that compare to today?
- In what ways have economic systems used in Alaska’s past and present affected how people work and meet their needs and wants?
- Why have individuals and businesses in different periods of U.S. history chosen to specialize or trade, and what were their reasons?
- In what ways are the exchange systems in the American colonies different from the money-based systems used in the United States today?
- How does trade create economic interdependence among countries, and how can that interdependence help or harm

	<p>different groups in each nation?</p> <ul style="list-style-type: none"> <li>• How do benefits, costs, and incentives influence the economic decisions people have made at different times in U.S. history?</li> <li>• What roles do interest rates, other financial institutions, and taxes play in people's decisions to save, spend, borrow, or invest?</li> <li>• In what ways have inflation, deflation, unemployment, and taxation policies shaped the U.S. economy over time, including for people living in Alaska?</li> </ul>
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**Alaska Social Studies Standards**

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>11. Economic Systems, Models, and Markets</b>	11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	11.1.5 Compare and contrast past the current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.
	11.2 Explain why individuals and businesses specialize in trade.	11.2.5 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.
	11.3 Explain the role of money in making exchange easier.	11.3.5 Examine the differences between the current exchange systems and the exchange systems in place within American colonies.
	11.4 explain the relationship between investment in human capital, productivity, and future incomes.	11.4.5 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.

<b>Cont'</b> <b>11. Economic Systems, Models, and Markets</b>	11.5 Explain how profits influence sellers in markets.	11.5.5 Explain how profits influenced sellers in early America.
	11.6 Identify examples of external benefits and costs.	11.6.5 Identify examples of external benefits and costs.
	11.7 Describe the roles of other financial institutions in an economy.	11.6.6 Describe the roles of other financial institutions in an economy.
<b>12. Decision-Making and Personal Finance</b>	12.1 Compare the benefits and costs of individual choices	12.1.5 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants.
	12.2 Identify positive and negative incentives that influence the decisions people make.	12.2.5 Identify positive and negative incentives that influence the decisions people make.
<b>13. The National Economy</b>	13.1 Explain what interest rates are.	13.1.5 Explain what interest rates are and how they work.
	13.2 Explain the meaning of inflation, deflation, and unemployment.	13.2.5 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.
	13.3 Explain the ways in which the government pays for the goods and services it provides.	13.3.5 Compare the British taxation policies in Colonial America to the current taxation practices in the U.S.

<p><b>cont'</b> <b>13. The National Economy</b></p>	<p>13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.</p>	<p>13.4.5 Describe ways that past and present peoples of the U.S. have utilized improved capital goods and human capital to increase productivity.</p>
<p><b>14. The Global Economy</b></p>	<p>14.1 Explain how trade leads to increasing economic interdependence among nations.</p>	<p>14.1.5 Explain how trade leads to increasing economic interdependence among countries.</p>
	<p>14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.</p>	<p>14.2.5 Explain the effects of increasing economic interdependence on different groups within participating nations.</p>
<p><b>15. Alaska Economies: State, Local, and Tribal</b></p>	<p>15.1 Explain the effects of increasing economic interdependence on different groups within participating nations.</p>	<p>15.1.5 Examine economic systems that have impacted Alaskans throughout the state's history.</p>
<p><b>Inquiry Standards and Examples</b></p>		
<p><b>1. Develop questions and Plan Inquiries</b></p>	<ul style="list-style-type: none"> <li>● Identify sources, such as maps, timelines, short texts, graphs, oral histories, or case studies—to learn how past systems worked and whom they impacted.</li> <li>● Create an investigation plan (simple graphic organizer or checklist) that lists their main question, supporting questions, needed sources, and how they will use what they learn to explain which aspects of past systems should guide Alaska's economic decisions today and why.</li> </ul>	

<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Examine case examples of trade’s effects on workers, business owners, and consumers (for example, more jobs in one place, job loss in another, lower prices).</li> <li>● Read short overviews of events such as the Great Depression, high-inflation periods, or recessions, focusing on prices and employment.</li> </ul>
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Identify key features of each system (who controls resources, how goods are exchanged, who benefits) and describe their impacts on Alaskans.</li> <li>● Create a chart linking each term (inflation, deflation, unemployment) to one historical example and its impacts.</li> </ul>
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Create a timeline or set of “economic system snapshots” showing at least three different systems and their effects on Alaskans.</li> <li>● Write a brief explanation or create a timeline showing one event and how those economic conditions shaped people’s lives.</li> </ul>
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Reflect on which aspects of past systems they think should guide Alaska’s economic decisions today and why.</li> <li>● Discuss how people and governments might try to increase fairness while keeping the benefits of trade.</li> </ul>

**Vocabulary**

**Human capital** – The skills, knowledge, and experience people use to do their jobs.

**Physical capital** – The tools, machines, buildings, and technology used to make goods and services.

**Natural resources** – Materials from nature that people use, like forests, water, soil, minerals, fish, and oil.

**Goods** – Physical items that are made or grown and can be bought or sold (for example, clothing, food, or tools).

**Services** – Actions or activities one person does for another (like teaching, repairing, or medical care).

**Productivity** – How much goods or services a person or business can produce in a certain amount of time.

**Specialization** – When a person, business, or region focuses on making one or a few kinds of goods or services really well.

**Trade** – The exchange of goods and services between people, businesses, or countries.

**Exchange system** – The way people trade, such as through barter (trading goods directly) or using money.

**Interdependence** – When people or places depend on each other to get the goods and services they need or want.

**Economic system** – The way a society organizes the production, distribution, and consumption of goods and services.

**Choice** – A decision between two or more options.

**Benefit** – The good or helpful result you get from a choice.

**Cost** – What you give up when you make a choice, including money, time, or another option.

**Incentive** – Something that encourages or discourages a choice, such as a reward, sale, or fine.

**Positive incentive** – A reward that makes you more likely to choose something (like a discount or prize).

**Negative incentive** – A consequence that makes you less likely to choose something (like a ticket or penalty).

**External benefit** – A good effect of an economic decision that helps people who were not directly part of the decision (for example, everyone enjoying a cleaner park).

**External cost** – A harmful effect of an economic decision that hurts people who were not directly part of the decision (for example, pollution affecting nearby residents).

**Interest rate** – The percentage that shows how much extra money is paid when someone borrows or how much extra money is earned when someone saves.

**Financial institution** – An organization, like a bank or credit union, that helps people and businesses save, borrow, and manage money.

**Unemployment** – When people who are able and want to work cannot find jobs.

**Inflation** – When prices go up over time, so each dollar buys less.

**Deflation** – When prices go down over time, so each dollar buys more.

**Taxation** – The process by which governments collect money from people and businesses to pay for public services.

**Profit** – The money a business has left after paying for all its costs.

**Investment** – Using money, time, or resources now to get a benefit later, such as education, training, or better tools.

**Capital goods** – Man-made items like machines, boats, computers, and factories that help produce other goods and services.

## Unit 3: Geography

Fifth grade students will explore how culture, environment, and human choices shaped settlement patterns and economic activities in early America. They will analyze how colonists adapted to and modified their environments, explaining regional variations and the impact of catastrophic events. By creating and analyzing maps at various scales, students will investigate how resources influenced the movement of people and goods, including Alaska's strategic role. Throughout the unit, students will ask geographic questions, develop evidence-based claims, and communicate their findings through maps, charts, and presentations

<b>Essential Question</b>	<b>How did culture, environment, and human choices shape where people lived, worked, and moved in early America and its regions, including Alaska's strategic role?</b>
Supporting Questions	<ul style="list-style-type: none"><li>● In what ways did culture influence the ways colonists modified and adapted to their environments?</li><li>● How did the cultural and environmental characteristics of the early American colonies change over time?</li><li>● How did environmental and cultural characteristics influence where people settled in the early colonies?</li><li>● Why do environmental characteristics vary among different regions of the United States?</li><li>● How did spatial patterns of economic activities in the U.S. change over time because of interactions within the U.S. and with other countries?</li><li>● How did natural and human-made catastrophic events in one U.S. region affect people living in other regions?</li><li>● What are ways we can use maps of different scales and other graphics to understand cultural and environmental characteristics?</li><li>● How did cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in the early colonies?</li><li>● What effects did catastrophic environmental and political events have on human settlements and migration in the early colonies?</li><li>● How has Alaska's location made it strategically important to the United States?</li></ul>

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>16. Human-Environment Interaction: Place, Regions</b>	16.1 Explain how culture influences the way people modify and adapt to their environments.	16.1.5 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.
	16.2 Explain how the cultural and environmental characteristics of places change over time.	16.2.5 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.
	16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	16.3.5 Examine how environmental and cultural characteristics influence population distribution in the early American colonies.
<b>17. Global Interconnections: Changing Spatial Patterns</b>	17.1 Explain why environmental characteristics vary among different world regions.	17.1.5 Explain why environmental characteristics vary among different regions in the U.S.
	17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	17.2.5 Explain how the spatial patterns of economic activities in the U.S. change over time because of interactions within the U.S. and between the U.S. and other countries.

	17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	17.3.5 Explain how natural and human-made catastrophic events in one region of the U.S. affect people living in other regions.
<b>18. Geographic Representations and Reasoning</b>	18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	18.1.5 Create various types of maps and other graphic representations of each U.S. region.
	18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.	18.2.5 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the U.S. and their environmental characteristics.
	18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	18.3.5 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.
<b>19. Human Population: Spatial Patterns and Movements</b>	19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	19.1.5 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.
	19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	19.2.5 Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.
	19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	19.3.5 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.

<b>20. Geography of Alaska</b>	20.1 Describe connections within Alaska and between Alaska and other places.	20.1.5 Analyze how Alaska has been a strategic position for the U.S.
<b>Priority Inquiry Standard(s) and Examples</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>● Generate and inquiry plans</li> <li>● Analyze sources and generate questions (closed and open).</li> <li>● Use graphic organizers to plan inquiries about geography topics.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● Compare early settlement maps with maps from the two different eras.</li> <li>● Analyze datasets (harbor access, farmland, defensibility, religion) on population density maps and make inferences.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>● Chart cultural and environmental changes from different regions.</li> <li>● Compare primary accounts from colonists, Indigenous people, merchants.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>● Produce a regional impact report with maps, change estimates, sustainability ratings.</li> <li>● Create a visual of travel time surface maps showing actual colonial pathways.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● Debate modern strategic importance of Alaska.</li> <li>● Conduct a fishbowl discussion inner circle debates public road funding, outer circle gives feedback on evidence use.</li> <li>● Draft a public petition with geographic/economic rationale for infrastructure improvements.</li> </ul>	
<b>Vocabulary</b>		
<p><b>Culture</b> - The beliefs, traditions, language, and ways of life shared by a group of people.</p> <p><b>Environment</b> - The natural world around us, including land, water, air, plants, and animals.</p> <p><b>Adapt</b> - To change how you live or what you do to fit the environment.</p> <p><b>Modify</b> - To change the environment (such as clearing land for farming or building dams).</p> <p><b>Population distribution</b> - How people are spread out across an area (dense in some places, sparse in others).</p> <p><b>Region</b> - A large area that has things in common, like climate, landforms, or culture.</p> <p><b>Landform</b> - A natural feature of Earth's surface, like mountains, rivers, plains, or valleys.</p> <p><b>Climate</b> - The usual weather in a place over a long time (for example, cold and snowy winters or warm and rainy summers).</p> <p><b>Population</b> - The number of people who live in a place.</p>		

**Settlement** – A community where people live, like a village, town, or city.

Strategic Position -

**Migration** – When people move from one place to another to live.

**Natural resources** – Things found in nature that people use, like water, trees, fish, minerals, and oil.

**Economic activity** – Work that people do to earn money, such as fishing, farming, mining, or tourism.

**Interconnection** – When people and places are linked to each other by movement of people, goods, or ideas.

**Catastrophic event** – A sudden, serious event that causes great damage, like an earthquake, flood, tsunami, wildfire, or major oil spill.

**Human-made disaster** – A harmful event caused by people, such as a big pollution spill or industrial accident.

**Geographic resources** – Natural features and resources in a place (like oceans, mountains, forests, and minerals) that people can use for work and daily life.

## Unit 4: History

*Fifth grade students will investigate how different perspectives and historical sources shape our understanding of early America. They will summarize varying viewpoints on major events, analyze how the colonial context influenced these views, and identify biases in foundational documents. Students will compare primary and secondary sources, evaluating their reliability based on their origin, audience, and purpose. Using timelines to track simultaneous developments, students will generate questions, analyze evidence, and craft arguments through analytical writing, debates, and multimedia presentations.*

<b>Essential Question</b>	<b>How do different perspectives, historical context, and geographic realities shape the stories we tell about early American history and their connections to Alaska?</b>
Supporting Questions	<ul style="list-style-type: none"><li>● How did perspectives influence the historical sources people created, including U.S. foundational documents?</li><li>● What questions should we ask about individuals and groups who drove major changes in early America?</li><li>● In what ways do primary and secondary sources help us analyze significant events in early U.S. history?</li><li>● What questions can we ask about the relationships between multiple historical sources and specific events?</li><li>● How can we determine a source's audience, purpose, and usefulness for studying particular historical topics?</li><li>● How can we use timelines to understand events happening simultaneously in early U.S. history?</li><li>● In what ways was life in early America similar to and different from today?</li><li>● What caused major events in early American history, and what were their effects?</li></ul>

## Alaska Social Studies Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade Band Standard</b>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>21. Perspectives</b>	21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	21.1.5 Summarize the perspectives of multiple individuals and/or group perspectives relating to important or major events.
	21.2 Explain connections among historical contexts and people's perspectives at the time.	21.2.5 Analyze connections among historical context and people's perspectives in the American colonies.
	21.3 Describe how people's perspectives shaped the historical sources they created.	21.3.5 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the U.S.
<b>22. Historical Sources and Evidence</b>	22.1 Summarize how different kinds of historical sources are used to explain events in the past.	22.1.5 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the U.S.
	22.2 Compare information provided by different historical sources about the past.	22.2.5 Gather and compare information provided by different historical sources about early American history.
	22.3 Generate questions about multiple historical sources and their relationships to particular	22.3.5 Formulate questions about multiple historical sources and their relationships to particular

	historical events and developments.	historical events and developments in U.S. history.
	*22.4 infer the intended audience and purpose of a historical source from information within the source itself.	22.4.5 Using an early American historical source, infer the audience and purpose of the document.
	22.5 Use information about a historical source, including the maker, date, place or origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	22.5.5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular historical topic.
<b>23. Change, Continuity, and Context</b>	23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	23.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.
	23.2 Compare life in specific historical time periods to life today.	23.2.5 Analyze life in early American time periods as it compares to life today.
	23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	23.3.5 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.
<b>24. Historical Thinking</b>	24.1 Explain probable causes and effects of events and developments.	24.1. Analyze and explain probable causes and effects of events and developments in early American history.
	24.2 Use evidence to develop a claim about the past.	24.2.5 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.

	24.3 Summarize the central claim in a secondary work of history.	24.3.5 Summarize the central claim in a secondary work of early American history.
<b>25. Alaska History</b>	25.1 Explore Alaska's past and connect it to the present.	25.1.5 Explore inequality throughout the history of Alaska and its connection to current issues.
<b>Priority Inquiry Standard(s) and Examples</b>		
<b>1. Develop questions and Plan Inquiries</b>	<ul style="list-style-type: none"> <li>• Generate: questions like, "How did [3 groups] experience [Boston Tea Party] differently?" and plan interviews with 2 primary sources or groups.</li> </ul>	
<b>2. Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• Compare merchant diary, colonist pamphlet, Indigenous account noting geographic/occupational biases.</li> <li>• Given a "Mystery Box" of sources about a historical event, they must categorize the artifacts, evaluate their reliability, and create a visual chart explaining which source is best for a specific research topic.</li> </ul>	
<b>3. Develop Claims</b>	<ul style="list-style-type: none"> <li>• After reading accounts of a historical event, students write two journal entries. They use evidence to explain <i>why</i> these two people saw the same event differently.</li> </ul>	
<b>4. Communicate and Critique Conclusions</b>	<ul style="list-style-type: none"> <li>• Create a multi-perspective storyboard showing events from 3 viewpoints.</li> <li>• Research a historical example of inequality in Alaska (e.g., the Elizabeth Peratrovich story and create a multimedia presentation connecting that historical event to a current issue in their community today.</li> </ul>	
<b>5. Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>• Debate: "Which perspective deserves most emphasis in history books?"</li> <li>• Record a 2-minute "interview" with a historical figure from the colonial era, focusing on how their specific context (location/job) shaped their view of British rule.</li> </ul>	
<b>Vocabulary</b>		

**Era** - A major time period with common characteristics (i.e. Russian era, Gold Rush era).

**Historical Sources** - Clues or pictures that show what happened long ago.

**Historical Documents** - Old papers, photos, drawings from the past.

**Perspective** – The way a person or group sees and understands an event, based on their experiences and beliefs.

**Indigenous peoples** – The first peoples of a place; in the United States, this includes Alaska Native and American Indian nations.

**Non-Indigenous peoples** – People whose families came to an area later, such as settlers or immigrants.

**Culture** – The shared beliefs, traditions, language, and ways of life of a group of people.

**Primary source** – A record made by someone who was there at the time, like a letter, photo, diary, tool, or speech.

**Secondary source** – A source created later by someone who was not there, like a textbook, article, or documentary..

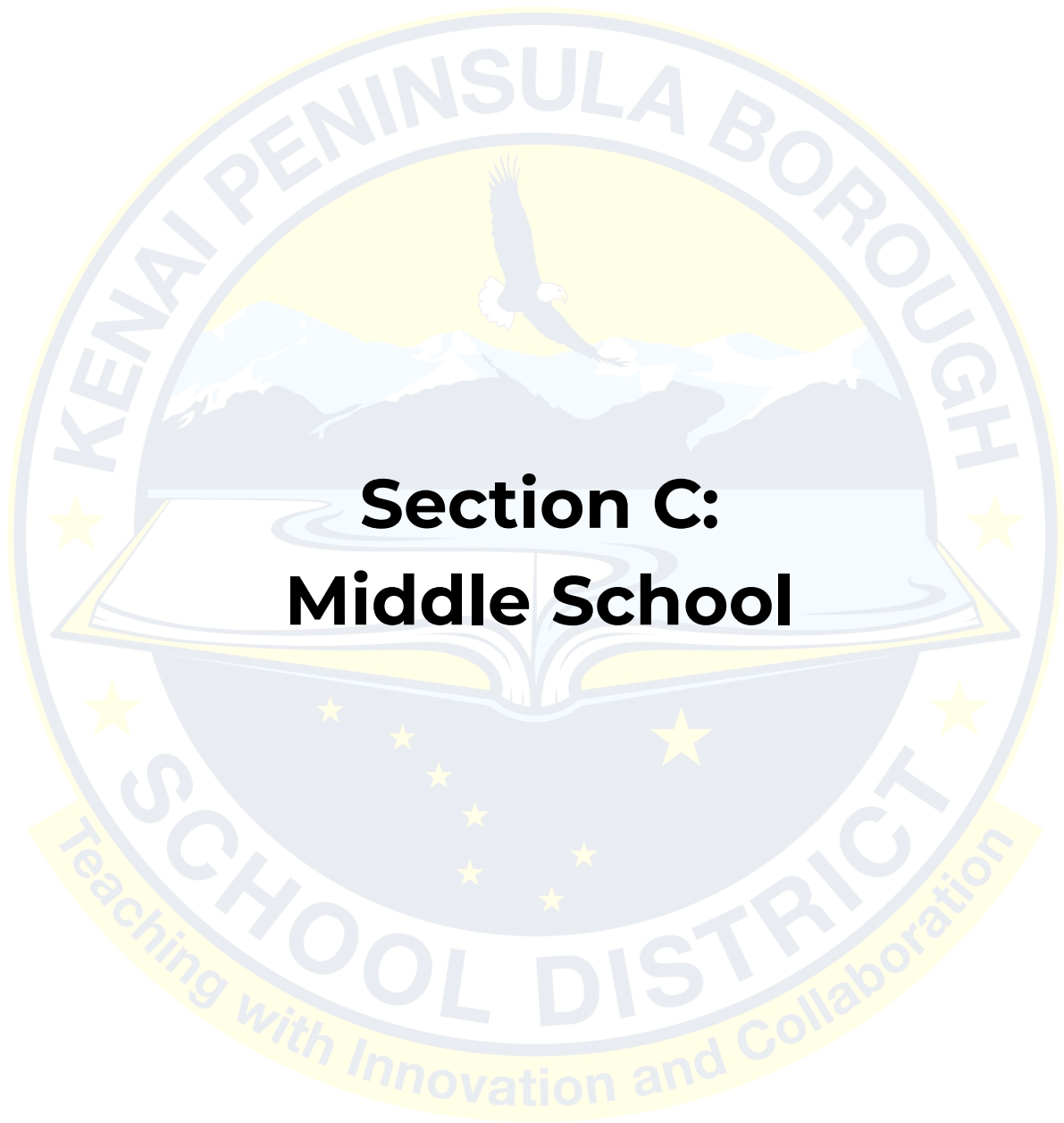
**Evidence** – Information from sources that helps support an idea or answer a question.

**Intended audience** – The people a source was made for, such as children, voters, or community members.

**Timeline** – A visual line that shows events in the order they happened.

**Cause** – Something that makes another event happen.

**Effect** – What happens because of something else.



**Section C:  
Middle School**



**2026**  
**KPBSD Social Studies**  
**Middle School**  
**Alaska Studies & Geography**

## KPBSD Middle School Alaska Studies & Geography

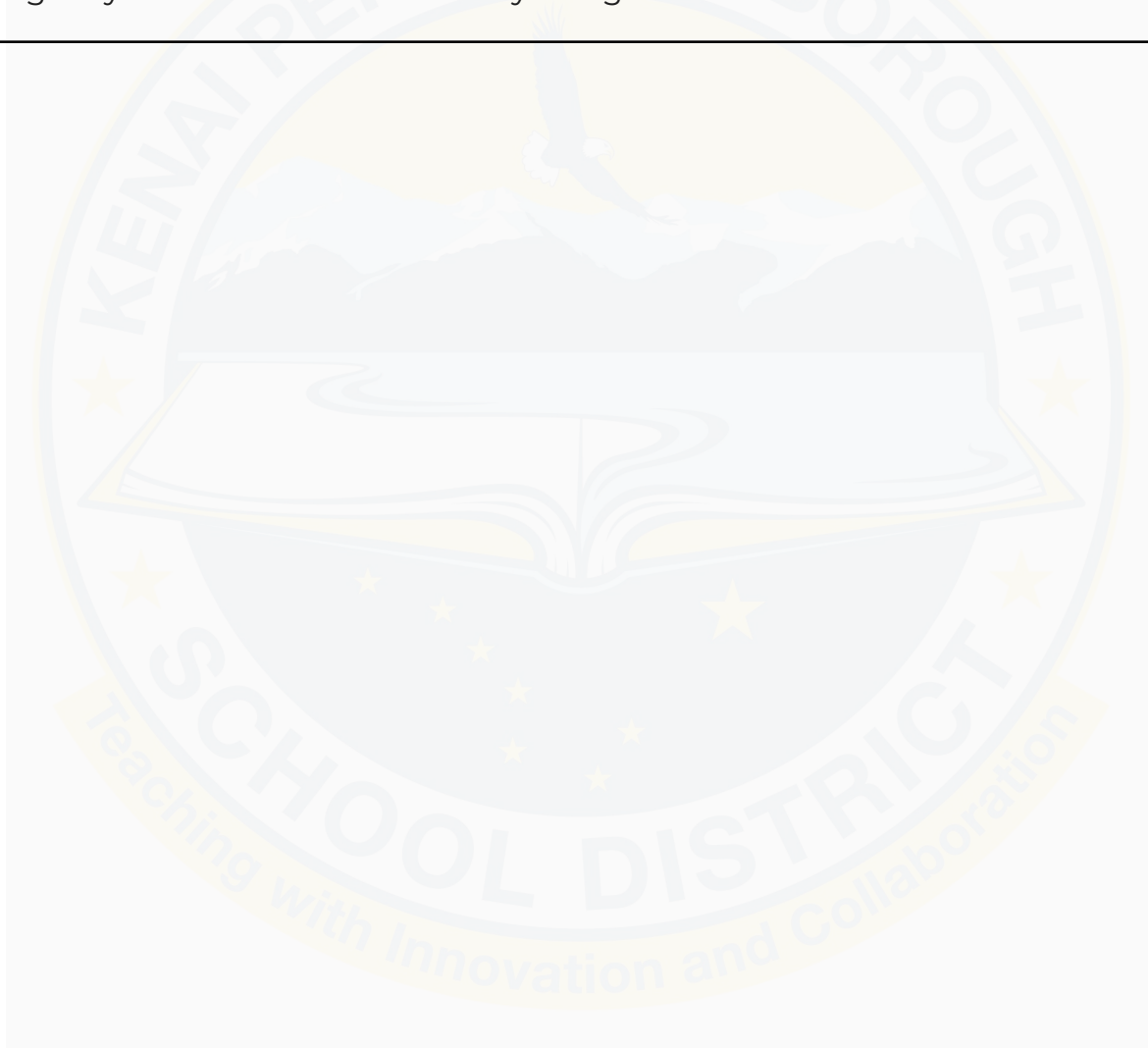
This middle school Alaska history and geography course offers a comprehensive exploration of how the 49th state's unique landscape shapes its culture, history, economy, and governance. Students begin by utilizing geographic tools to analyze Alaska's vast regions and diverse climate zones, investigating how human-environment interactions and physical history dictate population distribution and modern development. The curriculum emphasizes the enduring bond between Alaskans and the land, guiding learners through oral histories, primary sources, and migration patterns to understand Alaska Native cultural identity and the complex, long-term impacts of Russian and European colonization. Additionally, students examine the intersection of traditional Indigenous stewardship and global economics, analyzing how major resources like oil, fish, and timber are managed amidst the challenges of long-term sustainability. Finally, the course dives into the multi-layered structures of governance—comparing Tribal, local, state, and national decision-making, while fostering personal financial literacy and civic participation. Throughout each unit, students sharpen their critical inquiry skills, learning to synthesize evidence, acknowledge multiple perspectives, and formulate evidence-based claims to effectively navigate and influence their communities.

### **Unit 1 Our Location in the World**

In this unit, students will utilize geographic tools like absolute and relative location to define Alaska's vast regions and unique physical features. They will investigate how the state's diverse terrain and climate zones, from the Arctic tundra to the Aleutian Islands, dictate where people settle and how populations are distributed. By analyzing human-environment interaction, learners will discover the specific ways Alaskans adapt to and modify their surroundings to survive and thrive. Students will also explore the cause-and-effect relationships between Alaska's physical history, including natural disasters and migration patterns, and its modern development. Ultimately, they will develop inquiry skills to synthesize evidence and draw meaningful conclusions about how geography shapes the cultural and physical identity of the 49th state.

<p><b>Unit 2 Geographic Regions of Alaska</b></p>	<p>In this unit, students will examine the enduring relationship between Alaskans and the land, focusing on how this bond has shaped the state’s history and cultural resilience. Learners will research Alaska Native groups through oral histories and primary sources to understand the vital link between geography and cultural identity. They will investigate migration and settlement, evaluating how various populations have navigated Alaska’s environment over the centuries. Students will analyze the impact of colonization, specifically how Russian and European contact brought about short- and long-term changes for Indigenous peoples. By evaluating complex issues from multiple perspectives, students will master the ability to synthesize historical evidence and explain how Alaskans have adapted to social and environmental shifts.</p>
<p><b>Unit 3 Physical Features of Alaska</b></p>	<p>In this unit, students will investigate the complex intersection of traditional values and global economics to understand how Alaska’s resources are managed. By exploring how Alaska Native knowledge informs the ethical use of land and water, learners will recognize the foundational role of Indigenous perspectives in environmental stewardship. Students will also analyze Alaska’s significant impact on the United States and global markets, specifically regarding the production of oil, fish, and timber. Through the practice of inquiry, they will identify the challenges of balancing immediate economic demand with long-term sustainability.</p>
<p><b>Unit 4 Geohazards of Alaska</b></p>	<p>In this unit, students will examine the multi-layered structures of governance by comparing how decisions are made at Tribal, local, state, and national levels. They will investigate the unique legal and historical relationship between the federal government and Alaska Native groups, fostering a deep understanding of tribal sovereignty and shared jurisdiction. Alongside these civic structures, learners will analyze how personal financial literacy and economic choices directly impact their individual lives and community roles. Throughout the study, students will practice formulating evidence-based claims that acknowledge multiple</p>

perspectives and potential counterarguments. By articulating and defending their viewpoints in respectful discussions, they will master the skills necessary for active civic participation. Ultimately, students will conclude how the intersection of government systems and personal agency allows them to effectively navigate and influence their communities.



## KPBSD Sixth Grade: Geography

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

### Unit 1 : Physical Environment

#### Unit 1 Physical Environment

In this unit, students will utilize geographic tools like absolute and relative location to define Alaska's vast regions and unique physical features. They will investigate how the state's diverse terrain and climate zones, from the Arctic tundra to the Aleutian Islands, dictate where people settle and how populations are distributed. By analyzing human-environment interaction, learners will discover the specific ways Alaskans adapt to and modify their surroundings to survive and thrive. Students will also explore the cause-and-effect relationships between Alaska's physical history, including natural disasters and migration patterns, and its modern development. Ultimately, they will develop inquiry skills to synthesize evidence and draw meaningful conclusions about how geography shapes the cultural and physical identity of the 49th state.

#### Essential Question

**How does Alaska's unique location and diverse geography shape the way people live, adapt, and define their environment?**

#### Supporting Questions

- How are absolute and relative location used?
- What factors determine Alaska's regions?
- How do Alaskans depend on, modify, and adapt to their local environments?

<b>Inquiry Standards</b>		<p>SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.</p> <p>SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully.</p> <p>SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends.</p>
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> The student demonstrates an understanding of...	<b>Content Standards</b> Therefore, the student is able to...
<b>Our Location in the World</b>	<b>Geography Standard 18: Geographic Representation and Reasoning</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.1.18.1*</b> Define absolute and relative location using real-world examples.</li> <li>● <b>SS.6.1.18.2*</b> Draft and utilize a variety of maps to communicate information</li> <li>● <b>SS.6.1.18.3*</b> Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes.</li> </ul>
<b>Physical History of Alaska</b>	<b>Geography Standard 17: Global Interconnections: Changing Spatial Patterns</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.1.17.1</b> Examine the causes of historical and continuing conflicts in Alaska.</li> <li>● <b>SS.6.1.17.2</b> Analyze how the geography of Alaska's regions influences the conflicts and alliances that arise during war.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>SS.6.1.17.3</b> Evaluate the impact of war on Alaska’s ecosystems, resources, and landscapes, recognizing the environmental changes caused by military activities.</li> </ul>
<b>Migration Patterns to and Within Alaska</b>	<b>Geography Standard 19: Human Populations: Spatial Patterns and Movements</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.1.19.1</b> Examine the distribution of human populations over time, including population density, migration trends, and urbanization.</li> </ul>
<b>Suggested Vocabulary</b>		
<p>Natural resources  Natural disaster  Earthquake  Tsunami  Volcanico  Territory  Indigenous peoples  Geography  Region  Terrain  Climate  Alliance  Border  Ecosystem  Habitat  Resource depletion  Landscape  Absolute location  Relative location</p>	<p>Scale  Symbol  Grid  Title  Latitude  Longitude  Equator  Prime Meridian  Interior Alaska  Arctic Coastal Plain  Alaska Range  Aleutian Islands  Southeast Alaska  Regions of Alaska  Significant physical features (mountains, rivers, glaciers, forests, etc.)  Tundra  Glacier  Population</p>	

Coordinates Hemisphere Direction Distance Map/Atlas Legend (key) Compass rose	Population density Settlement Physical environment Adaptation Climate zone Natural features Resources Tides
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**Priority Standards for the Unit\***

## KPBSD Sixth Grade: Geography

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

### Unit 2 : People of Alaska

#### Unit 2 People of Alaska

In this unit, students will examine the enduring relationship between Alaskans and the land, focusing on how this bond has shaped the state's history and cultural resilience. Learners will research Alaska Native groups through oral histories and primary sources to understand the vital link between geography and cultural identity. They will investigate migration and settlement, evaluating how various populations have navigated Alaska's environment over the centuries. Students will analyze the impact of colonization, specifically how Russian and European contact brought about short- and long-term changes for Indigenous peoples. By evaluating complex issues from multiple perspectives, students will master the ability to synthesize historical evidence and explain how Alaskans have adapted to social and environmental shifts.

#### Essential Question

**How has the relationship between people and land shaped the history, identity, and resilience of Alaskans?**

#### Supporting Questions

- Who are Alaska Native groups and what can we learn from their oral histories and primary sources?
- Why did people migrate to Alaska?
- How did colonization impact Alaska and Alaska Native peoples?

<b>Inquiry Standards</b>	<ul style="list-style-type: none"> <li>● <b>SS.6-8.2.2</b> Evaluate sources of information by examining origin, author, context, and content.</li> <li>● <b>SS.6-8.1.4</b> Analyze complex issues from multiple perspectives.</li> <li>● <b>SS.6-8.4.1</b> Evaluate the significance of historical events by considering their impact on the development of societies and cultures.</li> </ul>
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**Alaska Social Studies Standards**

<b>Topic</b>	<b>Anchor Standard</b> The student demonstrates an understanding of...	<b>Content Standards</b> Therefore, the student is able to...
<b>Movement</b>	<b>Geography Standard 19: Human Populations: Spatial Patterns and Movements</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.2.19.1</b> Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.</li> <li>● <b>SS.6.2.19.2</b> Describe the characteristics of civilizations using real-world examples.</li> </ul>
<b>The First Alaskans</b>	<b>Geography Standard 22: Historical Sources and Evidence</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.2.22.1</b> Examine multiple explanations for how people came to Alaska.</li> <li>● <b>SS.6.2.22.22</b> Investigate how the climate and physical features of Alaska influenced migration and settlement.</li> </ul>
<b>Alaska Native Groups</b>	<b>Geography Standard 21: Perspectives</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.2.21.1*</b> Research Alaska Native groups through examination of oral histories, primary sources, and contributions over time.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>SS.6.2.21.2</b> Explain the connection between culture and geography.</li> </ul>
<b>Human Environment Interactions</b>	<b>Geography Standard 16: Human Environment, Interaction: Place, Regions, and Culture</b>	<ul style="list-style-type: none"> <li>• <b>SS.6.2.23.2*</b> Evaluate the immediate and long-term effects of colonization on Alaska Native groups.</li> <li>• <b>SS.6.3.15.1</b> Engage in discussions of factors that could lead to future immigration to Alaska.</li> </ul>
<b>Impact of Colonialism</b>	<b>Geography Standard 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>• <b>SS.6.2.23.1</b> Identify the factors that led to initial Russian and European contact</li> </ul>
<b>Continued Immigration to Alaska</b>	<b>Geography Standard 14: The Global Economy</b>	<ul style="list-style-type: none"> <li>• <b>SS.6.2.14.1</b> Identify historical and contemporary populations that have migrated to Alaska in the past 200 years.</li> <li>• <b>SS.6.2.14.2</b> Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska.</li> </ul>
<b>Suggested Vocabulary</b>		
Migration Immigrant Emigrant Settler Population Migration routes Gold Rush Culture	Oral history Artifact Evidence Civilization Technology Architecture Treaty Alaska Native	

Identity Beliefs Customs Social structure Tradition Cultural exchange Cultural adaptation Diversity Natural resources Subsistence Assimilation Resistance Long-term effects Discrimination Bering Land Bridge Vitus Bering Primary source Secondary source	Ancestors Geography Environment Region Climate Climate change Physical features Settlement Exploration Fur trade Contact Expedition Missionaries Colonization Cultural change Disease Displacement
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**Priority Standards for the Unit\***

## KPBSD Sixth Grade: Geography

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

### Unit 3: Resources and Economics

#### Unit 3 Roles and Responsibilities

In this unit, students will investigate the complex intersection of traditional values and global economics to understand how Alaska's resources are managed. By exploring how Alaska Native knowledge informs the ethical use of land and water, learners will recognize the foundational role of Indigenous perspectives in environmental stewardship. Students will also analyze Alaska's significant impact on the United States and global markets, specifically regarding the production of oil, fish, and timber. Through the practice of inquiry, they will identify the challenges of balancing immediate economic demand with long-term sustainability.

#### Essential Question

**In what ways does the balance between traditional Alaska Native values and global economic demand shape the sustainable management of Alaska's resources for the future?**

#### Supporting Questions

- How do Alaska Native values and traditional knowledge shape how land and water are used?
- How do Alaska's natural resources (like fish, oil, timber) affect the United States and the world?
- How can people work together to plan for managing Alaska's resources?

<b>Inquiry Standards</b>	<p><b>SS.6-8.1.3</b> Develop inquiries that address real-world problems.</p> <p><b>SS.6-8.5.4</b> Collaborate with others to find common ground and propose solutions to civic issues.</p>
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**Alaska Social Studies Standards**

<b>Topic</b>	<b>Anchor Standard</b> The student demonstrates an understanding of...	<b>Content Standards</b> Therefore, the student is able to...
<b>Alaska's Resources</b>	<b>Geography Standard 18: Geographic Representations and Reasoning</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.3.18.1</b> Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.</li> </ul>
<b>Historical Use of Natural Resources</b>	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.3.16.1*</b> Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses.</li> <li>● <b>SS.6.3.16.2*</b> Explain how Alaska's geographic location and resources have affected the state and the world.</li> <li>● <b>SS.6.3.16.3</b> Analyze and evaluate the impact of past management of Alaska's resources.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>SS.6.3.16.4</b> Formulate clear and focused questions about future resource use in Alaska.</li> <li>● <b>SS.6.3.16.5*</b> Collaborate to create a plan for future preservation or use of Alaska's resources.</li> <li>● <b>SS.6.3.16.6*</b> Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives.</li> <li>● <b>SS.6.3.16.7</b> Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</li> <li>● <b>SS.6.3.16.8</b> Discuss how the resources of Alaska shaped the history of different regions.</li> </ul>
<b>Subsistence and Commercial Economics</b>	<b>Geography Standard 11: Economic Systems, Models, and Markets</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.3.11.1</b> Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents.</li> </ul>
<b>Alaska's Role in the National Economy</b>	<b>Economics Standard 13: The National Economy</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.3.13.1</b> Analyze how Alaska's resources impact national supply and demand.</li> </ul>

<p><b>State, Local, and Tribal Economics</b></p>	<p><b>Economics Standard 15: Alaska Economies: State, Local, and Tribal</b></p>	<ul style="list-style-type: none"> <li>● <b>SS.6.3.15.1</b> Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska.</li> </ul>
<p style="text-align: center;"><b>Student I Can Statements</b></p>		
<ul style="list-style-type: none"> <li>● I can compare how subsistence, barter, sharing, and cash economies affect the lives and choices of Alaska residents.</li> <li>● I can explain how Alaska’s resources influence the world.</li> <li>● I can describe how local, Tribal, and state government agencies work to sustain resources and promote economic development.</li> <li>● I can evaluate how Alaska Native perspectives, knowledge, and values shape resource use and management.</li> <li>● I can describe how different government agencies work together to keep our resources healthy while still helping our economy grow.</li> <li>● I can look at past choices about our resources and see how they helped or hurt the people and the environment.</li> <li>● I can collaborate with others to create a plan for preserving or using Alaska’s resources responsibly.</li> <li>● I can weigh the "pros and cons" (positive and negative effects) of taking resources like oil or minerals out of the ground.</li> </ul>		
<p style="text-align: center;"><b>Suggested Vocabulary</b></p>		
<ul style="list-style-type: none"> <li>● Subsistence</li> <li>● Barter</li> <li>● Cash economy</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Priorities</li> <li>● Collaboration</li> </ul>	

<ul style="list-style-type: none"> <li>● Goods</li> <li>● Services</li> <li>● Trade</li> <li>● Natural resources</li> <li>● Supply</li> <li>● Demand</li> <li>● Scarcity</li> <li>● Surplus</li> <li>● Production</li> <li>● Consumption</li> <li>● Distribution</li> <li>● Export</li> <li>● Import</li> <li>● Local government</li> <li>● Tribal government</li> <li>● State government</li> <li>● Sustainability</li> <li>● Alaska Native</li> <li>● Traditional knowledge</li> <li>● Values</li> <li>● Stewardship</li> <li>● Conservation</li> <li>● Perspective</li> <li>● Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>● Preservation</li> <li>● Compromise</li> <li>● Consensus</li> <li>● Resource extraction</li> <li>● Mining</li> <li>● Drilling</li> <li>● Logging</li> <li>● Economic impact</li> <li>● Environmental impact</li> <li>● Social impact</li> <li>● Costs and benefits</li> <li>● Cooperation</li> <li>● Conflict</li> <li>● Competition</li> <li>● Negotiation</li> <li>● Regional history</li> <li>● Economic activity</li> <li>● Settlement patterns</li> <li>● Trade networks</li> <li>● Physical characteristics</li> <li>● Topography</li> <li>● Climate</li> <li>● Landforms</li> <li>● Waterways</li> <li>● Human–environment interaction</li> </ul>
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**Priority Standards for the Unit\***

## KPBSD Sixth Grade: Geography

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

### Unit 4: Community Awareness

#### Unit 4 Community Awareness

In this unit, students will examine the multi-layered structures of governance by comparing how decisions are made at Tribal, local, state, and national levels. They will investigate the unique legal and historical relationship between the federal government and Alaska Native groups, fostering a deep understanding of tribal sovereignty and shared jurisdiction. Alongside these civic structures, learners will analyze how personal financial literacy and economic choices directly impact their individual lives and community roles. Throughout the study, students will practice formulating evidence-based claims that acknowledge multiple perspectives and potential counterarguments. By articulating and defending their viewpoints in respectful discussions, they will master the skills necessary for active civic participation. Ultimately, students will conclude how the intersection of government systems and personal agency allows them to effectively navigate and influence their communities.

#### Essential Question

**How do the systems of government, tribal relations, and personal economic choices empower individuals to influence and navigate their communities?**

<p style="text-align: center;"><b>Supporting Questions</b></p>	<ul style="list-style-type: none"> <li>● How are decisions made differently at Tribal, local, state, and national levels?</li> <li>● What is the relationship between the federal government and Alaska Native groups?</li> <li>● How do our choices about money affect our lives?</li> </ul>	
<p style="text-align: center;"><b>Inquiry Standards</b></p>	<p>SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments.</p> <p>SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms.</p> <p>SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions.</p>	
<p><b>Alaska Social Studies Standards</b></p>		
<p style="text-align: center;"><b>Topic</b></p>	<p style="text-align: center;"><b>Anchor Standard</b> The student demonstrates an understanding of...</p>	<p style="text-align: center;"><b>Content Standards</b> Therefore, the student is able to...</p>
<p style="text-align: center;"><b>Your Financial Decisions</b></p>	<p style="text-align: center;"><b>Economics Standard 12: Decision-Making and Personal Finance</b></p>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.12.1</b> Investigate methods of personal finance.</li> <li>● <b>SS.6.4.12.3</b> Define cost-benefit analysis, trade-offs, and opportunity costs.</li> <li>● <b>SS.6.4.12.4</b> Investigate how choices impact personal financial security</li> </ul>
<p style="text-align: center;"><b>Government Institutions</b></p>	<p style="text-align: center;"><b>Civics Standard 6: Civic Political Institutions and Systems</b></p>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.6.1*</b> Examine the major components and roles of local, Tribal, and state governments.</li> </ul>
<p style="text-align: center;"><b>Decision-Making Processes</b></p>	<p style="text-align: center;"><b>Civics Standard 8: Processes, Rules and Laws</b></p>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.8.1</b> Evaluate and compare procedures for making decisions</li> </ul>

		<p>at the Tribal, local, state, and national levels.</p> <ul style="list-style-type: none"> <li>● <b>SS.6.4.8.2</b> Assess specific rules and laws (both actual and proposed) as means of addressing public concerns.</li> <li>● <b>SS.6.4.8.3</b> Identify the interconnectivity of local, Tribal, and state processes, rules, and laws.</li> </ul>
<b>Local, Tribal, and State Governments</b>	<b>Civics Standard 9: Alaska’s Governements</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.9.1</b> Describe essential characteristics of Alaska’s local, Tribal, and state governments and their roles both locally and statewide.</li> <li>● <b>SS.6.4.9.2</b> Identify key components of political relationships between the federal government and Alaska Native groups</li> </ul>
<b>Your Rights and Responsibilities as a Citizen</b>	<b>Civics Standard 10: Rights, Roles, and Responsibilities of Citizens</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.10.1</b> Describe the roles and responsibilities of people in the United States</li> </ul>
<b>The Value of Participation</b>	<b>Civics Standard 7: Participation and Deliberation</b>	<ul style="list-style-type: none"> <li>● <b>SS.6.4.7.1</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.</li> <li>● <b>SS.6.4.7.2</b> Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> <li>●</li> </ul>

Suggested Vocabulary	
Cost-benefit analysis	Resident
Trade-offs	RightsResponsibilities
Opportunity cost	Political parties
Risk	Interest groups
Local government	Media
Tribal government	Civic participation
State government	Advocacy
Federal government	Alaska Native
Branches of government	Sovereignty
Separation of powers	Self-governance
Checks and balances	Treaty
Law	Government-to-government relations
Rule	Democracy
Policy	Representation
Citizen	Voting

**Priority Standards for the Unit\***



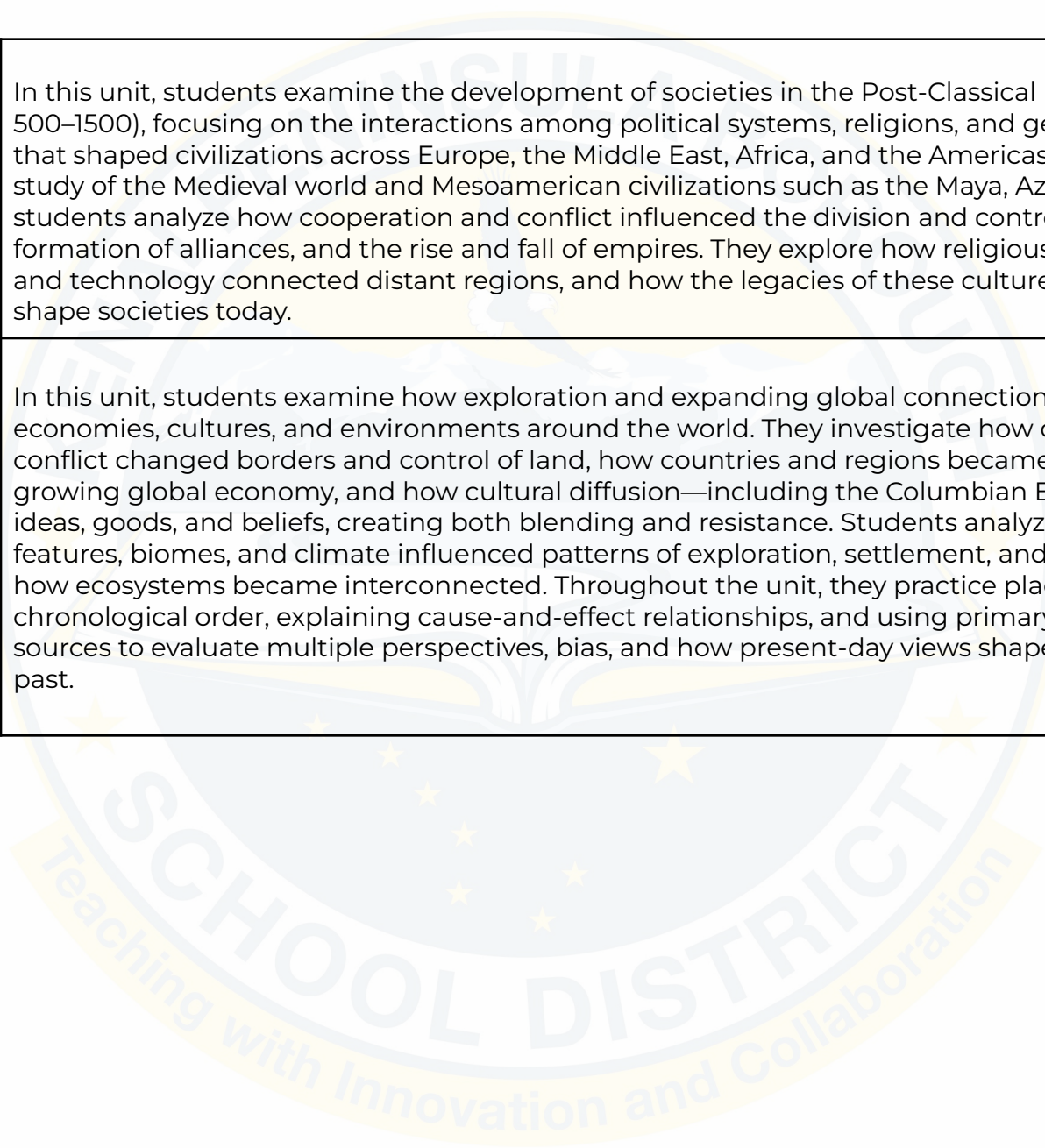
**2026**  
**KPBSD Social Studies**  
**Middle School**  
**World History**

## KPBSD Middle School World History

This middle school world history course traces how human societies developed and became increasingly interconnected from prehistory through early globalization. Students begin by examining human origins, early migrations, and the shift from hunter-gatherer life to agricultural villages and river civilizations. They then study how ancient civilizations in regions such as Mesopotamia, Egypt, the Indus Valley, and China developed governments, laws, technologies, and major world religions that shaped daily life and left lasting legacies. Moving into the Post-Classical Era, students explore medieval Europe, the Islamic world, Africa, and the Americas, analyzing how trade, religion, alliances, and conflict influenced empires and cultural exchange. The course concludes with global exploration and early globalization, as students investigate how expanding contacts, trade networks, and transformed economies, environments, and cultures. Throughout the year, students build skills in using primary and secondary sources, interpreting maps, understanding cause-and-effect and chronology, and evaluating multiple perspectives on the past.

<p><b>Unit 1</b></p> <p><b>Human Beginnings to Early River Civilizations</b></p>	<p>In this unit, students explore how humans adapted to the challenges of prehistoric life and began forming complex societies. They investigate the movement of early humans across the globe, examine how environmental changes influenced survival, and analyze how the Agricultural Revolution transformed cultures, economies, and social structures. Through archaeological evidence, maps, and primary and secondary sources, students develop historical thinking skills and gain an understanding of how geography and innovation shaped human civilization.</p>
<p><b>Unit 2</b></p> <p><b>Ancient Civilizations and the Development of World Religions</b></p>	<p>In this unit, students explore how the development of agriculture and technology set the stage for the world's first civilizations. They investigate how early governments formed to organize growing populations, how laws shaped social life, and how religion influenced daily life, architecture, and cultural expression. By studying major early civilizations such as Mesopotamia, Egypt, the Indus Valley, and China, students examine how geography, innovation, and belief systems contributed to the rise and fall of societies and the legacies they left behind.</p>

<p><b>Unit 3</b></p> <p><b>The Post Classical World</b></p>	<p>In this unit, students examine the development of societies in the Post-Classical Era (A.D. 500–1500), focusing on the interactions among political systems, religions, and geographic factors that shaped civilizations across Europe, the Middle East, Africa, and the Americas. Through the study of the Medieval world and Mesoamerican civilizations such as the Maya, Aztec, and Inca, students analyze how cooperation and conflict influenced the division and control of land, the formation of alliances, and the rise and fall of empires. They explore how religious beliefs, trade, and technology connected distant regions, and how the legacies of these cultures continue to shape societies today.</p>
<p><b>Unit 4</b></p> <p><b>Globalization and Exploration</b></p>	<p>In this unit, students examine how exploration and expanding global connections reshaped economies, cultures, and environments around the world. They investigate how cooperation and conflict changed borders and control of land, how countries and regions became linked through a growing global economy, and how cultural diffusion—including the Columbian Exchange—spread ideas, goods, and beliefs, creating both blending and resistance. Students analyze how Earth’s physical features, biomes, and climate influenced patterns of exploration, settlement, and urbanization, and how ecosystems became interconnected. Throughout the unit, they practice placing events in chronological order, explaining cause-and-effect relationships, and using primary and secondary sources to evaluate multiple perspectives, bias, and how present-day views shape interpretations of the past.</p>



# KPBSD Middle School World History

## Unit 1 - Human Beginnings to Early River Civilizations

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<p><i>In this unit, students explore how humans adapted to the challenges of prehistoric life and began forming complex societies. They investigate the movement of early humans across the globe, examine how environmental changes influenced survival, and analyze how the Agricultural Revolution transformed cultures, economies, and social structures. Through archaeological evidence, maps, and primary and secondary sources, students develop historical thinking skills and gain an understanding of how geography and innovation shaped human civilization.</i></p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● <b>How do historians interpret the past?</b></li> <li>● <b>How did humans adapt to the changing environments of prehistoric times?</b></li> <li>● <b>What were the effects of the Agricultural Revolution?</b></li> </ul>	
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>
<b>Human Migration Theory</b>	<b>Geography Standard 16: Human Environment Interaction: Place, Regions and Culture</b>	<p><b>SS.7.1.16.1</b> Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another.</p> <p><b>SS.7.1.16.2</b> Analyze how geographical features, climate, and available resources influenced the development of distinct cultures and societies.</p> <p><b>SS.7.1.16.3*</b> Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.</p>

<b>PreHistory</b>	<b>History Standard 21: Perspective</b>	<b>SS.7.1.21.1</b> Analyze multiple points of view to create a multifaceted interpretation of prehistory.
	<b>History Standard 24: Historical Thinking</b>	<b>SS.7.1.24.1</b> Locate primary and secondary sources to investigate perspectives regarding prehistory.
<b>Culture and Societies</b>	<b>Civics Standard 10: Rights, Roles, and Responsibilities</b>	<b>SS.7.1.10.1</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.
<b>Geographic Regions</b>	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<b>SS.7.1.16.4</b> Demonstrate an understanding of the defining characteristics and placement of global regions.
<b>Earth’s Systems</b>	<b>Geography Standard 18: Geographic Representations and Reasoning</b>	<p><b>SS.7.1.18.1</b> Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.</p> <p><b>SS.7.1.18.2</b> Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.</p> <p><b>SS.7.1.18.3</b> Identify the components and characteristics of the earth’s physical systems, and explain how they affect each other.</p> <p><b>SS.7.1.18.4</b> Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes</p>

<b>Politics and Religion</b>	<b>History Standard 21: Perspectives</b>	<b>SS.7.3.21.1</b> Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
<b>Priority Inquiry Standard(s)</b>		
<b>Inquiry Standard 2: Evaluate Sources and Evidence</b>	<b>SS.7.1.2.1*</b> Evaluate the impact of the Agricultural Revolution and early technological innovations using a variety of primary and secondary sources.	<b>SS.7.1.2.2</b> Compare and contrast hunter-gatherer societies and early farming societies.
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>● Define and use the key vocabulary of the unit.</li> <li>● Understand that history is based on evidence and inference.</li> <li>● Interpret archaeological evidence to understand how people of the Stone Ages adapted to their environments.</li> <li>● Use and create maps to understand and illustrate early human migration.</li> <li>● Analyze the impacts of agriculture and domestication on prehistoric people</li> <li>● Explain the impact of the Agricultural Revolution and early technological innovations.</li> <li>● Compare hunter-gatherer societies with early farming societies.</li> <li>● Use primary and secondary sources to support my understanding of early human societies.</li> <li>● Describe how geography, climate, and natural resources influence culture, economies, and societies.</li> </ul>		
<b>Vocabulary</b>		
climate change inference artifacts BC/AD and BCE/CE theory fossils prehistory/history adaptation	agriculture/agrarian settlement geology archaeology modification domestication timeline excavation	evidence migration ice age land bridge anthropology composite tools chronological order Stone Ages (Paleolithic era, Mesolithic era, Neolithic era)

Indicates Priority Standards\*

# KPBSD Middle School World History

## Unit 2 - Human Beginnings to Early River Civilizations

### Unit 2 - Ancient Civilizations and the Development of World Religions

*In this unit, students explore how the development of agriculture and technology set the stage for the world's first civilizations. They investigate how early governments formed to organize growing populations, how laws shaped social life, and how religion influenced daily life, architecture, and cultural expression. By studying major early civilizations such as Mesopotamia, Egypt, the Indus Valley, and China, students examine how geography, innovation, and belief systems contributed to the rise and fall of societies and the legacies they left behind.*

#### Essential Questions

- **How did agricultural production and technology lead to civilization?**
- **How did ancient governments influence people's lives?**
- **How did religious beliefs shape the laws, cultural expressions, and social structures of ancient societies?**

#### 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>
<b>Evolution of Governance</b>	<b>Civics Standard 8: Processes, Rules and Laws</b>	<b>SS.7.2.8.1*</b> Assess how people address public problems through the use of rules and laws.  <b>SS.7.2.8.2</b> Compare and contrast modern rules and laws with historical systems
<b>Rise and Fall of Civilizations</b>	<b>Geography Standard 19: Human Populations: Spatial Patterns and Movements</b>	<b>SS.7.2.19.1</b> Construct maps to represent the spread of people and ideas over time  <b>SS.7.2.19.2</b> Describe the characteristics of a civilization and connect that information to real-world examples.

		<p><b>SS.7.2.19.3</b> Display knowledge of complex and diverse characteristics of cultures across time and place.</p> <p><b>SS.7.2.19.4</b> Investigate the arrangement and distribution of populations over time.</p> <p><b>SS.7.2.19.5</b> Demonstrate an understanding of how humans impact their environment.</p> <p><b>SS.7.2.19.6</b> Create and interpret timelines that clearly demonstrate key periods in the development of human societies.</p>
<b>World Religions</b>	<b>Geography Standard 18: Geographic Representations and Reasoning</b>	<p><b>SS.7.2.18.1</b> Construct and use different types of maps and graphs to represent and analyze religions.</p> <p><b>SS.7.2.18.2</b> Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.</p>
<b>Historical Significance</b>	<b>History Standard 24: Historical Thinking</b>	<p><b>SS.7.2.24.1</b> Analyze the causes and effects of events and societal developments in the past.</p> <p><b>SS.7.2.24.2</b> Construct arguments utilizing new evidence that allows for new interpretations.</p>
<b>Priority Inquiry Standard(s)</b>		
<b>Inquiry Standard 3: Develop Claims</b>	<b>SS.6-8.3.3</b> Utilize evidence to construct arguments that address historical events and societal changes.	
<b>Inquiry Standard 4: Communicate and Critique Conclusions</b>	<b>SS.6-8.4.1</b> Evaluate the significance of historical events by considering their impact on the development of societies and cultures.	

**SS.6-8.4.2** Synthesize evidence to draw conclusions about cause-and- effect relationships, patterns, and trends.

### Student Friendly “I Can” Statements

- Create and use maps and graphs to represent religions, cultures, and populations.
- Describe the characteristics of civilizations and connect them to real-world examples.
- Create and interpret timelines to show key periods in the development of societies.
- Explain how land, climate, and resources helped shape where and how people lived.
- Identify the features of civilization: government, religion, social hierarchy, public works, writing, cities, job specialization, art and architecture.
- Locate and describe the physical settings that supported early civilizations.
- Explore the causes of surplus and the emergence of cities as centers of culture, trade, and power.
- Analyze and investigate the relationship between political and social systems.
- Draw conclusions about how government and religion influence architecture.
- Explain how people use rules and laws to address public problems.

### Vocabulary

city	city-state government	law
surplus	writing	art/architecture
Rank	social	hierarchy
military/standing army	innovation	surplus
elite	discrimination	merchant
scribe	artisan	noble
timeline	AD/BC/CE/BCE	bureaucracy
circa		

Indicates Priority Standards\*

# KPBSD Middle School World History

## Unit 3 - The Post Classical World

### Unit 3 - The Post Classical World (Medieval and Mesoamerica)

*In this unit, students examine the development of societies in the Post-Classical Era (A.D. 500–1500), focusing on the interactions among political systems, religions, and geographic factors that shaped civilizations across Europe, the Middle East, Africa, and the Americas. Through the study of the Medieval world and Mesoamerican civilizations such as the Maya, Aztec, and Inca, students analyze how cooperation and conflict influenced the division and control of land, the formation of alliances, and the rise and fall of empires. They explore how religious beliefs, trade, and technology connected distant regions, and how the legacies of these cultures continue to shape societies today.*

#### Alaska Social Studies Standards

#### Essential Questions

- How do cooperation and conflict shape the way humans divide and control land?
- How do geography and natural resources influence wars, alliances, and development?
- How do the social, economic, and cultural structures of past civilizations impact the world today?

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
<b>Conflict and Wars</b> <i>(Conquest and Conquer)</i>	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<b>SS.7.3.16.4</b> Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.

<b>Politics and Religions</b>	<b>History Standard 21: Perspectives</b>	<b>SS.7.3.21.1*</b> Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.
	<b>History Standard 23: Change, Continuity, and Context</b>	<b>SS.7.3.23.1</b> Identify patterns of continuity and change over time in various aspects of human history.
	<b>Civics Standard 7: Participation and Deliberation</b>	<b>SS.7.3.7.1</b> Explain the connection between politics and religion in complex early societies.
<b>Human Systems</b>	<b>Civics Standard 10: Rights, Roles, and Responsibilities of Citizens</b>	<b>SS.7.3.10.1</b> Identify rights and responsibilities of citizens and noncitizens within different forms of government.
<b>Conflict and Wars</b>	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<b>SS.7.3.16.1</b> Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars.
		<p><b>SS.7.3.16.2</b> Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</p> <p><b>SS.7.3.16.3</b> Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.</p>
<b>Priority Inquiry Standard(s)</b>		
<b>1. Develop Questions and Plan Inquiries</b>	<b>SS.6-8.1.4</b> Analyze complex issues from multiple perspectives.	

<b>4. Communicate and Critique Conclusions</b>	<b>SS.6-8.4.3</b> Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present.		
<b>Student Friendly “I Can” Statements</b>			
<ul style="list-style-type: none"> <li>● Describe how past civilizations influence today’s world.</li> <li>● Explain how human cooperation and conflict have influenced control of land and resources.</li> <li>● Show how physical features, climate, and resources shaped conflicts, alliances, and development.</li> <li>● Describe how societies adapt to their environments and use geography to their advantage.</li> <li>● Explain how politics and religion were connected in early societies.</li> <li>● Identify the rights and responsibilities of citizens and noncitizens in early governments.</li> <li>● Explain how governments organize power.</li> <li>● Analyze how societies and cultures evolve over time</li> </ul>			
<b>Vocabulary</b>			
empire	conquest	tyranny	
Oligarchy	aristocrat	citizen	
Judaism	Islam	Christianity	
Hinduism	Buddhism	pagan beliefs	
cultural diffusion	feudalism	democracy	

Indicates Priority Standards\*

# KPBSD Middle School World History

## Unit 4 - Globalization and Exploration

### Unit 4 - Globalization and Exploration

*In this unit, students examine how exploration and expanding global connections reshaped economies, cultures, and environments around the world. They investigate how cooperation and conflict changed borders and control of land, how countries and regions became linked through a growing global economy, and how cultural diffusion—including the Columbian Exchange—spread ideas, goods, and beliefs, creating both blending and resistance. Students analyze how Earth’s physical features, biomes, and climate influenced patterns of exploration, settlement, and urbanization, and how ecosystems became interconnected. Throughout the unit, they practice placing events in chronological order, explaining cause-and-effect relationships, and using primary and secondary sources to evaluate multiple perspectives, bias, and how present-day views shape interpretations of the past.*

#### Essential Questions

- How do countries and regions depend on each other in the world economy?
- How does cultural diffusion (sharing ideas, goods, and customs) change people’s lives?
- How did Earth’s physical features and climate influence where exploration and development occurred?

#### 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>
Conquest and Conquer	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<b>SS.7.4.16.1*</b> Examine how human cooperation and conflict have influenced the division and control of the Earth’s surface throughout human history.

		<b>SS.7.4.16.2*</b> Analyze the relationships between countries and regions in the global economy.
	<b>Geography Standard 17: Global Interconnections: Changing Spatial Patterns</b>	<b>SS.7.4.17.1</b> Detects patterns in how Earth’s physical features and biomes are distributed across its surface. <b>SS.7.4.17.2</b> Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth’s surface. <b>SS.7.4.17.3</b> Investigate the interconnectedness of ecosystems of the Earth.
	<b>History Standard 23: Change, Continuity, and Context</b>	<b>SS.7.4.23.1</b> Analyze the factors that contribute to the evolution of societies and civilizations.
Consequences	<b>History Standard 22: Historical Sources and Evidence</b>	<b>SS.7.4.22.1</b> Explain how the perspectives of people in the present shape interpretations of the past.
	<b>History Standard 23: Change, Continuity, and Context</b>	<b>SS.7.4.23.2</b> Explore the cultural and societal implications of cultural diffusion.
	<b>History Standard 24: Historical Thinking</b>	<b>SS.7.4.24.1</b> Develop skills in chronological reasoning and understanding cause-and-effect relationships in history.

Priority Inquiry Standard(s)		
<b>2. Evaluate Sources and Evidence</b>	<b>SS.6-8.3.2</b> Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments.	
<b>3. Develop Claims</b>	<b>SS.6-8.2.3</b> Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives.	
Student Friendly “I Can” Statements		
<ul style="list-style-type: none"> <li>● Explain how cooperation and conflict between groups changed borders and control of land over time.</li> <li>● Describe ways countries and regions are connected in the global economy (trade, jobs, resources).</li> <li>● Show how our present-day views and experiences can change how we interpret past events.</li> <li>● Identify reasons societies and civilizations change or stay the same (technology, trade, war, environment).</li> <li>● Generate examples of cultural diffusion and explain how sharing ideas and goods affected daily life and beliefs.</li> <li>● Historical events in order and explain the causes and effects between them.</li> </ul>		
Vocabulary		
alliance region cause and effect chronology citizenship Columbian Exchange conflict trade bias migration Indigenous	cultural diffusion conquest demand distribution resistance economy global economy global interconnections immigration resource conflict natural resource	conflict trade bias migration Indigenous resource conflict natural resource urbanization perspective spatial distribution supply territory

Indicates Priority Standard\*



**2026**  
**KPBSD Social Studies**  
**Middle School**  
**United States History**

## 2026 KPBSD Middle School US History

This course offers middle school students a comprehensive examination of United States history, tracing how global interactions, geographic landscapes, and diverse perspectives fundamentally shaped the nation. Students begin by exploring how environmental factors influenced early Indigenous civilizations across Alaska and the Americas, before transitioning into the eras of European exploration, colonization, and the systemic impacts of the Atlantic slave trade. As the curriculum progresses, students investigate the political, social, and economic tensions that sparked the American Revolution, leading to the establishment of American democratic institutions, the United States Constitution, and the Bill of Rights.

In the subsequent units, the course addresses the complex legacy of westward expansion, including the profound consequences of the Indian Removal Act, and examines the severe regional divisions over slavery and states' rights that ultimately resulted in the Civil War and the Reconstruction era. Throughout this historical inquiry, students develop essential academic skills by critically analyzing primary and secondary sources, evaluating varying perspectives, and connecting historical events to contemporary concepts of civic responsibility and justice. Through structured discussions and targeted communication exercises, students cultivate a deeper understanding of active citizenship and informed decision-making within a democratic society.



<p><b>Unit 1</b></p> <p><b>Geography &amp; Early Civilizations of the Americas</b></p> <p><b>Time Period:</b> <b>(10,000 BCE to 1492 CE)</b></p>	<p>In this unit, students explore how the environment shaped the development of Indigenous cultures and ways of life across Alaska and the Americas. They learn how early people migrated and settled by examining “push and pull” factors, migration routes, and how landforms, climate, and natural resources influenced where and how communities lived. Students study how Indigenous groups organized their societies through systems such as tribes, clans, and leadership structures, and how culture, beliefs, and connections to ancestral lands guided daily life. Using the five themes of geography, they describe specific Indigenous groups and their relationships with their environment. Students also build historical thinking skills by analyzing artifacts and oral traditions to understand life before written records, while evaluating sources for reliability and perspective. Throughout the unit, students strengthen their ability to clearly communicate their ideas in both speaking and writing, using key vocabulary related to geography, culture, and sustainability.</p>
<p><b>Unit 2</b></p> <p><b>Age of Exploration, Exploitation, and Colonialism</b></p> <p><b>Time Period:</b> <b>1400s-1750s</b></p>	<p>In this unit, students explore how growing global connections during the Age of Exploration and the Colonial Era reshaped societies around the world. They learn how to use and evaluate primary and secondary sources to understand different perspectives, including those of explorers, Indigenous peoples, and merchants. Students examine the motivations behind exploration, such as economic gain, new technology, and the desire for power and analyze how encounters between Europeans and Indigenous populations led to major changes. A key focus is the Columbian Exchange, where students investigate how the movement of plants, animals, people, and diseases transformed diets, economies, and ecosystems across continents. They also study how trade routes and cultural diffusion spread ideas, goods, and technologies, helping to build early global trade networks. Throughout the unit, students connect the impacts of colonization to modern-day issues, including cultural change, economic systems, and global relationships, while developing skills in critical thinking, discussion, and clear communication.</p>

<p><b>Unit 3</b></p> <p><b>Establishment of European Colonies</b></p> <p><b>Time Period:</b></p> <p><b>1490-1750</b></p>	<p>In this unit, students examine how colonization shaped the Americas by exploring the motivations, experiences, and impacts of European settlement. They learn why European countries established colonies for resources, trade, religion, and opportunity, and how geography and the environment influenced where people settled and how colonial economies developed. Students analyze primary sources to understand different perspectives, including those of Indigenous peoples, colonists, and enslaved individuals, and compare how these groups experienced cooperation and conflict. They study the development of representative government, including why colonists created systems of self-rule, and investigate the role of key individuals and events in shaping colonial society. A major focus is the Atlantic slave trade, where students examine its causes and lasting consequences. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to modern ideas about government, rights, and civic participation.</p>
<p><b>Unit 4</b></p> <p><b>American Revolution and the New Republic</b></p> <p><b>Time Period:</b></p> <p><b>1750 CE - 1814 CE</b></p>	<p>In this unit, students explore the causes and consequences of the American Revolution by examining how political, economic, and social tensions strained the relationship between the colonies and Britain. They learn about key events such as protests, boycotts, and acts of resistance, and analyze how Enlightenment ideas about liberty, equality, and rights influenced colonial leaders. Using primary sources, students study the perspectives of different groups, including Patriots, Loyalists, women, Indigenous peoples, and enslaved individuals, to understand how the Revolution affected people in different ways. They also investigate the challenges the new United States faced after independence, including creating a government and addressing economic and political issues. Students examine the development of the Constitution and Bill of Rights and how these documents shaped American democracy. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to modern ideas about civic responsibility, protest, and participation in government.</p>

<p><b>Unit 5</b></p> <p><b>Civic and Political Institutions of the United States</b></p>	<p>In this unit, students explore what it means to be an active and informed citizen in the United States. They learn how the Constitution and Bill of Rights establish the foundations of government and protect individual rights, and how the three branches, legislative, executive, and judicial, share power through checks and balances. Students examine the roles of federal, state, local, and Tribal governments and how they work together to meet community needs. They also investigate how political parties, elections, interest groups, and lobbyists influence public policy and decision-making. A key focus is on civic participation, as students learn how citizens can engage through voting, community service, and advocacy, and how media and technology shape public opinion. Throughout the unit, students build skills in respectful discussion, evaluating information, and expressing their ideas clearly while understanding the importance of responsibility, participation, and informed decision-making in a democracy.</p>
<p><b>Unit 6</b></p> <p><b>Manifest and Indian Removal</b></p> <p><b>Time Period:</b></p> <p><b>1815 CE - 1860 CE</b></p>	<p>In this unit, students explore how the idea of Manifest Destiny drove westward expansion and shaped the lands, peoples, and policies of the United States from 1815 to 1860. They examine the economic opportunities, technological advances, and government actions that made expansion possible, while also analyzing key events and policies such as the Indian Removal Act. Students compare perspectives of settlers, Native American tribes, and government leaders to understand conflicts over land, sovereignty, and resources. A major focus is on the causes and lasting impacts of Indian Removal, including displacement, cultural loss, and ongoing effects on U.S.–Tribal relations. Students also investigate how expansion contributed to growing regional tensions that led to the Civil War. Throughout the unit, students build skills in analyzing primary sources, understanding cause and effect, and discussing complex historical issues, while reflecting on how lessons from this time period connect to present-day conversations about land, rights, and justice.</p>

## Unit 7

### The Civil War and Reform Movements

Time Period:

1837 CE - 1877 CE

In this unit, students explore the causes, key events, and lasting impacts of the Civil War and the reform movements of the mid-1800s. They investigate how economic, political, and social differences, especially over slavery and states' rights, led to secession and conflict between the Union and the Confederacy. Using primary and secondary sources, students learn about the experiences of people during the war and analyze major events such as important battles and turning points. They also examine how reform movements, including abolition and religious revival, sought to address injustice and improve society. A key focus is on the outcomes of the war, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments, and how these changes reshaped the nation during Reconstruction. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to ongoing conversations about rights, equality, and civic responsibility.



## KPBSD Middle School United States History

### Unit 1: Geography and Early Civilizations of the Americas (10,000 BCE to 1492 CE)

#### Unit 1: Geography and Early Civilizations of the Americas

#### Time Period: (10,000 BCE to 1492 CE)

In this unit, students explore how the environment shaped the development of Indigenous cultures and ways of life across Alaska and the Americas. They learn how early people migrated and settled by examining “push and pull” factors, migration routes, and how landforms, climate, and natural resources influenced where and how communities lived. Students study how Indigenous groups organized their societies through systems such as tribes, clans, and leadership structures, and how culture, beliefs, and connections to ancestral lands guided daily life. Using the five themes of geography, they describe specific Indigenous groups and their relationships with their environment. Students also build historical thinking skills by analyzing artifacts and oral traditions to understand life before written records, while evaluating sources for reliability and perspective. Throughout the unit, students strengthen their ability to clearly communicate their ideas in both speaking and writing, using key vocabulary related to geography, culture, and sustainability.

#### Essential Question

- **How did the environment shape the development of unique indigenous cultures and ways of life?**

#### Supporting Questions

- What unique social and political structures do Indigenous peoples use to govern and organize their communities?
- Why are artifacts and oral histories important for learning about prehistoric people?

## Alaska Social Studies Standards

Topic	Anchor Standard The student demonstrates an understanding of...	Content Standard Therefore, the student is able to...
<b>Early Human Migration</b>	<b>Civics Standard 6: Civic Political Institutions and Systems</b>	<ul style="list-style-type: none"> <li>● <b>*SS.8.1.6.1*</b> Investigate the unique ways that Indigenous peoples organize themselves and their societies.</li> </ul>
	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<ul style="list-style-type: none"> <li>● <b>*SS.8.1.16.1*</b> Investigate the interplay between Indigenous cultures of the Americas and their environment.</li> <li>● <b>SS.8.1.16.1</b> Analyze the push and pull factors that influenced early people to migrate. (duplicate code error)</li> <li>● <b>SS.8.1.16.2</b> Identify the spiritual, cultural, and economic significance of geographic features in Indigenous communities.</li> <li>● <b>SS.8.1.16.3</b> Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group.</li> </ul>

	<b>Geography Standard 19 Human Populations: Spatial Patterns and Movements</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.1.19.1</b> Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America.</li> </ul>
	<b>History Standard 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.1.23.1</b> Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</li> </ul>
	<b>History Standard 24: Historical Thinking</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.1.24.1</b> Describe the technical limitations of historians and archeologists studying the distant past.</li> </ul>
<b>Priority Inquiry Standards</b>		
<b>Inquiry Standard 2: Evaluate Sources of Evidence</b>	<b>SS.6-8.2.2</b> Evaluate sources of information by examining origin, author, context, and content.	
<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<b>SS.6-8.5.1</b> Express ideas clearly and concisely in both written and verbal forms.	
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>● Explain the “push and pull” factors that caused early humans to migrate and settle in new places.</li> <li>● Track migration patterns of early people as they moved through Alaska and across North, Central and South America.</li> <li>● Use the 5 themes of geography to describe the lifestyle and location of a specific Sovereign Tribal Nation.</li> <li>● Articulate how artifacts and oral histories help us understand how people lived before written records existed.</li> <li>● Evaluate historical sources by looking at who created them, when they were made, and why they were written.</li> <li>● Show the connection between an Indigenous group's environment and the resources they used to thrive.</li> </ul>		

- Explain how artifacts and oral histories help us understand how people lived before written records existed.

### Vocabulary

Indigenous Peoples	Sacred Sites	Adaptation
Native Nations	Migration	Conservation
Tribe	Settlement	Interdependence
Clan	Boundaries	Hunter-Gatherer
Ancestral Lands	Natural Resources	Nomadic
Sovereignty	Ecosystem	Agriculture
Oral Tradition	Climate	Trade
Cultural Practices	Seasons	Shelter
Territory	Landforms	Irrigation
Homeland	Stewardship	Terrace Farming
Region	Sustainability	Chinampas
		Navigation

Indicates Priority Standard\*

## KPBSD Middle School United States History

### Unit 2: Age of Exploration, Exploitation, and Colonialism

#### Unit 2 - Age of Exploration, Exploitation, and Colonialism

##### Time Period: 1400s-1750s

In this unit, students explore how growing global connections during the Age of Exploration and the Colonial Era reshaped societies around the world. They learn how to use and evaluate primary and secondary sources to understand different perspectives, including those of explorers, Indigenous peoples, and merchants. Students examine the motivations behind exploration, such as economic gain, new technology, and the desire for power and analyze how encounters between Europeans and Indigenous populations led to major changes. A key focus is the Columbian Exchange, where students investigate how the movement of plants, animals, people, and diseases transformed diets, economies, and ecosystems across continents. They also study how trade routes and cultural diffusion spread ideas, goods, and technologies, helping to build early global trade networks. Throughout the unit, students connect the impacts of colonization to modern-day issues, including cultural change, economic systems, and global relationships, while developing skills in critical thinking, discussion, and clear communication.

#### Essential Question

- **How did emerging globalization affect the Age of Exploration and the Colonial Era?**

#### Supporting Questions

- How do primary and secondary sources help us understand the past?
- How did trade and the Columbian Exchange reshape diets, economies, and ecosystems around the world?

- How did cultural diffusion spread ideas, goods, and technologies across continents?

### Alaska Social Studies Standards

Topic	Anchor Standard The student demonstrates an understanding of...	Content Standard Therefore, the student is able to...
<b>Gathering and Evaluating Sources</b>	<b>Inquiry Standard 2: Evaluate Sources and Evidence</b>	SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias.  <b>SS.8.2.2.2*</b> Analyze a variety of primary sources about exploration routes, encounters, and cultural exchanges.
	<b>History Standard 21: Perspectives</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.2.21.1</b> Compare and contrast perspectives through primary and secondary source research.</li> </ul>
<b>Exploration and Exploitation</b>	<b>History Standard 21: Perspectives</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.2.21.2</b> Compare the economic, technological, and cultural factors that motivated exploration.</li> </ul>
	<b>History Standard 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.2.23.1 Examine impacts of encounters between explorers and Indigenous populations.</b></li> </ul>

	<b>Geography Standard 17: Global Connections: Changing and Spatial Patterns</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.17.1*</b> Evaluate the long-term impact of the Columbian Exchange.</li> </ul>
<b>Global Interconnections</b>	<b>Geography Standard 19: Human Populations: Spatial Patterns and Movements</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.19.1</b> Identify trade routes and networks that facilitated the exchange of goods, ideas, and cultures between continents.</li> </ul>
	<b>Economic Standard 11: Economic Systems, Models, and Markets</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.11.1</b> Analyze how the exchange of goods contributed to the development of global trade.</li> </ul>
	<b>History Anchor 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.23.2</b> Investigate the ways in which cultural diffusion occurred in cross-cultural interactions.</li> </ul>
<b>Civic Participation</b>	<b>History Standard 24: Historical Thinking</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.24.1</b> Investigate the impacts of European colonization on Indigenous populations</li> </ul>
	<b>History Standard 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.23.3</b> Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships.</li> <li>● <b>SS.8.2.23.4</b> Research the connections between the origins and outcomes of colonization in today's world.</li> </ul>

	<p><b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b></p>	<ul style="list-style-type: none"> <li>● <b>SS.8.2.5.1</b> Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environmental impact, and global cooperation.</li> </ul>
<p><b>Student Friendly “I Can” Statements</b></p>		
<ul style="list-style-type: none"> <li>● Describe the Columbian Exchange and identify at least one long-term effect on people, plants/animals, or disease.</li> <li>● Compare different perspectives (explorers, Indigenous peoples, merchants) using primary and secondary sources.</li> <li>● Explain ways cultural diffusion happened during encounters and give examples (foods, languages, tools, beliefs).</li> <li>● Connect the origins of colonization to outcomes we see in the modern world (borders, languages, economic patterns).</li> <li>● Describe specific impacts of European colonization on Indigenous peoples (population loss, cultural change, loss of land).</li> </ul>		
<p><b>Vocabulary</b></p>		

colony trade human resource capital resources natural resources cash crops staple crops conquest Columbian Exchange Northwest Passage Middle Passage indentured servant slavery triangular trade circumnavigate Age of Exploration Explorer	Navigation Compass Astrolabe Caravel Trade Routes Silk Road Spice Trade Colony Empire Conquistador Missionary Mercantilism Charter Indigenous Peoples Exchange Treaty Gold, God, and Glory
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Indicates Priority Standard\*

## KPBSD Middle School United States History

### Unit 3 - Establishment of European Colonies

#### Unit 3 - Establishment of European Colonies

**Time Period: 1490-1750**

In this unit, students examine how colonization shaped the Americas by exploring the motivations, experiences, and impacts of European settlement. They learn why European countries established colonies for resources, trade, religion, and opportunity, and how geography and the environment influenced where people settled and how colonial economies developed. Students analyze primary sources to understand different perspectives, including those of Indigenous peoples, colonists, and enslaved individuals, and compare how these groups experienced cooperation and conflict. They study the development of representative government, including why colonists created systems of self-rule, and investigate the role of key individuals and events in shaping colonial society. A major focus is the Atlantic slave trade, where students examine its causes and lasting consequences. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to modern ideas about government, rights, and civic participation.

#### Essential Question

- **How did colonization impact the Americas?**

#### Supporting Questions

- Why did European countries colonize the Americas?
- How did geography and the environment shape colonial economies, settlements, and trade?
- How did key groups and individuals shape colonial ideas and communities?
- Why did colonists create a representative government?

- What were the causes and effects of the Atlantic slave trade?

### 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>
<b>Analyzing Primary Sources</b>	<b>Inquiry Standard 2: Evaluate Sources and Evidence</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.3.2.1</b> Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America.</li> </ul>
	<b>History Standard 21: Perspectives</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.3.21.1</b> Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America.</li> </ul>
<b>Understanding Historical Context</b>	<b>History Standard 21: Perspectives</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.3.21.2*</b> Examine the reasons for European colonization in different regions of Colonial America.</li> </ul>
	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Culture</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.3.16.1*</b> Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.</li> </ul>
	<b>History Standard 23: Change, Continuity, and Context</b>	<ul style="list-style-type: none"> <li>• <b>SS.8.3.23.1</b> Investigate the interactions and conflicts</li> </ul>

		between people in Colonial America.
<b>Cause and Effect</b>	<b>Civics Standard 6: Civic and Political Institutions and Systems</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.6.1*</b> Identify the factors that led to the growth of representative government in colonial societies.</li> </ul>
	<b>Economic Standard 11: Economic Systems, Models, and Markets</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.11.1</b> Examine the economic systems of different colonial regions.</li> </ul>
	<b>Geography Standard 19: Human Populations: Spatial Patterns and Movements</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.19.1</b> Evaluate the consequences of the Atlantic slave trade.</li> </ul>
<b>Civic Participation and Decision-Making</b>	<b>Inquiry Standard 3: Develop Claims</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.3.1</b> Analyze the contributions of key individuals to the development of colonial societies and ideas.</li> </ul>
	<b>Civics Standard 7: Participation and Deliberation</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.7.1</b> Investigate the impact of events on colonial governance and social structures.</li> </ul>
	<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<ul style="list-style-type: none"> <li>● <b>SS.8.3.5.1</b> Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society.</li> </ul>
<b>Student Friendly “I Can” Statements</b>		

- Use primary sources to understand different groups' points of view in Colonial America.
- Describe reasons colonists started representative government (like distance from Britain, local needs, and self-rule).
- Compare the main economic systems in colonial regions (farming, trade, cash crops, and crafts).
- Describe what the Atlantic slave trade was and explain some of its consequences.
- Explain why Europeans colonized different areas (resources, trade routes, religion, opportunity).
- Compare and contrast interactions and conflicts between groups in Colonial America (settlers, Indigenous peoples, enslaved people, and colonists).

### Vocabulary

Colony	Export
Colonist	Import
Settlement	Tariff
Charter	Taxation
Proprietary Colony	Natural Resources
Royal Colony	Raw Materials
Self-Government	Religious Freedom
Representative Government	Pilgrims
House of Burgesses	Puritans
Town Meeting	Jamestown
Governor	Plymouth
Plantation	Thirteen Colonies

Cash Crop	fort
Indentured Servant	fur trade
Enslaved People	mission
Slave Trade	hacienda
Middle Passage	Quebec
Triangular Trade	Puerto Rico
Mercantilism	US Virgin Islands

Indicates Priority Standards\*

# KPBSD Middle School United States History

## Unit 4 - American Revolution and the New Republic

### Unit 4: American Revolution and the New Republic

**Time Period: 1750 CE - 1814 CE**

In this unit, students explore the causes and consequences of the American Revolution by examining how political, economic, and social tensions strained the relationship between the colonies and Britain. They learn about key events such as protests, boycotts, and acts of resistance, and analyze how Enlightenment ideas about liberty, equality, and rights influenced colonial leaders. Using primary sources, students study the perspectives of different groups, including Patriots, Loyalists, women, Indigenous peoples, and enslaved individuals, to understand how the Revolution affected people in different ways. They also investigate the challenges the new United States faced after independence, including creating a government and addressing economic and political issues. Students examine the development of the Constitution and Bill of Rights and how these documents shaped American democracy. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to modern ideas about civic responsibility, protest, and participation in government.

#### Essential Question

- **What factors strained the relationship between the American Colonies and Britain, leading to war?**

#### Supporting Questions

- What challenges did the new United States face after independence?
- How did protests and social movements influence politics and society during and after the Revolution?
- How did the Revolution affect different groups in American society?
- How did political, economic, and social factors lead to conflict between the colonies and Britain?

## 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>
<b>Analyzing Historical Documents</b>	<b>Inquiry Standard 2: Evaluate Sources and Evidence</b>	<b>SS.8.4.2.1</b> Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution.
	<b>History Standard 21: Perspectives</b>	<b>SS.8.4.21.1</b> Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic.
<b>Understanding Historical Context</b>	<b>History Standard 21: Perspectives</b>	<b>SS.8.4.21.2*</b> Investigate the economic, political, and social factors that contributed to tensions between American colonies and the British government leading up to the Revolution.
	<b>History Standard 23: Change, Continuity, and Context</b>	<b>SS.8.4.23.1</b> Analyze the challenges faced by the newly independent United States.
<b>Cause and Effect</b>	<b>History Standard 23: Change, Continuity, and Context</b>	<p><b>SS.8.4.23.2</b> Identify the key events of the American Revolution and their significance in the fight for independence.</p> <p><b>SS.8.4.21.3</b> Examine the principles of the Enlightenment and their</p>

		influence on the ideas of liberty, equality, and individual rights during this period.
	<b>Civics Standard 6: Civic and Political Institutions and Systems</b>	<b>SS.8.4.6.1</b> Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government.
	<b>History Standard 24: Historical Thinking</b>	<b>SS.8.4.24.1*</b> Evaluate the consequences of the American Revolution on various groups
<b>Civic Participation and Decision-Making</b>	<b>Inquiry Standard 3: Develop Claims</b>	<b>SS.8.4.3.1</b> Analyze the contributions of individuals to the development of American democracy and the New Republic.
	<b>Civics Standard 7: Participation and Deliberation</b>	<b>SS.8.4.7.1</b> Investigate the role of social movements and protests in shaping American society and politics
	<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<b>SS.8.4.5.1</b> Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society.
<b>Student Friendly “I Can” Statements</b>		

- Use primary sources to explain what key people thought and did during the American Revolution.
- Describe how specific individuals contributed to American democracy and the New Republic.
- Explain how Enlightenment ideas (like liberty and rights) influenced American leaders.
- Identify the main events that led to the Revolution and explain why they mattered.
- Provide examples of protests or social movements from this period and explain their effects.
- Explain major challenges the new United States faced (economic, political, foreign threats).
- Evaluate how the Revolution affected various groups (women, Indigenous peoples, enslaved people, Loyalists, patriots).

### Vocabulary

rebellion	taxes	Grievances
revolution	acts	Tyranny
Boston Massacre	embargo	Boycott
Boston Tea Party	boycott	Repeal
propaganda	imports	Taxation without Representation
Puritans	exports	Stamp Act
Quakers	American Revolution	Boston Tea Party
Declaration of Independence	Patriot	Intolerable Acts
human rights	Loyalist	Sons of Liberty
	Redcoats	

	Minutemen Continental Army Declaration of Independence	Treaty of Paris Alliance mercantilism
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Indicates Priority Standards\*

## KPBSD Middle School World History

### Unit 5 - Civic and Political Institutions of the United States

#### Unit 5: Civic and Political Institutions of the United States

In this unit, students explore what it means to be an active and informed citizen in the United States. They learn how the Constitution and Bill of Rights establish the foundations of government and protect individual rights, and how the three branches, legislative, executive, and judicial, share power through checks and balances. Students examine the roles of federal, state, local, and Tribal governments and how they work together to meet community needs. They also investigate how political parties, elections, interest groups, and lobbyists influence public policy and decision-making. A key focus is on civic participation, as students learn how citizens can engage through voting, community service, and advocacy, and how media and technology shape public opinion. Throughout the unit, students build skills in respectful discussion, evaluating information, and expressing their ideas clearly while understanding the importance of responsibility, participation, and informed decision-making in a democracy.

#### Essential Question

- **What does it mean to be a citizen?**

#### Supporting Questions

- How do the three branches of the U.S. government share power and keep each other in check?
- What do state, local, and Tribal governments do, and how do they work with the federal government?
- How do political parties (and lobbyists and interest groups) shape elections and public policy
- How do the three branches of the U.S. government share power and keep each other in check?
- What do state, local, and Tribal governments do, and how do they work with the federal government?
- How do political parties (and lobbyists and interest groups) shape elections and public policy?

- How do checks and balances and the separation of powers guide the function of government?
- How do media and technology shape public opinion and civic engagement?

### 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>
<p><b>Understanding Civic Life and Government</b></p>	<p><b>Civic Standards 6: Civic Political Institutions and Systems</b></p>	<p><b>SS.8.5.6.1</b> Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights.</p> <p><b>SS.8.5.6.2*</b> Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing, and interpreting laws.</p> <p><b>SS.8.5.6.3</b> Analyze the role of state, local, and Tribal governments and their relationship to the federal government.</p> <p><b>SS.8.5.6.4*</b> Research and understand the role of state, local, and Tribal government structures</p>

		and institutions in addressing community needs.
<b>Analyzing Political Institutions</b>	<b>Civic Standards 6: Civic Political Institutions and Systems</b>	<p><b>SS.8.5.6.5</b> Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy</p> <p><b>SS.8.5.6.6</b> Examine the structure and functions of the U.S. Congress in making laws and representing constituents.</p> <p><b>SS.8.5.6.7</b> Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government.</p> <p><b>SS.8.5.6.8</b> Examine the structure and function of the judicial branch in interpreting the meaning of laws.</p>
<b>Engaging in Civic Participation</b>	<b>Civics Standard 10: Rights, Roles, and Responsibilities of Citizens</b>	<p><b>SS.8.5.10.1</b> Explore the rights and responsibilities of people in a representative democracy.</p> <p><b>SS.8.5.10.2</b> Analyze the significance of civic participation through activities such as voting, community service, and advocacy.</p>

		<p><b>SS.8.5.10.3</b> Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.</p> <p><b>SS.8.5.10.4*</b> Reflect on the responsibilities of active citizenship and the potential for individual and collective impact.</p>
<b>Examining Democratic Processes</b>	<b>Civics Standard 8: Processes, Rules, and Laws</b>	<p><b>SS.8.5.8.1</b> Investigate the election process and its impact on representation.</p> <p><b>SS.8.5.8.2</b> Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions.</p>
	<b>Civics Standard 7: Participation and Deliberation</b>	<p><b>SS.8.5.7.1</b> Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process.</p> <p><b>SS.8.5.7.2</b> Evaluate the impact of public policies on various groups within society.</p>
	<b>Civics Standard 10: Rights, Roles, and Responsibilities of Citizens</b>	<p><b>SS.8.5.10.1</b> Explore the rights and responsibilities of people in a representative democracy.</p>

		<p><b>SS.8.5.10.2</b> Analyze the significance of civic participation through activities such as voting, community service, and advocacy.</p> <p><b>SS.8.5.10.3</b> Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.</p>
<b>Priority Inquiry Standard(s)</b>		
<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<p><b>SS.6-8.5.3</b> Articulate and defend viewpoints in respectful discussions.</p> <p><b>SS.6-8.5.2</b> Actively engage in discussions, asking clarifying questions and responding thoughtfully.</p>	
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>● Describe how the Constitution and Bill of Rights were created and how they shape the federal government.</li> <li>● Identify the three branches of the federal government and describe what each does (makes laws, carries out laws, interprets laws).</li> <li>● Explain how state, local, and Tribal governments work and how they relate to the federal government.</li> <li>● Explain what political parties do and how they influence elections and public policy.</li> <li>● Describe how interest groups and lobbyists try to influence policy and lawmakers.</li> <li>● Identify the ways citizens influence their communities and governments.</li> <li>● Describe ways media and technology can shape what people think and how they take part in civic life.</li> </ul>		

## Vocabulary

<p>citizenship</p> <p>suffrage</p> <p>Bill of Rights</p> <p>constitution</p> <p>government</p> <p>Legislative Branch</p> <p>Judicial Branch</p> <p>Executive Branch</p> <p>separation of powers</p> <p>three branches of government</p> <p>political parties</p> <p>sovereignty</p> <p>lobbyists</p> <p>freedom</p> <p>equality</p>	<p>political cartoon</p> <p>checks and balances</p> <p>Articles of Confederation</p> <p>Supreme Court</p> <p>Congress</p> <p>House of Representatives</p> <p>Senate</p> <p>propaganda</p> <p>civics</p> <p>authority</p> <p>power</p> <p>rule of law</p> <p>democracy</p> <p>republic</p> <p>rights</p> <p>responsibilities</p>	<p>civic Duty</p> <p>civic Participation</p> <p>public policy</p> <p>election</p> <p>vote</p> <p>suffrage</p> <p>majority rule</p> <p>minority rights</p> <p>political party</p> <p>interest group</p> <p>public office</p> <p>term</p> <p>amendment</p> <p>federal government</p> <p>state government</p> <p>local government</p> <p>tribal government</p>
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Indicates Priority Standard\*

## KPBSD Middle School World History

### Unit 6: Manifest and Indian Removal

#### Unit 6: Manifest and Indian Removal

#### Time Period: 1815 CE - 1860 CE

In this unit, students explore how the idea of Manifest Destiny drove westward expansion and shaped the lands, peoples, and policies of the United States from 1815 to 1860. They examine the economic opportunities, technological advances, and government actions that made expansion possible, while also analyzing key events and policies such as the Indian Removal Act. Students compare perspectives of settlers, Native American tribes, and government leaders to understand conflicts over land, sovereignty, and resources. A major focus is on the causes and lasting impacts of Indian Removal, including displacement, cultural loss, and ongoing effects on U.S.–Tribal relations. Students also investigate how expansion contributed to growing regional tensions that led to the Civil War. Throughout the unit, students build skills in analyzing primary sources, understanding cause and effect, and discussing complex historical issues, while reflecting on how lessons from this time period connect to present-day conversations about land, rights, and justice.

#### Essential Question

- **How did Manifest Destiny affect the lands, peoples, and policies of the United States?**

#### Supporting Questions

- What events, technologies, and economic ideas made westward expansion possible?
- How did westward expansion contribute to the Civil War?
- What long-term effects did Indian Removal and westward expansion have on Native communities and U.S.–Tribal relations?
- What lessons from this period can help us understand and discuss present-day issues?

## 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>
<b>Analyzing Multiple Perspectives</b>	<b>Inquiry Standard 2: Evaluate Sources of Evidence</b>	<p><b>SS.8.6.2.1</b> Examine primary sources to understand the viewpoints on Manifest Destiny.</p> <p><b>SS.8.6.2.2</b> Compare and contrast the perspectives on issues related to land ownership and sovereignty.</p>
	<b>History Standard 21: Perspectives</b>	<p><b>SS.8.6.21.1</b> Evaluate how different groups viewed westward expansion and the policies of Indian Removal.</p>
<b>Understanding Historical Context</b>	<b>History Standard 23: Change, Continuity, and Context</b>	<p><b>SS.8.6.23.1*</b> Investigate the economic, social, and political factors that contributed to the idea of Manifest Destiny and westward expansion.</p> <p><b>SS.8.6.23.2</b> Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier.</p>
	<b>Civics Standard 8: Processes, Rules, and Laws</b>	<p><b>SS.8.6.8.1</b> Examine the conflicting interests between Native American tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies.</p>

<b>Cause and Effect</b>	<b>Civics Standard 8: Processes, Rules, and Laws</b>	<b>SS.8.6.8.2</b> Identify key events and policies related to westward expansion.
	<b>History Standard 24: Historical Thinking</b>	<b>SS.8.6.24.1</b> Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government.
	<b>Geography Standard 16: Human Environment Interaction: Place, Regions, and Cultures</b>	<b>SS.8.6.16.1</b> Evaluate the impact of westward expansion on different regions and its contribution to the Civil War
<b>Ethical Decision Making</b>	<b>History Standard 21: Perspectives</b>	<b>SS.8.6.21.2*</b> Investigate the historical and contemporary impacts of westward expansion on people and the environment.  <b>SS.8.6.21.3</b> Investigate the role of individuals and groups in shaping responses to Indian Removal policies.
	<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<b>SS.8.6.5.1</b> Reflect on lessons from history to engage in discussions about the impact of history on modern society.
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>● Explain what Manifest Destiny means.</li> <li>● Compare and contrast how settlers, Native American Tribes, and government officials viewed land ownership and sovereignty.</li> </ul>		

- Describe key events and policies related to westward expansion and Indian removal.
- Describe how westward expansion affected the environment, economies, and people living in those places.
- Site examples of how Native American groups and other individuals resisted and/or responded to removal policies.
- Summarize the historical and ongoing consequences of Indian removal for Native American communities, and explain what their relationship was with the U.S. government.

### Vocabulary

<p>push factors</p> <p>pull factors</p> <p>immigration</p> <p>emigration</p> <p>Louisiana Purchase</p> <p>Manifest Destiny</p> <p>Westward Expansion</p> <p>frontier</p> <p>pioneer</p>	<p>settler</p> <p>homestead</p> <p>territorial expansion</p> <p>annexation</p> <p>treaty</p> <p>sovereignty</p> <p>Native American Tribes</p> <p>Indian Removal</p> <p>Indian Removal Act</p>	<p>forced removal</p> <p>relocation</p> <p>reservation</p> <p>Trail of Tears</p> <p>Worcester v. Georgia</p> <p>assimilation</p> <p>State's Rights</p> <p>migration</p> <p>displacement</p>
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Indicates Priority Standard\*

## KPBSD Middle School World History

### Unit 7: The Civil War and Reform Movements

#### Unit 7: The Civil War and Reform Movements

#### Time Period: 1837 CE - 1877 CE

In this unit, students explore the causes, key events, and lasting impacts of the Civil War and the reform movements of the mid-1800s. They investigate how economic, political, and social differences, especially over slavery and states' rights, led to secession and conflict between the Union and the Confederacy. Using primary and secondary sources, students learn about the experiences of people during the war and analyze major events such as important battles and turning points. They also examine how reform movements, including abolition and religious revival, sought to address injustice and improve society. A key focus is on the outcomes of the war, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments, and how these changes reshaped the nation during Reconstruction. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and connecting historical events to ongoing conversations about rights, equality, and civic responsibility.

<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● <b>What were the causes and effects of the US Civil War?</b></li> </ul>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● How do primary sources show the experiences of individuals during this era?</li> <li>● How did slavery shape regional economies, and fuel arguments for and against abolition?</li> <li>● How did social, cultural, economic, and political factors create reform movements before, during, and after the Civil War?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>

<p><b>Analyzing Primary and Secondary Sources</b></p>	<p><b>Inquiry Standard 2: Evaluate Sources and Evidence</b></p>	<p><b>SS.8.7.2.1</b> Identify and analyze primary sources to gain insights into the experiences of individuals during this era.  <b>SS.8.7.2.2</b> Examine secondary sources to understand how interpretations of events differ.</p>
<p><b>Analyzing Primary and Secondary Sources</b></p>	<p><b>History Standard 21: Perspectives</b></p>	<p><b>SS.8.7.21.1</b> Analyze viewpoints from different time periods to evaluate changing perspectives.</p>
<p><b>Understanding Historical Context</b></p>	<p><b>History Standard 21: Perspectives</b></p>	<p><b>SS.8.7.21.2</b> Investigate the economic, political, and social factors that contributed to the sectional tensions leading to secession and the outbreak of the Civil War.</p>
	<p><b>History Standard 24: Historical Thinking</b></p>	<p><b>SS.8.7.24.1</b> Examine slavery as a central issue in the Civil War, its role in regional economies, and the arguments for its abolition.</p>
	<p><b>History Standard 23: Change, Continuity, and Context</b></p>	<p><b>SS.8.7.23.1</b> Analyze the social and cultural factors that led to the rise of social and political reform movements.</p>
<p><b>Cause and Effect</b></p>	<p><b>History Standard 22: Historical Sources and Evidence</b></p>	<p><b>SS.8.7.23.1</b> Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation.</p>
	<p><b>History Standard 23: Change, Continuity, and Context</b></p>	<p><b>SS.8.7.23.2</b> Examine the social and political changes brought about by</p>

		the Emancipation Proclamation, and the 13th, 14th, and 15th Amendments <b>SS.8.7.23.3*</b> Evaluate the impact of reform movements on historical and contemporary societies.
<b>Civic Participation and Decision-Making</b>	<b>History Standard 23: Change, Continuity, and Context</b>	<b>SS.8.7.23.4</b> Analyze the contributions of key individuals to the advancement of civil rights and social change. <b>SS.8.7.23.5</b> Investigate the role of social movements in shaping political and cultural landscapes.
	<b>Inquiry Standard 5: Informed Civic Discourse and Engagement</b>	<b>SS.8.7.5.1</b> Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society.
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>● Utilize primary sources to explain what people experienced during this era.</li> <li>● Identify the economic, political, and social causes that led to secession and war.</li> <li>● Name the major events of the Civil War and explain why each was important.</li> <li>● Explain how slavery affected regional economies and why it became a central issue in the Civil War.</li> <li>● Describe how social and political reform movements started and what they wanted to change.</li> <li>● Summarize the effects of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments.</li> </ul>		
<b>Vocabulary</b>		
civil war union	Abolitionist Underground Railroad	Reform Movement Abolition Movement

confederacy Secede border states Total War Reconstruction slavery States' Rights abolition emancipation Emancipation Proclamation Gettysburg Address draft Religious Revival	sectionalism compromise suffrage Popular sovereignty Industrialization Urbanization Immigration Nativism Manifest Destiny secession Second Great Awakening	Temperance Movement Women's Rights Movement Seneca Falls Convention Suffrage Underground Railroad Civil Disobedience Social Reform Labor Reform Education Reform Moral Reform
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Indicates Priority Standard\*

# KPBSD Middle School World History

## Unit 8 - Reconstruction

### Unit 8: Reconstruction

#### Time Period: 1865 - 1877

In this unit, students examine the immediate and lasting effects of Reconstruction following the Civil War and how it reshaped American society between 1865 and 1877. They explore how the 13th, 14th, and 15th Amendments were designed to expand freedom, citizenship, and voting rights, and analyze how these changes affected the lives of newly freed African Americans. Using primary and secondary sources, students compare different historical perspectives and interpretations of Reconstruction, including the challenges of resistance, the rise of Jim Crow laws, and the impact of groups that opposed civil rights. They also investigate the social, economic, and political conditions of the time, including systems like sharecropping and the role of the Freedmen's Bureau. Throughout the unit, students build skills in analyzing evidence, understanding cause and effect, and discussing how the legacy of Reconstruction continues to influence conversations about equality, rights, and justice today.

#### Essential Question

- **What were the immediate and lasting effects of Reconstruction on American society?**

#### Supporting Questions

- What different ways do historians interpret the Reconstruction era, and how do their views differ?
- How did the Constitutional Amendments aim to change American life after the Civil War?
- How did African Americans' experiences change as a result of Reconstruction?

### 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>
Analyzing Primary Sources	<b>History Standard 22: Historical Sources and Evidence</b>	<b>SS.8.8.22.1</b> Identify and analyze primary sources to gain insights into the experiences of African Americans during Reconstruction.
	<b>Inquiry Standard 2: Evaluate Sources and Evidence</b>	<b>SS.8.8.2.1</b> Examine secondary sources to understand differing interpretations of the Reconstruction era.
	<b>History Standard 21: Perspectives</b>	<b>SS.8.8.21.1*</b> Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights.
Understanding Historical Context	<b>History Standard 22: Historical Sources and Evidence</b>	<b>SS.8.8.21.1*</b> Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights. <b>SS.8.8.22.2</b> Investigate the social, economic, and political conditions that led to Reconstruction.
	<b>History Standard 21: Perspectives</b>	<b>SS.8.8.21.1</b> Examine the lingering effects of slavery on the lives of newly freed African Americans. <b>SS.8.8.21.2</b> Analyze the resistance to change and the rise of white

		supremacist ideologies as significant challenges during Reconstruction.
<b>Cause and Effect</b>	<b>Civics Standard 8: Processes, Rules and Laws</b>	<p><b>SS.8.8.8.1</b> Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights.</p> <p><b>SS.8.8.8.2</b> Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws.</p>
<b>Ethical Decision Making</b>	<b>History Standard 24: Historical Thinking</b>	<b>SS.8.8.24.1*</b> Investigate the historical and contemporary impact of Reconstruction.
	<b>Civics Standard 7: Participation and Deliberation</b>	<b>SS.8.8.7.1</b> Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society.
<b>Student Friendly “I Can” Statements</b>		
<ul style="list-style-type: none"> <li>Summarize the social, economic, and political issues that led to Reconstruction.</li> <li>Explain how Jim Crow Laws and Reconstruction policies impacted African Americans.</li> <li>Explain the lasting impact of Reconstruction on today’s society and civil rights.</li> </ul>		
<b>Suggested Vocabulary</b>		
Reconstruction	Thirteenth Amendment	
Amendment	Fourteenth Amendment	Jim Crow Laws

Veto Sharecropping Tenant Farming Intimidation Jim Crow Laws Reconstruction	Fifteenth Amendment Freedmen Freedmen's Bureau Presidential Reconstruction Congressional Reconstruction Reconstruction Acts Black Codes	Sharecropping Tenant Farming Scalawag Carpetbagger Impeachment Ku Klux Klan Enforcement Acts Compromise of 1877
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Indicates Priority Standard\*



**2026**  
**KPBSD Social Studies**  
**High School**  
**Alaska History**

## KPBSD High School Alaska History

**Credit:** .5

**Prerequisites:** None

### **Course Description**

The Alaska History course gives students the opportunity to learn about Alaska, and to learn why active Alaskan citizenship is important. The course emphasizes Alaska's distinctive physical and human geography. It examines historical events, economic resource development, and the challenging political structures of Alaska. The major federal laws that govern Alaska's lands and waters are studied, as well as Alaska's changing geopolitical significance. Public ownership dominates Alaska's land and water resources, a situation requiring informed citizen-owners who will need to continue managing the state for a sustainable future.

### **Structure of the Course of Study:**

Unit 1: Geography of Alaska

Unit 2: Alaska Before Western Contact (Time Immemorial - 1741 CE)

Unit 3: Russian Colonial Period (1741 CE - 1867 CE)

Unit 4: An American Territory (1867 CE - 1959 CE)

Unit 5: Modern Alaska (1959 CE - Present)

[Alaska History Textbook](#)

**Unit Theme: Geography of Alaska**

<b>Essential Question</b>	<b>How does Alaska’s physical geography affect the state’s human communities?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• Which fundamental factors influence and shape Alaska’s physical geography?</li><li>• What are the key human and physical geographical features in Alaska?</li><li>• How have physical processes (e.g. plate tectonics and volcanism, climatic regions and their causes, glaciation, and permafrost,) created and modified Alaska’s physical geography?</li><li>• In what ways do natural systems impact Alaska’s climate in the different regions of the state?</li><li>• What is the Ring of Fire and how does it directly impact Alaska’s citizens?</li><li>• What significant natural resources have been used and developed over Alaska’s history?</li><li>• What are the key similarities and differences between the regions of Alaska (Southeast, Southcentral, Western, Interior, and Arctic) based on the key physical, climatic, cultural, and economic features that characterise each region?</li><li>• How has Alaska’s physical geography shaped and impacted its human communities?</li><li>• What is Alaska’s place in the broader world?</li></ul>

## 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>
<b>Alaska's Places and Locations</b>	<b>Geography Anchor Standard 20:</b> Geography of Alaska	SS.9-12.20.3 Create maps to display and explain the spatial patterns of culture and environment in a student's community and region.
	<b>Geography Anchor Standard 18:</b> Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	<b>Civics Anchor Standard 9:</b> Alaska's Governments	SS.9-12.9.8 Express the unique challenges in governing Alaska due to its geography.
<b>Alaska's Geology</b>	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.3 Analyze the relationships and interactions within and between human and physical systems.
<b>Regions of Alaska</b>	<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.9-12.20.1 Compare and Contrast geographic regions of Alaska.
<b>Alaska and the World</b>	<b>Geography Anchor 16</b> Human Environment Interaction: Place, Regions and Culture	SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north.
	<b>Geography Anchor 17</b> Global Interconnections: Changing Spatial Patterns	SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about

		the relationship between Alaska's geopolitical importance and the exploration of Alaska's resources.
	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.
<b>Climate Change</b>	<b>Geography Anchor 19</b> Human Populations: Spatial Patterns and Movements	SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska's landscapes and societies.
	<b>Geography Anchor 16</b> Human Environment Interaction: Place, Regions and Culture	SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices.
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.

**Unit 2: HS Alaska History**

**Unit Theme: Alaska Before Western Contact**  
**Time Period: Time Immemorial - 1741 CE**

<b>Essential Question</b>	<b>What defines the culture of each Alaskan Native group?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● How does place influence culture?</li> <li>● What are the origins of different Alaskan Native groups (Tlingit, Haida, Tsimshian, Athabaskan, Eyak, Aleut, Alutiiq, Yupik, and Inupiaq)?</li> <li>● In what ways did the distinct locations and physical environments of various Alaskan Native groups shape their unique cultures?</li> <li>● What are some similarities and differences between the cultures of different Alaskan Native groups (e.g. subsistence patterns, social structures, technologies, settlement patterns, beliefs and values, etc.)?</li> <li>● What are some of the modern day influences and examples of Alaska Native culture?</li> <li>● What are some examples of current events or current issues that are important to Alaskan Native communities?</li> <li>● How are local communities on the Kenai Peninsula uniquely or influenced by Indigenous culture?</li> </ul>

**Alaska Social Studies Standards**

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Land and People (Origins of Alaskan Native Culture)</b>	<b>Geography Anchor Standard 19</b> Human Populations: Spatial patterns and Movement	SS.AKH.1.19.3 Understand and contextualize the various perspectives on the people of Alaska before contact with the west.

<b>Land and People (The Native Peoples of Alaska)</b>	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures.
	<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.AKH.1.20.1 Explain the reciprocal relationships between Alaska's geography and the development of Alaska Native Societies, including the role and importance of Alaska Native place names.
	<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.AKH.2.20.1 Assess the cultural-political development of Alaska's indigenous societies as a means of thriving on the land and its resources.
	<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.9-12.20.7 Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic and political decision-making.
<b>Tribal Conceptions</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.
<b>Federal Impact</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and systems	SS.AKH.2.6.1 Analyze the role of the federal government's claims to Alaska's lands for military use, resources, trade, and infrastructure over time.

**Unit 3: HS Alaska History**

<b>Unit Theme: Russian Colonial Period</b> <b>Time Period: 1741 CE - 1867 CE</b>		
<b>Essential Question</b>	<b>What is the lasting impact of Russian colonization in Alaska?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● Why did European nations develop an interest in expanding toward Alaska?</li> <li>● What were the key events of the Russian Colonial Period?</li> <li>● How did Russian colonization impact Alaskan Native communities and culture?</li> <li>● What were some challenges faced by Russians in Alaska and how did they respond to those challenges?</li> <li>● Who were the pivotal individuals during the Russian Colonial era and in what ways did they reshape the peoples and history of Alaska?</li> <li>● What is the legacy of Russian colonialism on the Kenai Peninsula?</li> <li>● To what extent does the architectural, spiritual, and social legacy of Russian colonialism persist across Alaska today?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Colonialism and Western Expansion</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska.

	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.
<b>Colonial Decline</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska's history.
<b>Baranov Era</b>	<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	SS.9-12.15.1 Explain the impact of common resource ownership and resource management on Alaska's economy.
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.AKH.3.16.1 Compare and contrast Indigenous and Western understandings of resources.
<b>Life in Russian America</b>	<b>History Anchor Standard 21</b> Perspectives	SS.AKH.2.21.1 Compare and contrast indigenous, Russian, and American understandings of land claims and stewardship.
<b>Significant Persons</b>	<b>History Anchor Standard 25</b> Alaskan History	SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history.
	<b>Civics Anchor Standard 9</b> Alaska's Governments	SS.9-12.9.5 Identify and evaluate contributions of Alaskans who have played a role in promoting civic virtues and founding principles.

<p><b>Epidemics and Society</b></p>	<p><b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement</p>	<p>SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska’s history.</p>
<p><b>The American Purchase of Alaska</b></p>	<p><b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns</p>	<p>SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from Indigenous, Russian, and American perspectives.</p>

## Unit 4: HS Alaska History

### Unit Theme: An American Territory Time Period: 1867 CE - 1959 CE

Essential Question	● <b>What key events shaped Alaska's history before statehood?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>● Which major factors influenced the evolution of government in Alaska?</li><li>● What roles did natural resources play in the development of territorial Alaska?</li><li>● How did the U.S. government attempt to develop the territory's government, economy, demography, and infrastructure?</li><li>● What hurdles did U.S. citizens migrating to Alaska face in trying to develop local government and economies?</li><li>● How did U.S. governance impact Alaskan Natives?</li><li>● How did U.S. government classifications of Alaska Natives shape their land rights and sovereignty?</li><li>● What was the impact of the Gold Rush on Alaska's land and peoples?</li><li>● How was Alaska's strategic infrastructure and society reshaped by the events of the World Wars?</li><li>● How was Alaska's Territorial government organized and what impact did it have on the land and peoples of Alaska?</li><li>● What was Alaska's path to statehood and how was the Alaska Constitution created?</li><li>● How did Alaska's human settlement and demographic patterns change over the course of the territorial period?</li></ul>

## 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>
<b>“The Last Frontier”</b>	<b>History Anchor Standard 21</b> Perspectives	SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion.
<b>American Colonialism</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska.
	<b>History Anchor Standard 24</b> Historical Thinking	SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska’s history.
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.4.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska.
<b>Colonial Impacts on Alaska Natives</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.4.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities.
	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska’s History.

<b>The Gold Rush</b>	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska's resources.
	<b>Geography Anchor Standard 19</b> Human Populations: Spatial patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.
	<b>Geography Anchor Standard 20:</b> Geography of Alaska	SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska.  SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States' goals in relation to resource extraction in Alaska.
<b>Territorial Government</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.AKH.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve tribal sovereignty.
	<b>History Anchor Standard</b> Change, Continuity, and Context	SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United

		States' goals in relation to resource extraction in Alaska.
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.
<b>Alaska at War</b>	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska.
<b>The Fight for Statehood</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.5.23.1 Evaluate Alaskans' arguments for self-determination and full citizenship rights through the statehood movement.

**Unit 5: HS Alaska History**

<b>Unit Theme: Modern Alaska</b> <b>Time Period: 1959 CE - Present</b>		
<b>Essential Question</b>	<b>What are current topics and future challenges the State may face and how can Alaskans address them?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● What is the basis of Alaska's economy today and in the future?</li> <li>● Who owns Alaska's land?</li> <li>● How has the development of oil and gas in Alaska impacted the state and its peoples (including the Permanent Fund Dividend)?</li> <li>● How did the Statehood Act, ANCSA, and ANILCA change land ownership in Alaska?</li> <li>● What are some of the current land and resource issues Alaska is facing?</li> <li>● How do Alaska Native tribes and governments function within Alaska's modern political and legal system?</li> <li>● What are the strengths and challenges of Alaska's modern economy?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Alaska Constitution</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska.

	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities
<b>Alaska Elections and Civic Responsibility</b>	<b>Civics Anchor Stand 10</b> Rights, Roles, and Responsibilities of Citizens	SS.AKH.5.10.1 Examine Alaska’s electoral system and the responsibilities of individuals within the system.
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.AKH.5.7.1 Identify federal, state, Tribal, and local powers, and explore the student’s personal role in their local community by taking informed action.
<b>Tribal, State, and Federal Government</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native Corporations as created by ANCSA.
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents, and laws on Alaska.
	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs.

	<b>Civics Anchor Standard 9</b> Alaska's Governments	<p>SS.9-12.9.1 Evaluate the efficacy of Alaska's government and political systems in meeting the needs of Alaska's diverse population.</p> <p>SS.9-12.9.7 Evaluate the role of natural resources and resource development on the development of Alaska's government.</p> <p>SS.9-12.9.9 Compare and contrast the services provided by local, state, and Tribal governments.</p>
<b>ANCSA</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.AKH.6.24.1 Describe the formation of ANCSA Corporations (Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy.
	<b>Civics Anchor Standard 9:</b> Alaska's Governments	SS.9-12.9.6 Evaluate the historic and ongoing impact of the Alaska Native Claims Settlement Act (ANCSA) on Alaskans and the governance of Alaska.
<b>Claims and Stewardship</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.AKH.2.8.1 Analyze the legal contexts of Alaska's Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and governments.
<b>Resource Management</b>	<b>History Anchor Standard 21</b> Perspectives	SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state, and federal

		policies regarding fish and game management.
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.AKH.6.23.1 Explain the significance of natural resources in major political development throughout Alaska's History.
	<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	SS.AKH.6.15.1 Explain how elements of state, Tribal, local economies have developed in response to Alaska's role as a resource developer.
	<b>Civics Anchor Standard 9</b> Alaska's Governments	SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels.
<b>Land</b>	<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	SS.AKH.6.12.1 Identify Tribal and Western concepts of land ownership and how acting upon those concepts contributes to changes in land use, stewardship, and control.
<b>Permanent Fund</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, Laws	SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent Fund Dividend and how it continues to impact the state economically, politically, and socially.
	<b>Civics Anchor Standard 9</b> Alaska's Governments	SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska's oil and natural resources.

<b>Alaskan Industry</b>	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.AKH.6.11.1 Identify Alaska's markets and industries and analyze their impact on Alaska's economy.
	<b>Economics Anchor Standard 13</b> The National Economy	SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.
	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.AKH.6.11.2 Examine the causes and consequences of Alaska's boom-and-bust economy



**2026**  
**KPBSD Social Studies**  
**High School**  
**World History**

## KPBSD High School World History

**Credit:** 1 credit

**Prerequisites:** None

This high school course focuses on the history of the major cultures and societies of the world. Historical perspective is provided on major world events, movements, and conditions. This course enables the student to understand the world through exploration of the histories and cultures of past and present societies. Emphasis is on the acquisition and application of social studies skills within the context of world history. Students will apply concepts and knowledge from social studies disciplines such as geography, government, and economics, in addition to other disciplines such as world literature and science. Current events will help students see the link between past and present.

**Structure of the Course of Study:**

Unit 0 Part A: Origins and Ancient Civilizations (Time Period: Origins - 600 BCE)

Unit 0 Part B: Classical Civilizations (Time Period: 600 BCE - 600 CE)

Unit 1: Post-Classical Societies and Trade Networks (Time Period: 600 CE- 1450 CE)

Unit 2: The First Global Age (Time Period: 1450 CE- 1750 CE)

Unit 3: An Age of Revolution (Time Period: 1750 CE- 1900 CE)

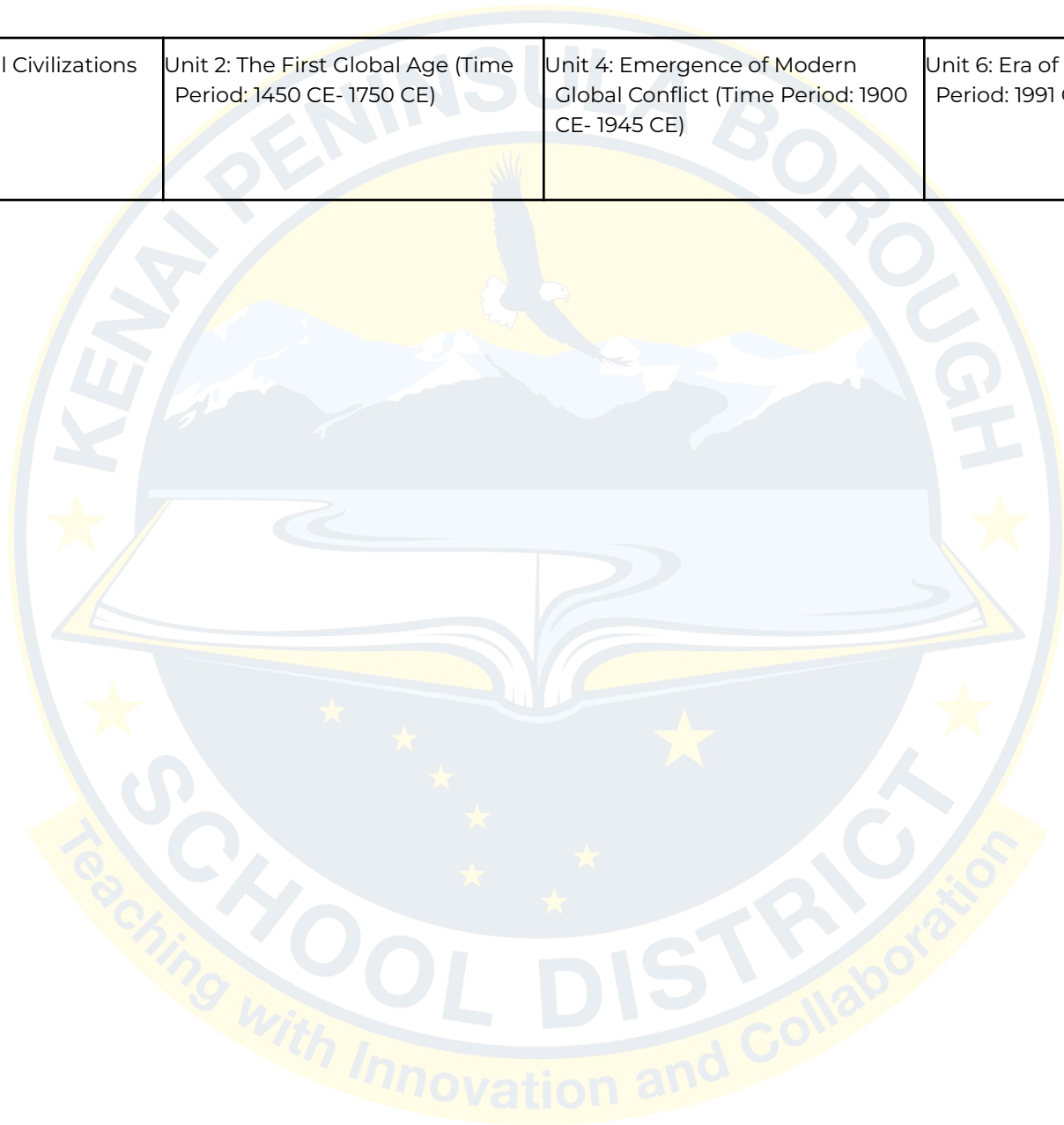
Unit 4: Emergence of Modern Global Conflict (Time Period: 1900 CE- 1945 CE)

Unit 5: Cold War Era (Time Period: 1945 CE- 1991 CE) ★

Unit 6: Era of Globalization (Time Period: 1991 CE - Future)

Quarter 1 Origins to 600 CE	Quarter 2 1450 CE - 1750 CE	Quarter 3 1750 CE - 1945 CE	Quarter 4 1945 CE - Future
Unit 0 Part A: Origins & Ancient Civilizations (Origins - 600 BCE)	Unit 1: Post-Classical Societies and Trade Networks (Time Period: 600 CE- 1450 CE)	Unit 3: An Age of Revolution (Time Period: 1750 CE- 1900 CE)	Unit 5: Cold War Era (Time Period: 1945 CE- 1991 CE)

Unit 0 Part B: Classical Civilizations (600 BCE - 600 CE)	Unit 2: The First Global Age (Time Period: 1450 CE- 1750 CE)	Unit 4: Emergence of Modern Global Conflict (Time Period: 1900 CE- 1945 CE)	Unit 6: Era of Globalization (Time Period: 1991 CE - Future)
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# KPBSD High School World History

## Unit 0 Part A: Origins and Ancient Civilizations

### Unit Theme: Origins and Ancient Civilizations Time Period: Dawn of Time - 600BC

Subjects can include, but are not limited to: Paleolithic Era, Neolithic Revolution, Early Mesopotamian Civilizations (Sumer and Babylon), Ancient Egyptian (Old, Middle, and New Kingdoms), Early Indus Valley Civilizations (Harappan, Aryan Migration and Vedic Society), Early Chinese Civilization (Xia, Shang, and Zhou Dynasties).

<b>Essential Question</b>	<b>How did humans develop culture and civilization?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>● What is human culture?</li><li>● How do environment, culture, and innovation interact to shape human ways of life? ?</li><li>● What are the characteristics that define civilization?</li><li>● How were resources distributed among classes in prehistory and early human civilizations?</li><li>● How did ancient and classical trade networks facilitate the transfer of goods, ideas, and technology, and how did this connectivity transform diverse societies?</li><li>● How did cultures spread among empires and kingdoms in the ancient world?</li><li>● How did the transfer of goods and ideas along trade routes affect cultures and people in classical societies?</li><li>● What were the key breakthroughs in human communities that led to the creation of more complex civilizations?</li></ul>

## 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>
<b>Early Human Migration</b>	<b>History Anchor Standard 24 Historical Thinking</b>	SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question. (Early Human Migration Theories).
<b>Agricultural Revolution (Neolithic)</b>	<b>History Anchor Standard 23: Change, continuity and context.</b>	SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.
<b>Early Human Civilizations</b>	<b>History Anchor Standard 23 Change, Continuity, and Context</b>	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, and global scales.

# KPBSD High School World History

## Unit 0 Part B: Classical Civilizations (Time Period: 600 BCE - 600 CE)

### Unit Theme: Classical Civilizations Time Period: 600 BCE - 600 CE

Subjects can include, but are not limited to: Near East and Europe (Assyria, Persia, Classical Greece, Hellenistic Period, and Rome), Chinese Civilization (Qin and Han Dynasties), Indian Civilization (Mauryan and Gupta Empires), New World Civilizations (Mayan); Historical Periods: Origins and development of major regional religions and belief systems: India (Hinduism, Buddhism, Jainism), the Middle East (Judaism, Christianity, Islam), and China (Confucianism, Daoism, Legalism)

#### Essential Question

**How did the development and achievements of classical civilizations around the globe create enduring cultural traditions and ideas?**

#### Supporting Questions

- How and why do government systems evolve, and how do their methods of maintaining control impact the lives of their citizens?
- How do achievements and traditions become enduring cultural legacies?
- What were some of the cultural and technological innovations of classical societies?
- How did human civilizations shape, or how were they shaped by their environment?
- What methods were used to expand and maintain control over vast territories?
- How and why did various government systems evolve over time?
- Why did Classical empires decline?
- What is the legacy of Classical empires for the modern world?
- How were trade networks and the transfer of goods and ideas

- linked to classical societies?
- What are the major world religions, where did they originate, what are their beliefs, and lasting impact on the world?

### 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>
<p><b>Rise and Fall of Classical Civilizations</b></p>	<p><b>History Anchor Standard 2</b> Evaluate Sources and Evidence</p>	<p>SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>
	<p><b>History Anchor Standard 24</b> Historical Thinking</p>	<p>SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism.</p>
<p><b>World Religions</b></p>	<p><b>Geography Anchor Standard 19</b> Human Populations and Spatial Patterns</p>	<p>SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.</p>
<p><b>Characteristics of Mesoamerican Empires</b></p>	<p><b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns</p>	<p>SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations.</p>

## KPBSD High School World History

### Unit 1: Post-Classical Societies and Trade Networks (Time Period: 600 CE- 1450 CE)

#### Unit Theme: Post Classical Societies and Trade Networks Time Period: 600 CE - 1450 CE

Subjects can include, but are not limited to: Europe and Near East (feudal Western Europe, Byzantine Empire, Vikings, Russia, Slavic cultures); Middle East (Umayyad Caliphate, Abbasid Caliphate, rise of the Ottoman Empire; Safavid Empire); Asia (Mongol Empire, Song, Tang, and Ming Dynasties, feudal Japan); Africa (Nubia, Axum, Kingdoms of Mali, Ghana, and Songhai); The Americas (Inca, Aztec); Trans-regional events and developments (Black Death, Crusades, Silk Road, Trans-Saharan trade)

#### Essential Question

#### How did humans develop culture and civilization?

#### Supporting Questions

- How do societies adapt to changing political structures?
- What are the effects of interregional contact and conflict?
- How do achievements and traditions become enduring cultural legacies?
- How did the fall of the Roman Empire lead to the emergence of European feudalism?
- How were resources distributed among classes in the feudal hierarchies of European and Asian societies?
- How did trade networks and the transfer of goods and ideas link post-classical societies?
- What were the key cultural and technological innovations of Pre-Columbian American societies?
- What was the impact of cultural diffusion and trade among African empires and kingdoms?
- How did the transfer of goods and ideas along trade routes affect ideas and cultures of different people in post-classical societies?

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

## KPBSD High School World History

### Unit 2: The First Global Age (Time Period: 1450 CE- 1750 CE)

#### Unit Theme: The First Global Age Time Period: 1450 CE- 1750 CE

Subjects can include, but are not limited to Renaissance, Reformation, European Exploration, Colonization of New World and Atlantic Slave Trade, Scientific Revolution, Enlightenment.

#### Essential Question

**How did the world's economies, cultures, and governments change as a result of the growth of land-based empires in Asia and European-led maritime empires?**

#### Supporting Questions

- How can technological and scientific innovation change societies?
- How did factors like global trade and the influence of Eastern societies lead to the Renaissance?
- How did the art and literature of the Renaissance impact European societies?
- How did intellectual movements, from the Renaissance and Reformation to the Scientific Revolution, use new ideas and technologies to challenge traditional authorities and reshape European society?
- What factors led to the Reformation?
- What were the consequences of the Reformation on European society, ideas, and politics?
- Examine the rise of national states and identity in Europe. Compare the development of absolutist and autocratic government in continental Europe with the emergence of parliament in England.
- What motives and technology led to transoceanic

	<p>exploration during the First Global Age?</p> <ul style="list-style-type: none"> <li>• What was the impact of European colonization on indigenous cultures and populations?</li> <li>• How did the Columbian Exchange impact the world?</li> <li>• What were the economic and labor motivations (such as sugar cultivation and silver mining) that led to the African slave trade and the European and African roles in its development?</li> <li>• What were the consequences of the slave trade on enslaved individuals and the impact of it on culture and populations in both Africa and the New World?</li> <li>• What were the different degrees of social integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas?</li> <li>• How did the Scientific Revolution challenge traditional authorities and belief systems?</li> <li>• How did the values and ideas of Enlightenment thinkers influence how society, power, and authority were conceptualized, including the concepts of social contract, consent of the governed, and natural rights?</li> <li>• How did Enlightenment philosophers and ideas challenge traditional political, social, and religious structures?</li> </ul>
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**Alaska Social Studies Standards**

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Causes of Exploration</b>	<b>History Anchor Standard 23:</b> Change, Continuity, and Context	SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated Exploration and conquest.

<b>Effects of Global Exploration</b>	<b>History Anchor Standard 23:</b> Change, Continuity, and Context	SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries.
<b>Atlantic Slave Trading</b>	<b>Geography Anchor Standard 19:</b> Human Populations: Spatial Patterns and Movements	SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin.
<b>Columbian Exchange and Consequences</b>	<b>Geography Anchor Standard 17:</b> Global Interconnection: Changing Spatial Patterns	SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas.

## KPBSD High School World History

### Unit 3: An Age of Revolution (Time Period: 1750 CE- 1900 CE)

#### Unit Theme: An Age of Revolutions Time Period: 1750 CE - 1900 CE

Subjects can include, but are not limited to: American and French Revolutions, Napoleonic Wars, Industrial Revolution, social and political reform, Nationalism and Democracy in Europe, Partition of Africa and the Berlin Conference, Imperialism in Asia, Latin American Revolutions, Modernization of Japan

#### Essential Question

**How did the revolutions of the 18th and 19th centuries fundamentally change the relationships between humans, their governments, and the Earth?**

#### Supporting Questions

- How did Enlightenment ideals contribute to revolutionary movements and the governmental systems they created?
- How can technological innovation transform society?
- How did imperialism and colonization impact individuals and societies?
- What were the lasting effects of imperialism?
- What characteristics and factors unite people as a nation?
- What factors and conditions allowed societies to industrialize?
- What changes and innovations in energy, technology, communication, economics and transportation were a result of the Industrial Revolution?
- What were the social, political, and economic impacts of industrialization?
- How were reforms in suffrage, education, labor, and social ideologies intended to transform society?
- How did imperial powers control territories and people,

	including direct and indirect rule in Africa, India, and China? <ul style="list-style-type: none"> <li>• What were instances of resistance and adaptation among those cultures who faced imperialization?</li> <li>• What were the causes and effects of political movements that grew out of cultural identity and nationalism, i.e. the unification of Italy and Germany, revolutions in Europe and the Americas, and the dissolution of the Ottoman and Austrian Empires?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Scientific Revolution</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.3.24.3 Explain the impact of the Scientific Revolution on the rise of the Enlightenment.
<b>Political Philosophies</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how.
<b>Revolutions</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.3.23.2 Compare the causes and consequences of political revolutions in the late 18th & early 19th centuries.
<b>Causes of the Industrial Revolution</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s

<b>Effects of the Industrial Revolution</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa.
<b>Social Reform Movements</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century.
<b>Economic Motives of Imperialism</b>	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there.
<b>Causes of Imperialism</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese Imperialism.
<b>Types of Imperialism</b>	<b>History Anchor Standard 21</b> Perspectives	SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas.
<b>Effects of Imperialism</b>	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/ Oceania.

## KPBSD High School World History

### Unit 4: Emergence of Modern Global Conflict (Time Period: 1900 CE- 1945 CE)

#### Unit Theme: Emergence of Modern Global Conflict Time Period: 1900 CE - 1945 CE

Subjects can include, but are not limited to: World War I, Russian Revolution, Mexican Revolution, Chinese Revolution, Treaty of Versailles, Great Depression, Totalitarianism, World War II

#### Essential Question

#### What are the causes and consequences of global war?

#### Supporting Questions

- What makes WWI and WWII modern wars and how have the World Wars influenced the world today?
- What were the causes of WWI, including militarism, alliances, imperialism, and nationalism?
- How did World War I change the political boundaries in Europe, Asia, and Africa.
- What was the role of technology in the development of modern warfare?
- How did warfare affect the home front, including the use of total war and propaganda and limitations placed on citizens?
- What factors led to the rise of totalitarian states in the interwar period, including economic depression and nationalism?
- What were the causes of WWII?
- What were the effects of modern warfare, including human casualties, economic and social impacts, and environmental impacts?
- How successful were efforts to build and maintain peace following the two world wars (examining the Treaty of Versailles, Wilson's Fourteen Points, the League of Nations, and the United Nations)?
- What were the causes and effects of human atrocities and mass

murders from this time period including the Armenian genocide, the Ukrainian Holodomor, and the Holocaust?

**Alaska Social Studies Standards**

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

# KPBSD High School World History

## Unit 5: Cold War Era (Time Period: 1945 CE- 1991 CE)

### Unit Theme: Cold War ERA Time Period: 1945 CE - 1991 CE

Subjects can include, but are not limited to: United Nations, the Cold War, Decolonization, Post-colonial Africa and Asia, Communist China and Cultural Revolution, proxy wars (Korea, Vietnam, etc.), Latin American conflicts.

#### Essential Question

#### How did the world react to the ideological and political conflicts between the U.S. and the U.S.S.R.?

#### Supporting Questions

- How do ideologies and identities shape a nation's society?
- How does conflict with nations impact international trade and relationships?
- What were changes to political boundaries in Europe, Asia, and Africa after World War II?
- What were the origins of the Cold War and key events (e.g. nuclear conflict, space race, Berlin Wall, Cuban Missile Crisis, Korean and Vietnam Wars, Detente)?
- What were the political, economic, and social differences between the Eastern and Western divide of the Cold War?
- How did Cold War tensions and ideologies impact individuals and communities?
- Which new national societies and governments emerged due to decolonization efforts (especially in Africa and Asia)?
- How did social movements focus on greater rights for minority groups?

## 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>
<b>Decolonization After World War II</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.
<b>Aftermath of World War II</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.
<b>Action for Independence</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.
<b>Resistance and Revolution</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.
<b>United Nations Influence</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.
<b>National Sovereignty After Imperialism</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty.
<b>Cold War Global Conflicts</b>	<b>History Anchor Standard 21</b> Perspectives	SS.WH.5.21.1 Analyze how the Cold War led to global conflict.

# KPBSD High School World History

## Unit 6: Era of Globalization (Time Period: 1991 CE - Future)

### Unit Theme: Era of Globalization Time Period: 1991 CE - Future

Subjects can include, but are not limited to: Urbanization and modernization of the world, Israeli-Palestinian conflict, regime changes in the Middle East & Africa, Latin American democracy and civil war, global security and 9/11, contemporary environmental challenges, European Union, Modern China, impact of digital technology, increased globalization of the economy, reactions to globalization and migration and beyond...

#### Essential Question

#### How have nations and cultures responded to the globalization of products and information?

#### Supporting Questions

- How does globalization change cultures and economies across the world?
- How can technological innovation transform society?
- What environmental challenges does our contemporary world face and how should we respond to them?
- How has the international community responded to human rights violations?
- What are some of the reactions to globalization and how might they be connected to nationalistic or fundamentalist movements?
- What are some potential solutions to the problems brought about by globalization?

## 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>
<b>Globalization</b>	<b>Economics Standard 14</b> The Global Economy	SS.WH.6.14.1-Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.
<b>Resources and Sustainability</b>	<b>Economics Standard 14</b> The Global Economy	SS.WH.6.14.2-Analyze the factors affecting climate change and global sustainability.
<b>Global Human Rights</b>	<b>Civics Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.WH.6.10.1-Assess proposed solutions to past and ongoing human rights violations.



**2026**  
**KPBSD Social Studies**  
**High School**  
**Geography**

## KPBSD High School Geography

**Credit:** .5

**Prerequisites:** None

**Course Description:** World Geography helps students to develop their spatial views and perspectives of the world, and to understand the relationships between people, places and environments. Students examine where people, places and resources are located, why they are there and why this matters. They explore the effects of the environment on human activities and the impact of these activities on the environment. This is a one semester class.

### **Structure of the Study:**

- Introduction (1 week),
- Location and Physical Geography (3 weeks),
- Cultural Geography (4 weeks),
- Human Interaction and Movement (3 weeks),
- Human and Environment Interaction (3 weeks),
- Thinking Globally: Predictions and Conclusions (2 weeks).

**Unit 1: HS Geography**

<b>Unit Theme: Introduction</b>		
<b>Essential Question</b>	<b>What is a geographically informed person?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● What is a geographic lens?</li> <li>● How is geography similar to and different from other social studies courses?</li> <li>● How do geographers use tools to understand the world?</li> <li>● How do geographers identify location, place, and region?</li> <li>● Why do geographers study movement and human-environment interaction?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography as a field of inquiry</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.
<b>Five themes of geography</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	<p>SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</p> <p>SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.</p>

		SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.
<b>Accessing information- research skills</b>	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<b>Determining the validity of sources</b>		SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.

**Unit 2: HS Geography**

<b>Unit Theme: Location and Physical Geography</b>		
<b>Essential Question</b>	<b>How do physical characteristics of a place shape culture and human settlement patterns?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>• How can we use maps to enhance our understanding of physical space?</li> <li>• How does physical geography shape culture?</li> <li>• What impact does physical geography have on regional and global economies?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>How to use the resources- read maps, charts, online maps, GIS, and timelines</b>	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.
		SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.
<b>Types of maps and map projections.</b>	<b>Geography Anchor Standard 18:</b> Geographic Representations and Reasoning	SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.

<b>Location, space, place and regions</b>	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.
		SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.
		SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.
<b>Climate, Seasons</b>	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices.

## Unit 3: HS Geography

<b>Unit Theme: Cultural Geography</b>		
<b>Essential Question</b>	<b>How are people around the world similar or different from me in this day and age?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>• How does physical geography shape culture?</li> <li>• How do you view the world from your perspective / cultural lens?</li> <li>• How does our worldview influence the way we interpret the world?</li> <li>• How do belief systems shape social roles?</li> <li>• What is culture?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Impact of Personal Perspective and Individual Culture on Understanding Other Cultures</b>	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.
		SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.
<b>Practices, beliefs/religions, way of life, common experiences in the current age</b>	<b>Geography Anchor Standard 16</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

<b>Language, View of Women, View of Children, View of Minorities</b>	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time
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## Unit 4: HS Geography

### Unit Theme: Human Interaction and Motion

<b>Essential Question</b>	<b>Why did people, goods and ideas become the way they are currently?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>• How does the stuff I use get to my house?</li> <li>• Is “my” culture mine?</li> <li>• How and why do people interact?</li> <li>• What are push and pull factors for migration?</li> </ul>

### Alaska Social Studies Standards

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Movement of people, Goods &amp; Ideas-Population and Migration</b>	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.
<b>Political Organization of Space</b>	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.
<b>Nationalism, Nation vs. State, Acculturation, Assimilation, Multiculturalism,</b>	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.6 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political

		decision-making over time and across local-to-global scales.
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.
<b>Cultural/ Regional Conflicts</b>	<b>Geography Anchor Standard 17</b> Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation among countries.
	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.

## Unit 5: HS Geography

### Unit Theme: Human Interaction and the Environment

Essential Question	How do various people impact and interact with the physical world?	
Supporting Questions	<ul style="list-style-type: none"> <li>• How do we use our natural resources?</li> <li>• What are the problems associated with the demand for nonrenewable resources and the available supply?</li> <li>• How can individuals make a difference when it comes to preserving natural resources?</li> <li>• What does responsible resource use look like?</li> </ul>	
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>
Resource Management	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.1 Identify local, regional, and/ or global problems by using varying perspectives and ways of knowing.
	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
Emerging World vs. Developed World- Industrialization and Economic Development	<b>Economics Anchor Standard 14</b> The Global Economy	SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.

	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.
	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.
<b>Agriculture, Food Production and Rural Land Use</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.
	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
<b>Cities and Urban Land</b>	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	<b>Geography Anchor Standard 19</b> Human Population: Spatial Patterns and Movements	SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.

<p><b>Preservation of Natural Resources</b></p>	<p><b>Geography Anchor Standard 19</b> Human Population: Spatial Patterns and Movements</p>	<p>SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>
	<p><b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture</p>	<p>SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.</p>

**Unit 6: HS Geography**

<b>Unit Theme: Global Connection</b>		
<b>Essential Question</b>	<b>What changes can we predict for the future and how can individuals be involved?</b>	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>● How do limitations on resources lead to human conflicts?</li> <li>● How can societies and governments preserve resources?</li> <li>● What are “Hot Spots” and why do certain environments lead to so much conflict?</li> <li>● How do cultural differences lead to different resource management policies?</li> <li>● How are we, as members of a global society, connected?</li> </ul>	
<b>Alaska Social Studies Standards</b>		
<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Resources-Pollution and Limited Resources, Food, Lumber, Oil, Information, etc.</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.
<b>Land-“Hot Spots” and Territorial Wars in Modern Age</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.

	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.
<b>Ideas-Cultural Conflicts</b>	<b>Geography Anchor Standard 16:</b> Human-Environment Interaction: Place, Regions, and Culture	SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.



**2026**  
**KPBSD Social Studies**  
**High School**  
**United States History**

## KPBSD High School United States History

**Credit:** 1 credit

This high school United States history course, typically taken in 11th grade, is a comprehensive, integrated course in United States history from pre-Columbian contact and early colonization to the present. This course is organized chronologically but may be taught thematically, and is intended to serve as a capstone for U.S. History studies in the elementary and secondary schools. In-depth, student-centered exploration of issues relevant to historical inquiry and methodology will be emphasized. Integration with the 11th grade language arts curriculum through American literature will emphasize reading, writing, listening, speaking, research, critical thinking, and technical skills within a historical context.

### Structure of the Course of Study:

Unit 0: North American and European Contact and the Foundations of the United States (1491 CE - 1815 CE)

Unit 1: Manifest Destiny and Indian Removal (1815 CE - 1860 CE)

Unit 2: The Civil War and Reconstruction (1837 CE - 1877 CE)

Unit 3: Conflict at Home and Abroad (1877 CE - 1920 CE)

Unit 4: Emergence as a Global Power (1918 CE - 1945 CE)

Unit 5: Cold War (1945 CE - 1991 CE)

Unit 6: Modern Civil Rights Movements, Power Movements, and the Rise of Modern Politics (1954 CE - Present)

Unit 7: United States in the Global Age (1991 CE - Present)

<b>Quarter 1</b> 1491 CE - 1860 CE	<b>Quarter 2</b> 1837 CE - 1920 CE	<b>Quarter 3</b> 1918 CE - 1991 CE	<b>Quarter 4</b> 1945 CE - Present
Unit 0: North American and European Contact and the Foundations of the United States (1491 CE-1815 CE)  Unit 1: Manifest Destiny and Indian Removal (1815 CE-1860 CE)	Unit 2: The Civil War and Reconstruction (1837 CE-1877 CE)  Unit 3: Conflict at Home and Abroad (1877 CE-1920 CE)	Unit 4: Emergence as a Global Power (1918 CE-1945 CE)  Unit 5: Cold War (1945 CE-1991 CE)	Unit 6: Modern Civil Rights Movements, Power Movements, and the Rise of Modern Politics (1954 CE-Present)  Unit 7: United States in the Global Age (1991 CE-Present)

# KPBSD High School United States History

## Unit 0: North American and European Contact

<b>Unit Theme: North American and European Contact and the Foundations of the United States</b>	
<b>Time Period: 1491 CE- 1815 CE</b>	
<b>Essential Question</b>	<b>How did contact between Native Americans and Europeans lead to the creation and early development of the United States?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What are the origins of Native American societies?</li><li>• What are some differences between cultural understandings of wealth, power, and human-environment interaction for Native American and European peoples?</li><li>• What was the nature of contact and conflict between and among Native American and European societies during the colonial period?</li><li>• What were the effects of disease, warfare, and trade on Native American societies?</li><li>• What adaptations and strategies did European settlers use to build economies, societies, and cultures that were unique to the Americas.</li><li>• What were the consequences of transatlantic Columbian Exchange of peoples, animals, plants, and pathogens on North American societies and ecosystems?</li><li>• What events, philosophies and policies led to the American Revolution?</li><li>• What were the context, purpose, and impact of founding documents like the Declaration of Independence, the Constitution, and the Bill of Rights?</li></ul>

- What were the differences between the Articles of Confederation and the U.S. Constitution?
- What does it mean to be “American”?

### 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>
<b>Exploration and Colonization</b>	<b>Civics Anchor Standard 9:</b> Alaskan Government	SS.US.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.
<b>The American Revolution</b>	<b>Civics Anchor Standard 7:</b> Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy.
<b>From the Constitution to the War of 1812</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.

# KPBSD High School United States History

## Unit 1: Manifest Destiny and Indian Removal

<b>Unit Theme: Manifest Destiny and Indian Removal</b> <b>Time Period: 1815 CE - 1860 CE</b>	
<b>Essential Question</b>	<b>What were the early definitions of the American identity and how was it connected to westward expansion and industrialization?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What are “American ideals,” and where did those ideas come from?</li><li>• How were the social and political systems of key Indigenous nations structured in the early 1800s?</li><li>• How did the relationship between the U.S. government and Tribal nations shift during the early 1800s?</li><li>• What specific policies did the U.S. government implement regarding Indigenous peoples in the early 1800s, and what were their goals?</li><li>• What were some of the challenges that the early United States faced on the international stage?</li><li>• What were some of the differences between stated democratic ideals and actual practice in the early United States?</li><li>• To what extent was the territorial growth of the U.S. fueled by the concept of Manifest Destiny?</li><li>• What were the human and cultural costs of American westward expansion for Indigenous peoples?</li><li>• How did different indigenous groups and settlers respond to continued westward expansion?</li><li>• What factors triggered the rise of industrialization in the U.S., and how did it change American society and the economy?</li><li>• What were the causes and consequences of the Mexican-American War?</li></ul>

- What were some of the similarities and differences between the key American regions (North, South, and West) prior to the Civil War?
- What was the significance of the United States' purchase of Alaska and what are the lasting impacts of that purchase?

### 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>
<b>Ethnic, Cultural, and Identity Studies</b>	<b>Civics Anchor Standard 9</b> Alaska Government	SS.US.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.
<b>Federal Relations with Indigenous People</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.US.1.8.1 Explain the relationship that was developed between federal, state, and Tribal governments through treaties, court decisions, and land acquisition statutes.  SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time.
<b>Manifest Destiny</b>	<b>History Anchor Standard 21</b> Perspectives	SS.US.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

<b>Federal Relations with Indigenous People</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty.
<b>Effects of Manifest Destiny</b>	<b>History Anchor Standard 21</b> Perspectives	SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. territorial expansion.
<b>Assimilation Experiences</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.USH.1.24.1 Compare and contrast Indigenous and Hispanic peoples' experiences with assimilation and other immigrants' experiences as part of expansion across the territorial United States
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.USH.1.23.9.1 Read and interpret primary and secondary sources to examine the role of assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.
<b>Early Industrialization</b>	<b>Economics Anchor Standard 13</b> The National Economy	SS.USH.1.13.1- Analyze how economic growth and industrialization transformed daily life.
<b>Changing Transportation</b>	<b>Economics Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.USH.1.17.9.1-Explain how innovations in transportation, communication, and production reshaped American society.

<b>The Market Revolution</b>	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Market	SS.US.1.11.1- identify the conditions that gave rise to the market revolution, and evaluate its impacts on labor conflicts and divisions over slavery.
<b>Mexican-American War</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.US.1.24.2- Understand and contextualize different approaches to territorial expansion by the federal government.
<b>Sectionalism</b>	<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.US.1.23.2- Identify and explain the economic, social, and political differences between the North, South, and West.
<b>Purchase of Alaska</b>	<b>History Anchor Standard 25</b> Alaskan History	SS.US.1.25.1- Explain the significance of the purchase of Alaska in relation to lingering ideas of manifest Destiny.

# KPBSD High School United States History

## Unit 2: The Civil War and Reconstruction

### Unit Theme: The Civil War and Reconstruction

Time Period: 1837 CE - 1877 CE

Essential Question	What were the causes, effects, and long term impacts of the American Civil War?
Supporting Questions	<ul style="list-style-type: none"><li>• Why did slavery exist in America? How was it abolished?</li><li>• What are the long-term impacts slavery on the United States?</li><li>• What were the economic and political factors that separated the North &amp; South?</li><li>• What were the social, economic, and political impacts of slavery on the United States?</li><li>• How did the social, religious, and political reform movements of the early 19th century redefine American identity?</li><li>• What were the different regional beliefs about slavery, the legal status of slaves, and the conflicts that those differences generated between states?</li><li>• What were the realities of daily life for enslaved people, and how did they resist or cope with the dehumanizing conditions of slavery?</li><li>• What were the causes and effects of the secession of the southern states and the Civil War?</li><li>• What was the impact of the Civil War on the Confederacy and the Union?</li><li>• What challenges did former slaves face following the Civil War?</li><li>• Which major government actions and laws led to the end of slavery, and how did they affect the lives and experiences of Black Americans?</li><li>• What were the tensions inherent in Reconstruction and how did America attempt to answer those competing agendas?</li><li>• What were the successes and failures of Reconstruction?</li></ul>

- What is the history and modern significance of the Juneteenth holiday?

### 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>
<b>Slavery</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.USH.2.23.1-Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries.
<b>Cultural Identity</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.USH.2.23.2-Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression.
<b>Slavery</b>	<b>History Anchor Standard 21:</b> Perspectives	SS.USH.2.21.1- Explain ways in which enslaved people survived within and resisted their enslavement.
<b>Social Reform Movements</b>	<b>History Anchor Standard 24:</b> Historical Thinking	SS.USH.2.24.1- Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening  SS.USH.2.24.2 Examine the outcomes of 19th-century reform movements.
<b>Social Activism</b>	<b>Civics Anchor Standard 7:</b> Participation and Deliberation	SS.USH.2.7.1- Investigate how identity groups and society address systemic inequity through individual actions; individual

		champions; social movements; and local community, national, and global advocacy.
<b>Causes of the Civil War</b>	<b>History Anchor Standard 21:</b> Perspectives	SS.US.H.2.21.2- Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war.
<b>Border States</b>	<b>Geography Anchor Standard 16:</b> Human Environment Interaction: Place, Regions, and Culture.	SS.US.H.2.16.1- Explain the role of border states and territories in the U.S. Civil War.
<b>Emancipation Proclamation</b>	<b>History Anchor Standard 22:</b> Historical Sources and Evidence	SS.US.H.2.22.1- Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.
<b>The Western Campaign</b>	<b>History Anchor Standard 21:</b> Perspectives	SS.US.H.2.21.3- Explain the impact of the Western Campaign on Indigenous peoples.
<b>End of the Civil War</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.H.2.23.3- Analyze the major factors that determined the outcome of the Civil War.
<b>Reconstruction</b>	<b>Civics Anchor Standard 7:</b> Participation and Deliberation	SS.US.H.2.7.2- Use primary and secondary sources to contextualize and explain how the political, economic, and social position of Black people changed during Reconstruction.
<b>Economic Struggles of Reconstruction</b>	<b>Economics Anchor Standard 13:</b> The National Economy.	SS.US.H.2.13.1- Explain how Union Army strategies , the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic

		depression in the southeastern United States.
<b>Oppression after the War</b>	<b>History Anchor Standard 24:</b> Historical Thinking	SS.US.24.3-Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of certain groups through informal institutions.
<b>Changing Demographics</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.23.4- Explain how the Civil War and Reconstruction created demographic shifts in the United States.
<b>The Failure of Reconstruction</b>	<b>Civics Anchor Standard 8:</b> Processes, Rules, and Laws	SS.US.2.8.1- Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression.
<b>Modern Connections to End of Slavery</b>	<b>History Anchor Standard 21:</b> Perspectives	SS.US.2.21.4- Explore and demonstrate the contemporary and current significance of Juneteenth.

# KPBSD High School United States History

## Unit 2: Conflict at Home and Abroad

### Unit Theme: Conflict at Home and Abroad

Time Period: 1877 CE - 1920 CE

<b>Essential Question</b>	<b>What were the causes and consequences of American Imperialism?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What factors have led to American involvement in imperialism?</li><li>• What is the impact of industrialization in America in the late 1800s?</li><li>• What have been the effects of American involvement in imperialism on the United States and the rest of the world community?</li><li>• How did increased immigration after the 1870s lead to cultural changes and new ideas of national unity?</li><li>• What were the impacts of new technologies and processes on America's social, economic, and political fabrics?</li><li>• What were the economic, social, and political impacts of industrialization in the 1870s?</li><li>• How did the philosophies of monopolists and labor unions differ in regards to the best ways to improve society?</li><li>• What were some of the key changes to society and policy during the Progressive era?</li><li>• What was the impact of organized labor movements on American society?</li><li>• What was the impact of urbanization on rural areas and rapidly expanding cities in the years leading up to World War I?</li><li>• What were the causes and effects of America's involvement in World War I?</li></ul>

## 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>
<b>Effects of Immigration</b>	<b>Geography Anchor Standard 19</b> Human Populations, Spatial Patterns and Movement	SS.US.H.3.19.1- Explain how massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity that developed amid growing cultural diversity.
<b>Gilded Age</b>	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets.	SS.US.H.3.11.1- Examine the economic, social, and political impacts of industrialization in the 1870s.
	<b>History Anchor Standard 21</b> Perspectives	SS.US.H.3.21.1- Compare and contrast the perspectives of monopolists and labor unions about the best way to improve society.
<b>Progressive Era</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.US.H.3.24.1- Examine ways in which progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
	<b>History Anchor Standard 23</b> Change Continuity, and Context	SS.US.H.3.23.1- Evaluate major reform movements and reformers during the progressive era.  SS.US.H.3.23.2- Analyze the campaign for, and opposition to, women's suffrage in the late 19th and early 20th centuries.

	<b>History Anchor Standard 21</b> Perspectives	SS.USH.3.21.2-Evaluate the inclusivity and exclusivity of Progressive Era reform movements.
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.USH.3.18.1- Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long and short-term effectiveness.
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.USH.3.10.1- Analyze the strategies of Black people, Indigenous people, and people of color to achieve basic civil rights in the early 20th Century.  SS.USH.3.10.2- Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.
<b>Imperialism</b>	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.USH.3.17.1- Analyze the factors that enabled the United States to become an imperial power.
	<b>History Anchor Standard 23</b> Change Continuity, and Context	SS.USH.3.23.3- Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific.  SS.USH.3.23.4- Analyze the economic, social, and political impacts of imperialism on people at home and abroad.

	<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.US.3.22.1- Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.
<b>World War I</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.US.3.24.1- Distinguish between the long-term causes and triggering events that led to the United States entering WWI.
<b>Rights Liberties and Conflict</b>	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.US.3.10.3- Evaluate the war time restrictions on civil liberties.

# KPBSD High School United States History

## Unit 4: Emergence as a Global Power

### Unit Theme: Emergence as a Global Power Time Period: 1918 CE - 1945 CE

<b>Essential Question</b>	<b>What have been the causes and effects of American involvement in the World Wars?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• How did American isolationism during the interwar period affect its international relations and foreign policy?</li><li>• What were the social characteristics of the Roaring 20s and how were they a response to the end of World War I?</li><li>• What were the political, social, cultural, and economic tensions of the 1920s?</li><li>• What were the causes and effects of the Great Depression?</li><li>• How did the reforms following the Great Depression expand the role of the federal government?</li><li>• How did new technology and increased industrialization impact modern warfare?</li><li>• What factors have led to American involvement in major world wars?</li><li>• What strategies and tactics has the United States used in wars and how did they change in different conflicts over time?</li><li>• How has American involvement in war affected the American “Homefront”?</li><li>• What have been the effects of American involvement in war on the world?</li><li>• What were the causes and effects of America’s involvement in World War II at home and abroad?</li><li>• What role did women and minority groups have in domestic</li></ul>

	<p>industry and the military during the World Wars and the interwar period?</p> <ul style="list-style-type: none"> <li>• How did the events of the World Wars and the interwar period impact the art, literature, and music of the time?</li> <li>• What were the long term results of the choice to deploy nuclear weapons at the end of World War II?</li> <li>• What were some of the human rights issues that America faced during World War II?</li> <li>• What were some of the consequences of using internment camps to hold Japanese Americans and the Unangax peoples during World War II?</li> <li>• How did the discovery of concentration camps and the realities of the Holocaust impact American ideas about human rights?</li> <li>• How was the United Nations formed and what was its purpose?</li> </ul>
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### 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>
<b>American Isolation After WWI</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.USH.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.
<b>Changing Technology</b>	<b>Economics Anchor Standard 13</b> The National Economy	SS.USH.4.13.1 Assess how innovations in transportation, communication, and finance changed American society.
<b>The Roaring '20s</b>	<b>History Anchor Standard 21</b> Perspectives	SS.USH.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920s.

	<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.USH.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.
<b>Causes of the Great Depression</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS. USH.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse.  SS.USH.4.24.3 Analyze the conditions and policies that led to the Great Depression.
<b>Effects of the Great Depression</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities.
	<b>Economics Anchor Standard 13</b> The National Economy	SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.
<b>The New Deal</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each.
<b>Franklin Delano Roosevelt's New Deal and the Changing Role of Government.</b>	<b>History Anchor Standard 24</b> Historical Thinking	SS.USH.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, indigenous people, and people of color.

<b>Causes of World War II Involvement</b>	<b>History Anchor Standard 24:</b> Historical Thinking	SS.US.4.24.7 Explain the historical developments and policies that resulted in the United States entering WWII.
<b>Atomic Weapons</b>	<b>History Anchor Standard 24:</b> Historical Thinking	SS.US.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.
<b>WWII Domestic Policies</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.4.23.1- Assess the social, political, and economic transformation of the United States during WWII.
<b>Rights, Liberties, and Conflicts</b>	<b>Civics Anchor Standard 10:</b> Rights, Roles, and Responsibilities of Citizens	SS.US.4.10.1- Identify the conditions that gave rise to the internment of Japanese Americans and the Urangax people during the war and assess the implications for civil liberties  SS.US.4.10.2- Examine the suppression of civil liberties and human rights during times of conflict and war, past and present.
<b>Holocaust Impacts in the United States</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.4.23.2- Use primary sources and varying perspectives to analyze how the Holocaust shifted America perceptions and policies regarding civil liberties and human rights.
<b>U.S. Role in WWII Turning Points</b>	<b>History Anchor Standard 24:</b> Historical Thinking	SS.US.4.24.9- Analyze the role of the United States in the outcome of WWII in the European and Pacific theaters.

<b>The United Nations</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.USH.4.6.1- Explain the purposes and organization of the United Nations
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# KPBSD High School United States History

## Unit 5: The Cold War

<b>Unit Theme: Cold War</b> <b>Time Period: 1945 CE - 1991 CE</b>	
<b>Essential Question</b>	<b>How did the Cold War shape United States policy and society in the post war years?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• How did the U.S. economy, demographics, and internal migration change following the end of World War II?</li><li>• What is the role of the United States in regional conflicts elsewhere on the globe?</li><li>• How did the role of America in Cold War conflicts shape policy and government programs?</li><li>• What ideological differences led to conflict during the Cold War?</li><li>• How were events and conflicts during this period impacted by Cold War ideologies?</li><li>• How did the tensions of the Cold War affect the lives and culture of Americans?</li><li>• What were the causes, course, and character of the Cold War at home and abroad?</li><li>• How did post war technological innovations impact society?</li><li>• What was America's role in the regional conflicts of the Cold War (Korea, Vietnam, Cuba, Afganistan, etc.) and how did those conflicts impact the United States?</li><li>• What are the origins of the space race and how was it connected to the Cold War?</li><li>• How did the U.S. become a world power via trade and the imperialistic acquisition of new territories in the post war era?</li></ul>

## 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>
<b>Origin of the Cold War</b>	<b>History Anchor Standard 21</b> Perspectives	SS.US.5.21.1- Explain how political ideology shaped the post war order and led to the Soviet-U.S. arms race.
<b>Cold War Containment Abroad</b>	<b>History Anchor Standard 23</b> Change Continuity, and Context	SS.US.5.23.1-Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.
<b>Cold War Containment at Home</b>	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.US.5.10.1- Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.
<b>Other Impacts of the Cold War</b>	<b>History Anchor Standard 23</b> Change Continuity, and Context	SS.US.5.23.2 Analyze other economic and social impacts of the Cold War on the United States.

# KPBSD High School United States History

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

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

Time Period: 1954 CE - Present

<b>Essential Question</b>	<b>How did the United States respond to the key social challenges of the post war years?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What factors contributed to the effectiveness of the Civil Rights movement in forging change in the United States?</li><li>• What are the lasting impacts of the Cold War on the modern world?</li><li>• How did America redefine itself both domestically and globally throughout the middle 20th century?</li><li>• How did the federal and state governments respond to the Civil Rights Movement?</li><li>• Who were some of the key individuals and groups involved in anti-war and counterculture protest movements during the 1960s and 70s?</li><li>• Analyze the tensions between the expanding role of the federal government and social challenges to the status quo.</li><li>• What were some of the key policies, programs and reforms of the Great Society initiative?</li><li>• What events led to the rise of the modern conservative movement in the United States?</li><li>• How did different identity groups bring attention to inequalities in the United States?</li></ul>

## 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>
<b>Civil Rights Legislation and Action</b>	<b>Civics Anchor Standard 6:</b> Civic and POLitical Institutions and Systems	SS.US.H.6.6.1- Evaluate the effectiveness of civil rights organizations and actions in overcoming segregation.
<b>Great Society Programs and Reforms</b>	<b>Economics Anchor Standard 13:</b> The National Economy	SS>USH.6.13.1- Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions.
<b>Anti-War Counterculture Movements</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems.	SS.US.H.6..6.2- Assess the impact of student movements and the counterculture on American Politics and society.
<b>New Movements, New Voices</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems.	SS.US.H.6..6.3- Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras.
<b>Conservative Movement Development</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.H.6..23.1- Analyze the rise of modern conservatism in the United States.
<b>Effects of Conservatism</b>	<b>Civics Anchor Standard 8:</b> <b>Processes, Rules, and Laws</b>	SS.US.H.6.8.1- Assess the social and political impact of conservatism in the United States.
<b>Ethnic, Cultural, and Identity Studies</b>	<b>Civics Anchor Standard</b>	SS.US.H.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual

		champions; social movements; and local community, national, and global advocacy.
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# KPBSD High School United States History

## Unit 7: United States in the Global Age

### Unit Theme: United States in the Global Age Time Period: 1991 CE - Present

<b>Essential Question</b>	<b>What are the challenges to the United States in the Global Age?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What are specific examples of the U.S. role in global interdependence and cooperation?</li><li>• What are the differing generational and regional beliefs about American interventionism?</li><li>• How have the platforms of political parties changed during the early decades of the 21st century?</li><li>• How has technology transformed American culture and society?</li><li>• How is the United States economy connected and dependent on other countries?</li><li>• What were the effects of the September 11, 2001 attacks on domestic and foreign policy?</li><li>• What are some of the United States current domestic social discussions, movements, and platforms? How have those ideas impacted the nation's policies and legislation?</li><li>• How does American economic policy affect relationships with other nations?</li><li>• How has the role of the United States in regional conflicts evolved?</li><li>• What is the role of the United States in an increasingly competitive international community?</li></ul>

## 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>
<b>Domestic Challenges</b>	<b>Civics Anchor Standard 8:</b> Processes, Rules, and Laws	SS.US.7.8.1- Evaluate popular and government responses to emerging domestic challenges.
<b>Global Challenges</b>	<b>Geography Anchor Standard 17:</b> Global Interconnections: Changing Spatial Patterns	SS.US.7.17.1- Analyze U.S. Responses to global challenges and crises.
<b>Technology</b>	<b>History Anchor Standard 23:</b> Change Continuity, and Context	SS.US.7.23.1- Analyse some of the major technological and social trends and issues of the late 20th and early 21st centuries.
<b>Challenges to Democracy</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems.	SS.US.7.6.1- Analyze the current state and health of U.S. democracy in a global context.



**2026**  
**KPBSD Social Studies**  
**High School**  
**United States Government**

## KPBSD High School United States Government

**Credit: .5 credits**

**Prerequisites:** World History, US History

This United States Government course offers an in-depth study of the American political system, designed to prepare students for effective and productive citizenship. Students will critically examine the U.S. Constitution, the Bill of Rights, the American legal system, and legislative processes, while comparing them to global political and economic structures. Through the lens of international relations and federalism, spanning federal, state, and local governance, the course emphasizes the rights and responsibilities of the individual. Students will identify and analyze critical issues facing democratic institutions, leveraging real-world experiences to foster informed civic engagement and democratic involvement.

Unit 1: Foundations of American Democracy

Unit 2: Interactions Among the Branches of Government

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

Unit 5: Political Participation

## Unit 1: HS US Government

### Unit Theme: Foundations of American Democracy

<b>Essential Question</b>	<b>What are the key principles of the American government?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• What types of democratic governments are there, and why is the American system designed the way it is?</li><li>• How is the government of the United States different from other systems of government?</li><li>• What ideas and grievances drove the American colonists to revolt?</li><li>• What were the context, purpose, and impact of founding documents like the Declaration of Independence, the Constitution, and the Bill of Rights?</li><li>• What were the key weaknesses of the Articles of Confederation and how did they lead to the formation of the U.S. Constitution?</li><li>• What role does the government play in the lives of students and their communities?</li><li>• What were some of the key debates that shaped the writing and ratification of the Constitution (Great Compromise, anti-federalist debate, etc.)?</li><li>• Why is the U.S. Constitution amendable and how has that provision shaped U.S. history?</li><li>• What are the basic roles and responsibilities of each branch in the American government?</li><li>• What are checks and balances, and how do the various branches of government check and balance each other?.</li><li>• What is federalism?</li><li>• How has the relationship between national and state governments evolved over time?</li></ul>

- What does it mean to be “American”?

### 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>
<b>Ideals of Democracy and Types of Democracy</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.
<b>Government Power and Individual Rights</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.
<b>Challenges of the Articles of Confederation</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.
<b>Ratification of the U.S. Constitution</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, process, and documents that the Constitution was based upon to create a representative democracy.
<b>Principles of American Government</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.

<b>Relationship between Local, Tribal, State &amp; National Governments</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, indigenous, Tribal, national, and international civil and political institutions
	<b>Civics Anchor Standard 9</b> Alaska's Government	SS.9-12.9.1 Explain how the Alaska constitution creates a system of government with three branches, limited powers, and federalism, and evaluate the unique features of Alaska's constitution.
<b>Constitutional Interpretations of Federalism</b>	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.  SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.

**Unit Theme: Interactions Among the Branches of Government**

<b>Essential Question</b>	<b>How do interactions between the various branches and levels of government impact policy, law, and enforcement?</b>
<b>Supporting Questions</b>	<ul style="list-style-type: none"><li>• How do the three branches cooperate and compete to govern the nation?</li><li>• How do interactions with the federal government shape state, local, and tribal government and policies?</li><li>• How do the legislative, executive, and judicial branches interact to form a singular federal government?</li><li>• What steps and processes does Congress have to go through to make a law?</li><li>• How do different groups, both within and outside of Congress (committees, House and Senate leadership, interest groups, the presidential, etc.), influence the legislative process?</li><li>• What are some of the powers of Congress and how have those powers evolved over time?</li><li>• What are the roles, duties, responsibilities, and limitations of the presidency and how have these evolved over time?</li><li>• What is executive privilege and how has it helped to expand the powers of the president over time?</li><li>• How do executive orders differ from legislation?</li><li>• What is the role of the federal bureaucracy in government and why does it have a level of independence?</li><li>• How can the independence of the bureaucracy be checked by the three branches of government?</li><li>• How is the federal judiciary structured, and how do its decisions shape American law and society?</li><li>• How does the judicial branch interpret the Constitution and</li></ul>

how has its decisions shaped the rights of the people and the role of government throughout U.S. history?

**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>
<b>Legislative Branch: Structure, Powers and Function</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and... levels in terms of the civic purposes achieved through the decision-making process.
<b>Congress: The Senate and the House of Representatives</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.
<b>Executive Branch: Structure, Powers and Function</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.
<b>Presidential Policymaking and Communication</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.
<b>Judicial Branch: Structure, Powers and Function</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.

<b>The Court in Action</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.
<b>Checks and balances on the Branches of Government</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.
<b>The Bureaucracy, its Discretionary Rulemaking Authority, and Accountability</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<p>SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, (and) national... levels in terms of the civic purposes achieved through the decision-making process.</p> <p>SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.</p>
<b>Policy and the Branches of Government at the Local, Tribal, State, and National Levels</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, (and) national... levels in terms of the civic purposes achieved through the decision-making process.

**Unit Theme: Civil Liberties and Civil Rights**

Essential Question	What rights and liberties should be protected by law?
<p><b>Supporting Questions</b></p>	<ul style="list-style-type: none"> <li>● How does American public discourse influence and shape legislation relating to civil rights?</li> <li>● How has the definition of individual rights evolved throughout American history?</li> <li>● What factors determine whether the fight for civil rights and liberties progresses, stalls, or moves backward?</li> <li>● When is it appropriate to limit civil liberties?</li> <li>● What are the origins of the Bill of Rights, and what specific freedoms does it protect?</li> <li>● How have the First Amendment’s protections of religion, speech, and press shaped American culture, public discourse, and law?</li> <li>● What are the various interpretations of the Second Amendment and how have those interpretations shaped law and policy?</li> <li>● What due process guarantees are enshrined in the Constitution and why are these important?</li> <li>● What rights do those accused of a crime have?</li> <li>● What are privacy rights, why are they important, and how have they evolved over time?</li> <li>● What challenges does the digital age pose for interpreting the Fourth Amendment?</li> <li>● What effect have social movements had on American history and how the government has responded to these movements?</li> <li>● How have cornerstone Supreme Court cases expanded or limited civil rights and liberties?</li> </ul>

## 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>
<b>The Bill of Rights</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.
<b>First Amendment Freedoms of Religion, Speech, and the Press</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy.
<b>Amendments: Balancing Individual Freedom with Public Order and Safety</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.
	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good.
<b>Selective Incorporation</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.

		SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and or international levels.
	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national., civic and political institutions.
<b>Amendments: Due Process, the Right to Privacy and the Rights of the Accused</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.
<b>Social Movements, Equal Protection and Government Responses to Social Movements</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy.
	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, tribal, state, national, and international laws to address a variety of public issues.
<b>Balancing Minority and Majority Rights</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels.

		SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.
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Unit Theme: American Political Ideologies and Beliefs		
Essential Question	How do political ideologies influence governmental law and policy?	
<b>Supporting Questions</b>	<ul style="list-style-type: none"> <li>• How do polling and information-gathering strategies affect our understanding of American political opinions and beliefs?</li> <li>• What are some of the varying political attitudes and beliefs that Americans have about government and political socialization?</li> <li>• What are the different beliefs that define conservative and liberal ideologies and how do these ideologies actually relate to current Democratic, Republican, and prominent third parties platforms?</li> <li>• How do conservative and liberal ideologies affect policymaking on the national, state, and local level?</li> <li>• What are the key elements of public opinion polls and what role they should have in policy making?</li> <li>• How have political ideologies evolved over time?</li> <li>• How have key historical events shaped political ideology?</li> </ul>	
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>
<b>American Attitudes about Government and Politics</b>	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.
		SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.

<b>Political Socialization</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.
<b>Changes in Ideology and Influences of Political Events on Ideology</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.
<b>Measuring and Evaluating Public Opinion</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.
<b>Ideology and Policymaking</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.1 Evaluation how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.
<b>Foreign Policymaking</b>	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time.  SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.

		SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics
<b>Local Policymaking</b>	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from the local experts.
	<b>Civics Anchor Standard 9</b> Alaska's Government	SS.9-12.9.4 Take informed action to create and implement solutions to local issues, incorporating perspectives from local experts.
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world.  SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.

**Unit Theme: Political Participation**

Essential Question	What factors encourage or discourage political participation?
<p><b>Supporting Questions</b></p>	<ul style="list-style-type: none"> <li>● How do individual beliefs and demographic identities shape voting behavior and political socialization?</li> <li>● What roles do political parties, special interest groups, and third parties play in the political process and historical elections?</li> <li>● What are the current platforms of the Democratic, Republican, and prominent third parties and how have those platforms changed over time?</li> <li>● How do election processes and candidate requirements compare across local, state (Alaska), and national levels?</li> <li>● What is the role of campaign finance in elections and what impact does advertising have in political campaigns?</li> <li>● What is the role of the Electoral College, and how does it shape presidential campaign strategies?</li> <li>● What are the requirements to serve government offices in the House of Representatives and the Senate at the national level and in the State of Alaska?</li> <li>● How do campaign finance, political advertising, and modern campaigns attempt to influence voter behavior and legislation?</li> <li>● How do the media and government watchdogs influence public opinion, shape political discourse, and hold power accountable?</li> </ul>

## 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>
<b>Voting Rights and Models of Voting Behavior</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.
<b>Voting Systems and Voter Turnout</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.8 Examine different electoral systems in the United States and explain how to register to vote.  SS.9-12.7.9 Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives.
<b>Political Parties (Democrats, Republicans, and Third Parties)</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify noncredible sources.  SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.
<b>How and Why Political Parties Change and Adapt</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.

		SS.9-12.6.5 Take a position based on evidence about the purpose processes, strengths, and weaknesses of the structure of the U.S. government.
<b>Interest Groups Influencing Policymaking and Outcomes</b>	<b>Civics Anchor Standard 6:</b> Civic and Political Institutions and Systems	SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/ or international levels.
<b>National Elections (President and Congress)</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.
		SS.9-12.7.8 Examine different electoral systems in the United States and explain how to register to vote.
<b>Local, Tribal, and State Elections</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.
		SS.9-12.7.9 Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives.
<b>Modern Campaigns and Campaign Finance</b>	<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	SS.9-12.5.1 Identify local, regional, and/ or global problems by using varying perspectives and ways of knowing.

		SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/ or global concerns.
<b>The Media</b>	<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.