

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
AGENDA STATEMENT

No. 10a

MEETING OF June 12, 2024

Reviewed By

Item Title: NEW BUSINESS: Social Studies  
Curriculum up for approval

Curriculum Committee

SUBMITTED BY School Board Curriculum Committee

APPROVED FOR SUBMITTAL

Michael Robbins, Superintendent, 907 247 21090

SUMMARY STATEMENT:

Over the course of the 23-24 school year, a committee of elementary teachers, secondary teachers, and administrators met to review the K-12 social studies curriculum and find consensus on desired changes. Community input was received and informed decision-making. The revised curricula documents are built in the Understanding by Design framework and include key student assessment activities in each grade and course. No additional materials purchasing is required at this time to implement these curricula; materials purchasing will occur as funds become available.

ISSUE/BACKGROUND:

The Social Studies Curriculum was due to be reviewed in the 2023-2024 school year. This is part of our curriculum review cycle and was completed over this school year.

ATTACHMENTS:

Social Studies Curriculum

RECOMMENDED ACTION:

"I move that the Board Of Education approve the revised Social Studies Curriculum."

# Course: Kindergarten: Families, Learning, and Working

Stage 1 Desired Results	
ESTABLISHED GOALS	Transfer
<ul style="list-style-type: none"> <li>● Identify similarities and differences among students in the class.</li> <li>● Learn ways to care for others and develop empathy.</li> <li>● Identify family traditions and different cultures.</li> <li>● Identify where you are in the world and where your neighborhood is.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● <b>K-G-A:</b> Make and use maps, globes, and graphs to gather, analyze, and report spatial information.</li> <li>● <b>K-G-B:</b> Utilize, analyze and explain information about the human and physical features of places and regions.</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li>● <b>K-GC-A:</b> Know and understand how societies define authority, rights, and responsibilities through a governmental process.</li> <li>● <b>K-GC-B:</b> A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.</li> <li>● <b>K-GC-E:</b> A student should have the knowledge and skills necessary to</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>understand that their world is made up of many different groups and places. These groups and places can change over time. Students will also understand how people in their lives, including their class and themselves, can make positive contributions as group members and/or citizens. They will participate in decision making related to wants and needs. Students will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision skills.</p>
UNDERSTANDINGS	Meaning
<p><i>Students will ...</i></p> <ol style="list-style-type: none"> <li>1) Recognize families are unique and special and individuals within families have specific roles.</li> <li>2) Recognize we are all different but special. It is important to respect and accept the diversity of families.</li> <li>3) Practice appropriate social interactions and skills and take responsibility for good citizenship within a family.</li> <li>4) Recognize that important national and local figures contribute to society.</li> <li>5) Understand that holidays are a significant part of culture..</li> <li>6) Demonstrate that maps and globes are tools for locating places on Earth.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1) What are the elements of your family's culture and history? How does it shape who you are at home and school?</li> <li>2) How can understanding physical features help you describe your surroundings?</li> <li>3) How do rules help us become responsible members of our classroom and community?</li> <li>4) How do families meet their needs for food, clothing, and shelter?</li> <li>5) What are the land and water masses on a map and a globe?</li> </ol>

<p>participate effectively as an informed and responsible citizen.</p> <ul style="list-style-type: none"> <li>● <b>K-GC-G:</b> A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>K-H-A:</b> Understand that history is a record of human experiences that links the past to the present to the future.</li> <li>● <b>K-H-B:</b> A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</li> </ul> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</li> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational</li> </ul>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Identify the land and water masses on a map/globe.</li> <li>● Identify people who work within their school.</li> <li>● Demonstrate problem solving skills with peers and adults.</li> <li>● Demonstrate respect for others.</li> <li>● Develop an awareness of community laws.</li> <li>● People celebrate days and share cultural heritage and recognize important calendar events.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying the planet Earth as their home.</li> <li>● Awareness of family, school, and community.</li> <li>● Recognize the American and Alaska Flag.</li> <li>● Demonstrate understanding of school rules.</li> <li>● Know the name of their city and/or village (Ketchikan, Ward Cove, Saxman).</li> <li>● Identify the forest and the waterway nearest their community (Tongass Narrows, Tongass National Forest, Pacific Ocean).</li> </ul>
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<p>expectations between home and school.</p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ul>		
<b>Stage 2 - Evidence</b>		
<p><b>Evaluative Criteria:</b> <b>Alaska English/Language Arts Standards</b></p>	<p><b>Assessment Evidence</b></p>	
<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details:</b> A) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. B) With prompting and support, identify the main topic and retell key details of a text. C) With prompting and support, describe the connection between two individuals, events, ideas, or piece of information in a text.</li> <li>● <b>Craft and Structure:</b> A) With prompting and support, ask and answer questions about unknown words in a text. B) Identify the front cover, back cover, and title page of a book. C) Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>● Use a combination of drawing, dictating, and writing to share a trait that makes them or their family special.</li> <li>● Use a combination of drawing, dictating and writing to share a fact about someone who works within their community or school.</li> <li>● Participate in collaborative conversations with various partners about kindergarten topics and texts with peers and adults. Follow agreed upon rules for discussions.</li> <li>● Name and label on a map a local waterway (Tongass Narrows, Pacific Ocean, Ward Lake, etc.) and the Tongass National Forest</li> </ul> <p><b>Project/Course Ideas:</b></p> <ul style="list-style-type: none"> <li>● Read a variety of read a louds on family, community, and culture</li> <li>● Communicate orally about your own family structure.</li> <li>● Share a family tradition, celebration, and activity.</li> <li>● Learn about important Alaska and U.S. holidays.</li> <li>● Create a timeline of My Life (student timeline important events of their life).</li> <li>● Walking field trip to connect with a place.</li> <li>● Make a map of your bedroom or home.</li> </ul> <p><b>Other evidence:</b></p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Presentations</li> <li>● Graphic organizers, drawings, or written responses</li> </ul>	

- **Integration of Knowledge and Ideas:**  
A) With prompting and support, describe the relationship between illustrations and the text in which they appear. B) With prompting and support, identify the opinions an author states in a text. C) With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (compare two photos or diagrams).

**Writing**

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Yearlong:

- Pledge of Allegiance.
- Recognize the American and Alaskan Flag.
- Understanding school rules.
- Demonstrate respect/empathy for others.
- Demonstrate problem solving skills with peers and adults.
- Develop an awareness of family, school, and community.
- Identify people who work within their school.
- Recognize important calendar events.
- Express an awareness that people celebrate days and share cultural heritage.
- Identify the general location where they live.

#### Trimester 1

##### **Government and Citizenship:**

- Develop an awareness of school and community laws

##### **History:**

- Express an awareness that people celebrate days and share cultural heritage.
- Express and understand that they are special and unique people.
- Express an awareness that there are different people in the world.

#### Trimester 2

##### **Geography:**

- Know the name of their city and/or village (Ketchikan, Ward Cove, Saxman).
- Identify the forest and the waterway nearest their community (Tongass Narrows, Tongass National Forest, Pacific Ocean).

#### Trimester 3

##### **Government and Citizenship:**

- Recognize community workers and match them with tools they would use.

##### **Geography:**

- Identify the planet Earth as their home.
- Identify the land and water masses on a map and globe.

## Resources

### Community

*Community Helpers* by Bullfrog Books (series available at library)

*Community Helpers* by Blast Off Books (series available at library)

### Family

[-sociology.mrdonn.org/family.html](http://sociology.mrdonn.org/family.html)

[-socialstudies.mrdonn.org/powerpoints/culture.html](http://socialstudies.mrdonn.org/powerpoints/culture.html)

Scholastic News

Google Earth

# Course: 1st Grade Grade Family, Community Roles & Responsibilities

## Instructional Focus: Family, Community Roles & Responsibility

ESTABLISHED GOALS		Stage 1 Desired Results	
		<i>Transfer</i>	
<ul style="list-style-type: none"> <li>Understand that family and history shape who we are today.</li> <li>Recognize important people we honor in our history who have contributed to the well-being of our society (Elizabeth Peratrovich, MLK, etc).</li> <li>Be aware that a map can be a representation of an area such as a classroom.</li> <li>Distinguish between land and water on a map, continents, and oceans on a globe.</li> <li>Recognize authority figures in school and at home.</li> </ul>	<p><i>Students will be able to independently use their learning to... study their own families. They will compare present-day families and schools to those of the recent/distant past. Students will understand rules, fairness, and collective decision-making. Students will also make and use simple maps/timelines.</i></p>		
		<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand and be able to</i></p> <ol style="list-style-type: none"> <li>Describe how individuals in classrooms and school communities have specific roles.</li> <li>Respect and accept the importance of diversity within the classroom.</li> <li>Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within a school community.</li> <li>Exposure to important national and local figures, holidays, and their significance.</li> <li>Demonstrate that maps and globes are tools for locating places on Earth.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>Who are the families in our classroom community?</li> <li>How does cultural diversity shape our school and neighborhoods, historically and presently?</li> <li>How can we use geographic tools to demonstrate or represent features of the school, neighborhood, and real world?</li> <li>How can we become responsible members and leaders of our schools?</li> <li>Why do we have leaders and what are their roles?</li> </ol>	



Standards	Acquisition	
	Students will...	Students will be skilled at...
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● <b>1-G-A</b> Make and use maps, globes and graphs to gather, analyze, and report spatial information.</li> <li>● <b>1-G-B</b> Utilize, analyze, and explain information about the human and physical features of places and regions.</li> <li>● <b>1-G-D</b> Understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li>● <b>1-GC-B</b> Understand the constitutional foundations of the American political system and the democratic ideals of this nation.</li> <li>● <b>1-GC-C</b> Understand the character of the government of the state.</li> <li>● <b>1-GC-E</b> Have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the land and water masses on a globe or maps.</li> <li>● Identify their home, school, and resources within the community (library, parks, fire and police departments, grocery stores, transportation).</li> <li>● Identify basic landforms and waterways in their community ( Deer Mountain, Tongass Narrows, Ward Lake).</li> <li>● Know important information such as their phone number and physical address.</li> <li>● Make a classroom map using symbols to represent locations.</li> <li>● Recognize the four cardinal directions.</li> <li>● Name and locate their city and state.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the state, capital city, and their city by name.</li> <li>● Knowing what a map is used for and knowing the difference between land and water.</li> <li>● Recognizing the four cardinal directions.</li> <li>● Reciting their physical address and phone number.</li> <li>● Recite the Pledge of Allegiance to the Flag.</li> <li>● Respecting rights and of others (taking turns, following class and school rules, being kind, etc..).</li> <li>● Explaining the school rules.</li> <li>● Listing at least three types of transportation in the area.</li> <li>● Briefly telling their family history.</li> <li>● Discuss what a relative is and the role they play in the family.</li> </ul>
	<ul style="list-style-type: none"> <li>● Tell about their neighborhood.</li> <li>● List three types of transportation in the area.</li> <li>● Tell what jobs family members have.</li> <li>● Recognize community helpers and elected officials.</li> <li>● List and describe three different jobs (and the tools needed to perform them) in their community.</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>1-GC-F</b> Understand the economies of the United States and the state and their relationships to the global economy.</li> <li>● <b>1-GC-G</b> Understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify school workers, including the principal, janitors, paraprofessionals, etc.</li> <li>● Discuss the importance and uniqueness of their family and culture.</li> <li>● Identify and share cultural holidays, customs, and traditions of their own family and who their family members and relatives are.</li> <li>● Apply characteristics of being a good citizen, such as respecting the rights of others and taking turns.</li> <li>● Explain school rules.</li> <li>● Recite the Pledge of Allegiance</li> <li>● Identify the state capital by name.</li> <li>● Identify the current President of the United States.</li> <li>● Be aware of the democratic process of voting.</li> <li>● Differentiate between the Alaska Flag Song and the National Anthem.</li> <li>● Recognize holidays and other important historical events.</li> <li>● Identify at least 3 famous historical people and tell what their role was in history (Washington, Lincoln, Betsy Ross)</li> </ul>	
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<p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>1-H-B</b> Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events</li> </ul> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</li> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</li> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ul>		
		<ul style="list-style-type: none"> <li>● Define history as a record of past events.</li> <li>● Tell a brief family history.</li> <li>● Tell the differences and similarities of family heritage.</li> <li>● Discuss the importance and uniqueness of their family and culture.</li> <li>● Discuss what a relative is and roles they play in the family.</li> <li>● Identify and share cultural holidays, customs, and traditions of their own family.</li> <li>● Recognize holidays and other important historical events.</li> </ul>

## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Language Arts Standards Addressed</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order and provide an ending.</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>Write an informative ( or narrative) text or conduct a presentation that tells about their family, culture, community, or themselves.</li> <li>Write an opinion or informative piece that tells about an important person in history/or current president) and why they were (are) influential.</li> <li>Create a map of their community that shows the main land features surrounding the area and shows the difference between land and water. The map needs to have a map legend that shows symbols for land, water and mountains. It needs to show at least two major mountains and have the four cardinal directions and a heading/title.</li> </ul> <p><u>Project/Instructional Ideas Trimester 1</u></p> <ul style="list-style-type: none"> <li>Share read-alouds that share what a community is.</li> <li>Share read-alouds that highlight the importance of family and how family shapes who we are.</li> <li>Have families come in and share their role in the community.</li> <li>Take field trips to visit places in our community.</li> <li>Interview guest speakers in different leadership roles from around the community.</li> <li>Role play situations in which people act as good citizens in the school community.</li> <li>Make and present a family tree.</li> <li>Do a presentation on their family that highlights their family culture and traditions</li> <li>Teach the Alaska Flag song and the National Anthem while sharing what each song represents.</li> <li>Share family stories and histories, or traditions.</li> <li>Share family milestones over time by creating a timeline.</li> <li>Learn about holidays around the world and create artifacts to go with it.</li> <li>Create an all-about-me brochure that shares who their family members are, information such as their phone number and address, and a map of their neighborhood with their house.</li> </ul> <p><u>Project/Instructional Ideas Trimester 2</u></p> <ul style="list-style-type: none"> <li>Share read a louds that explains who the president is and what his role is.</li> <li>Role play being the president of the United States and share what your main duties are.</li> <li>Learn, sing, or write or listen to the Alaska State song and pick a part(s) of the song to share what the words mean historically.</li> </ul>
<p><b>Reading Informational Text</b></p>	

<ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text.</li> <li>● Identify the main topic and retell key details in a text.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Know and use various text features (titles, labels with graphics, bold print, visual cues) to locate key facts or information</li> <li>● Distinguish between information provided by photos or other graphics and information provided by words in the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn, sing, write or listen to the National Anthem and pick a part(s) what the words mean historically.</li> <li>● Share read-alouds about holidays, traditions, or culture.</li> <li>● Make artifacts or write about different holidays throughout the world.</li> <li>● Write a biography or a graphic organizer that shares information about 3 famous historical people.</li> </ul> <p><u>Project/Instructional Ideas Trimester 3</u></p> <ul style="list-style-type: none"> <li>● Share various maps with students (google earth, paper maps, globes, etc..) and discuss how each one is different and the same.</li> <li>● Share read-alouds such as <i>Me On The Map</i> or <i>Flat Stanley</i> to show geographical information.</li> <li>● Locate their state, city and state capital on a U.S. map by labeling them on a U.S. map.</li> <li>● Have students show the difference between land and water using various maps or a globe(local, and North America)using a variety of ways: drawing and coloring, creating a map legend, labeling the 4 cardinal directions etc..</li> <li>● Create a classroom map using grid paper that shows the layout of the classroom and shows the four cardinal directions.</li> <li>● Create a map showing important landforms and waterways in their community ( Deer Mountain, Tongass Narrows, Ward Lake).</li> </ul>
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## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Yearlong:

- Recite the Pledge of Allegiance.
- Show characteristics of being a respectful class, school and community citizen.
- Show respect for the customs and traditions of others.
- Identify school and community workers.
- Know and follow school rules.
- Recite physical address & phone number.

#### Trimester 1: Citizenship

- Tell what jobs family members have.
- Recognize community helpers and elected officials.
- Discuss the importance and uniqueness of their family and culture.
- Identify and share cultural holidays, customs, and traditions of their own family and who their family members and relatives are.
- Know important information such as their phone number and physical address.

#### Trimester 2: Government and History

- Identify the current President of the United States.
- Recognize the Alaska Flag Song and the National Anthem.
- Recognize holidays and other important historical events.
- Identify at least 3 famous historical people and tell what their role was in history (Washington, Lincoln, Betsy Ross)

#### Trimester 3: Geography

- identify the land and water masses on a globe or map.
- Identify their home, school, and resources within the community (library, parks, fire and police departments, grocery stores, transportation).
- Identify basic landforms and waterways in their community (Deer Mountain, Tongass Narrows, Ward Lake).

## Instructional/Resource Materials

<p>Geography  <u>Read Alouds</u>  <i>Flat Stanley</i>  <i>The Beginner's National Geographic Kids World Atlas</i>  <i>Me on the Map</i> by Joan Sweeney  <u>Online</u>                  Google Earth</p>	<p>History  <u>Online</u>  <a href="http://socialstudies.mrdonn.org/family.html">socialstudies.mrdonn.org/family.html</a>  <a href="http://socialstudies.mrdonn.org/powerpoints/culture.html">socialstudies.mrdonn.org/powerpoints/culture.html</a></p>	<p>Government and Citizenship  <i>Community Helpers</i> by Bullfrog Books (series)  <i>Community Helpers</i> by Blast Off Books (series)  <i>Our Nation: Voting and Elections</i>                  Ben's Guide to the U.S. Government:</p>	<p>Cultural Resources/ misc.  <a href="http://aswc.seagrants.uaf.edu/">http://aswc.seagrants.uaf.edu/</a></p>
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# Course: 2nd Grade My Community

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	Meaning
<ul style="list-style-type: none"> <li>Construct maps, graphs, and other representations of familiar places.</li> <li>Describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>Describe the connections between the physical environment of a place and the economic activities found there.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li><b>2-G-A</b> Make and use maps, globes, and graphs to gather, analyze, and report spatial information.</li> <li><b>2-G-B</b> Utilize, analyze, and explain information about the human and physician features of places and regions.</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li><b>2-GC-A</b> Know and understand how societies define authority, rights, and responsibilities through a governmental process.</li> <li><b>2-GC-B</b> Know and understand how societies define authority, rights, and responsibilities through a governmental process.</li> <li><b>2-GC-D</b> A student should understand and be able to interpret spatial (geographic) characteristics of human systems.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>develop an understanding of community. Students will explore how people, geography, and events have shaped the area communities throughout history. Students will be introduced to local government and current issues.</p> <p><b>UNDERSTANDINGS</b> <i>Students will ...</i></p> <ol style="list-style-type: none"> <li>Recognize that individuals in neighborhood communities have specific roles.</li> <li>Begin to understand that diversity is a unique aspect of community by exploring family and cultural traditions.</li> <li>Demonstrate social interactions and skills and how to be a good citizen in the local community.</li> <li>Recognize important national and local figures, holidays, and their significance.</li> <li>Begin to develop a worldview using maps and globes.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>What is a community?</li> <li>How are communities different?</li> <li>How do we use maps?</li> <li>What is geography?</li> <li>How do people use our environments?</li> <li>How are goods made and brought to us?</li> <li>Who provides services in a community?</li> <li>How do communities change?</li> <li>How can we learn about Native American cultures?</li> <li>How do families learn about their past?</li> <li>How do leaders help their communities?</li> <li>What does a good citizen do?</li> </ol>



			<b>Acquisition</b>	
			<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>● <b>2-GC-E</b> A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</li> <li>● <b>2-GC-F</b> A student should understand the economies of the United States and the state and their relationship to the global economy.</li> <li>● <b>2-GF-G</b> A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>2-H-A</b> A student should understand that history is a record of human experiences that links the past to the present and the future.</li> <li>● <b>2-H-B</b> A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, and people, and events.</li> </ul> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish the difference between maps and globes.</li> <li>● Locate the North and South Poles and the equator on a map/globe.</li> <li>● Identify connections between school and societal rules (e.g. standing in line).</li> <li>● The meaning of the Alaska state flag and know that other states have flags.</li> <li>● Family culture and people in our community have different origins: geographically, ethnically, and culturally.</li> <li>● The practice/process of democratic voting.</li> <li>● The name of the current President of the United States and their role.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a compass to find each of the four cardinal directions.</li> <li>● Recognize the United States of America flag and explain the meaning of the stars and stripes.</li> <li>● Recognize the Alaska state flag.</li> <li>● Using and interpreting maps and map symbols.</li> <li>● Locate and name the seven continents and four oceans.</li> <li>● Listing community-produced goods and services.</li> <li>● Naming different modes of transportation that bring people and products to Ketchikan.</li> <li>● Identifying the relationships between jobs, money, and meeting our basic needs (food, clothing, and shelter).</li> </ul>		

<p>what they are teaching to the everyday lives of the students.</p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</li> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ul>		
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria: Alaska English/Language Arts Standards</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details:</b> A) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of informational text using key details. B) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within. C) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure.</li> <li>● <b>Craft and Structure:</b> A) Determine the meaning of words and phrases in a text. B) Know and use various text</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>● Write an opinion in which they introduce the topic, state an opinion, supply reasons, and use linking words.</li> <li>● Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding sentence that emphasizes their most important point or focus.</li> <li>● Use narrative writing to retell a well-elaborated event or short sequence or real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</li> <li>● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation).</li> </ul>	

<p>features (e.g. captions, bold print, headings, chart, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text. C) Identify the main purpose.</p> <ul style="list-style-type: none"> <li>● <b>Integration of Knowledge:</b> A) Explain how specific images (e.g. a diagram) contributes to clarifying in a text. B) Compare and contrast the most important points presented by two texts or related topics.</li> </ul>	<p><b>Project Ideas:</b></p> <ul style="list-style-type: none"> <li>● Retell a well-known story.</li> <li>● Interview family members on their culture and family traditions.</li> <li>● Create audio recordings of stories or poems: Add drawings or other visual displays.</li> <li>● Create a map of your community highlighting local landforms and landmarks.</li> <li>● Community service jobs showcase- use role playing to learn about different jobs in the community.</li> <li>● Explore how Native American cultures have survived through the centuries and use historical observations to make claims about Native American artifacts.</li> <li>● Create a historical timeline of Ketchikan.</li> <li>● Interview the mayor.</li> <li>● Participate in a community improvement project.</li> <li>● Poster identifying Martin Luthé King, Jr and his role in history.</li> <li>● Poster identifying Elizabeth Peratrovich and her role in history.</li> <li>● Tell why Geogre Washington and Abraham Lincoln are significant U.S. Presidents.</li> <li>● Compare and Contrast the story of the Pilgrims and the Wampanoag/Massasoit people.</li> <li>● Roles play the democratic process of voting and running for president.</li> <li>● Display of the most used community-produced goods and services in Ketchikan.</li> <li>● Display of the most used modes of transportation that bring people and products to Ketchikan.</li> </ul>
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Class discussions.</li> <li>● Graphic organizers.</li> </ul>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Trimester 1:

- Use a compass rose to find the four cardinal directions. Locate the North and South Poles & the equator.
- Identify connections between school/societal rules
- Recognize and explain the United States of America flag including the stars and stripes.
- Understand the Pledge of Allegiance.
- Recognize the holiday of Thanksgiving explaining who was involved.
- Family culture and other cultures in our community.

#### Trimester 2:

- Interpret map symbols and locate the seven continents/four oceans.
- Compare and contrast early and present day Ketchikan.
- Who is Martin Luther King, Jr. and Elizabeth Peratrovich and what were their roles in history?

#### Trimester 3:

- Why are George Washington and Abraham Lincoln significant U.S. Presidents?
- Explain the democratic process of voting
- Name the current President of the United States and describe their role.
- Explain some of the community-produced goods and services.
- Name the different modes of transportation that bring people/products to Ketchikan.
- Identify the relationship between jobs, money, and meeting our basic needs (food, clothing, and shelter).

Resources:

# Course: 3rd Grade Ketchikan and Southeast Alaska

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<ul style="list-style-type: none"> <li>Identify Southeast Alaska Native cultures prior to European exploration of Alaska.</li> <li>Explain the history of the state flag and state song.</li> <li>State the unique characteristics of Southeast Alaska communities (Filipino, Norwegian, Russian, etc)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>develop knowledge of the geography of local and regional areas in Alaska. Students will be able to have the knowledge and skills to become informed members of the local and state government. Students will develop skills and processes of historical inquiry by identifying Southeast Alaska Native cultures.</p>	
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li><b>3-G-A</b> Make and use maps, graphs, and globes, to gather, analyze, and report spatial information.</li> <li><b>3-G-B</b> Utilize, analyze and explain information about the human and physical features of places and regions.</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li><b>3-GC-C</b> A student should understand the character of the government of the state.</li> <li><b>3-GC-E</b> A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</li> <li><b>3-GC-F</b> A student should understand the economies of the United States</li> </ul>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>Communities and people are dependent on others and their environment.</li> <li>Island communities have unique historical and cultural aspects.</li> <li>Community members have personal, social, and civic responsibilities.</li> <li>Understand local and national figures, holidays, and their significance.</li> <li>How the location and geography of Ketchikan influence climate and natural resources.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>Who are the cultural groups of Southeast Alaska?</li> <li>How are the cultural groups of Southeast Alaska influenced by the resources, climate, and geography - historically and presently?</li> <li>How do individuals and groups create change in institutions in Southeast Alaska historically and presently?</li> <li>What are our responsibilities as we use/save/develop Southeast Alaska's resources?</li> <li>How have the natural resources of Southeast Alaska influenced development?</li> <li>How have changing technologies over time influenced Southeast Alaska?</li> </ol>
<b>Acquisition</b>		

<p>and the state and their relationships to the global economy.</p> <ul style="list-style-type: none"> <li>● <b>3-GC-G</b> A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>3-H-A</b> Understand that history is a record of human experiences that links the past to the present and future.</li> </ul> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</li> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</li> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges</li> </ul>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How the geography and abundance of natural resources in Southeast Alaska allowed Native groups to establish permanent villages.</li> <li>● The traditional homelands of the Tlingit/Haida/Tsimshian.</li> <li>● The resources used by cultures for food, shelter, clothing, and transportation.</li> <li>● Location of Alaska, Juneau, Ketchikan, other Southeast communities on a map.</li> <li>● Topographic features of Southeast Alaska (islands, mountains, &amp; waterways).</li> <li>● Describe how our city/borough governments are organized.</li> <li>● Natural resources in Southeast Alaska and how they contribute to the economy.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Label a compass rose with four cardinal and intermediate directions.</li> <li>● Compare and contrast a city and a borough.</li> <li>● Identify rights and responsibilities as citizens of any community.</li> <li>● Explain the history of the state flag and state song.</li> <li>● Compare and contrast cultures of Southeast Alaska (art, literature, and architecture)</li> <li>● Compare modern cultures to past cultures of Southeast Alaska.</li> </ul>
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<p>necessary for them to achieve that potential.</p>	
<b>Stage 2 - Evidence</b>	
<p><b>Evaluative Criteria: Alaska English/Language Arts Standards</b></p>	<p><b>Assessment Evidence</b></p>
<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details A)</b> Ask and answer questions to demonstrate understanding of a text (basic inferences, predictions) referring explicitly to the text for the basis for the answers. B) Determine the main idea and locate details; paraphrasing or summarizing with the correct sequence to support the main idea. C) Describe the relationship or connection among a series of historical events in a text using language that pertains to time, sequence, and cause/effect.</li> <li>● <b>Craft and Structure A)</b> Determining the meaning of general academic and domain-specific words and phrases in a text. B) Use text features and search tools to locate information relevant to a given topic.</li> <li>● <b>Integration of Knowledge and Ideas</b> A) Use information gained from illustrations (mas, photographs) and the worlds in a text to demonstrate understanding. B) Compare and contrast the most important points</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>● Write an opinion piece on topics supporting the point of view with facts and provide reasons that support the opinion with a concluding sentence.</li> <li>● Write an informative or explanatory piece on a topic and convey ideas/information clearly. Make sure to include visuals.</li> <li>● Use narrative writing to develop real or imagined characters, experiences, or events using narrative techniques (dialogue, description, elaboration, problem/solution).</li> <li>● Create audio or video recordings of stories or poems.</li> </ul> <p><b>Project Ideas:</b></p> <ul style="list-style-type: none"> <li>● Create a compass rose with four cardinal and intermediate directions.</li> <li>● Create a Southeast Alaska map with a key.</li> <li>● Venn diagram of a city and borough.</li> <li>● Interview people of the community on how they came to Ketchikan.</li> <li>● Research different natural resources in Southeast Alaska and how they have affected the local economy.</li> <li>● Interview major employers in Ketchikan and explain how they benefit the community.</li> </ul>

<p>and key details presented in two texts on the same or related topics.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://sites.google.com/alaska.edu/silathome/arts-and-culture-units">https://sites.google.com/alaska.edu/silathome/arts-and-culture-units</a></li> <li>● <a href="https://www.alaska.org/">https://www.alaska.org/</a></li> <li>● <a href="https://www.alaskannature.com/">https://www.alaskannature.com/</a></li> <li>● <a href="https://www.alaskanative.net/cultural-knowledge/">https://www.alaskanative.net/cultural-knowledge/</a></li> <li>● <a href="http://www.ankn.uaf.edu/">http://www.ankn.uaf.edu/</a></li> <li>● <a href="https://sealaskaheritage.org/shi-education-department/">https://sealaskaheritage.org/shi-education-department/</a></li> <li>● <a href="https://library.alaska.gov/">https://library.alaska.gov/</a></li> <li>● <a href="https://www.takechargeamerica.org/financial-education/teaching-resources/">https://www.takechargeamerica.org/financial-education/teaching-resources/</a></li> <li>●</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Map quizzes</li> <li>● Graphic organizers</li> <li>● Class discussions</li> </ul>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Trimester 1: Geography of Alaska and Southeast</p> <ul style="list-style-type: none"> <li>● Locate Alaska</li> <li>● Locate Ketchikan and Southeast Alaska</li> <li>● Compass rose directions</li> <li>● Topographical features of Southeast Alaska</li> <li>● State capital and other important cities</li> </ul> <p>Trimester 2/ Trimester 3: Government and Citizenship of Alaska and the History of Southeast Cultures</p> <ul style="list-style-type: none"> <li>● City vs Borough</li> <li>● Rights and responsibilities as citizens</li> <li>● Identify Southeast Native Cultures</li> <li>● History of the state flag and state song.</li> <li>● Cultures of Southeast Alaska (Filipino, Russian, Norwegian, etc)</li> <li>● Natural resources in Southeast and how they contribute to the economy</li> </ul>	



- Major employers in Ketchikan and other Southeast communities

# Course: 4th Grade Alaska and the United States

<b>Stage 1 Desired Results</b>	
<b>ESTABLISHED GOALS</b>	<i>Transfer</i>
<ul style="list-style-type: none"> <li>Identifying, locating, and describing different regions of Alaska.</li> <li>Identifying, locating, and describing different regions of the United States.</li> <li>Learn about Indigenous land acknowledgments as a recognition of the relationship between Indigenous peoples and the land - historically and current.</li> <li>Describe the impact of the Alaska Purchase and Statehood on the development of Alaska.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li><b>4-G-A</b> Make and use maps, globes and graphs to gather, analyze, and report spatial information.</li> <li><b>4-G-B</b> Utilize, analyze, and explain information about the human and physical features of places and regions.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li><b>4-H-B</b> A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li><b>4-GC-F</b> A student should understand the economies of the United States</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>understand the geography of the United States including physical, political, and cultural regions. Explore the Indigenous cultures of Alaska, including how the first Alaska Natives and other people came to Alaska, the purchase of Alaska, and how Alaska became a state. Explain the history and importance of natural resources to Alaska's people and economy. Recognize important people and events in Alaska's history.</p>
<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that...</i>	<i>Meaning</i>
<ol style="list-style-type: none"> <li>How people, events, and the environment continue to shape Alaska's history.</li> <li>Compare Alaska's regions and cultures.</li> <li>Alaska's different geographic regions and natural resources influence Alaska's economy.</li> <li>Location influences cultural traits across various regions of the United States (clothing, food, architecture, art).</li> </ol>	<ol style="list-style-type: none"> <li>What is the location of each of the fifty states?</li> <li>What are the different regions of the United States?</li> <li>What are the different regions of Alaska?</li> <li>How did the Russian and later United States acquisition of the States of Alaska affect the indigenous people?</li> <li>Why is the history and importance of natural resources to Alaska's people and economies?</li> </ol>

<p>and the state and their relationships to the global economy.</p> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</li> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</li> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The location and regions of the United States, including the regions of Alaska.</li> <li>● The indigenous people of Alaska (culture, region).</li> <li>● Development of Alaska through Russian Explorers, migrants, Gold Rush, and Alaska Purchase.</li> <li>● Alaska's natural resources resulting in industries and local economies.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using maps/globe/graphs to gather, analyze, and report geographic information.</li> <li>● Understanding and evaluating how humans and physical environments interact.</li> <li>● Draw on information from multiple print or digital sources demonstrating the ability to locate and answer a question.</li> <li>● Integrate information from several sources to write or speak about the topic.</li> <li>● Use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● Formulate a timeline using important historical dates in Alaska.</li> </ul>
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## Stage 2 - Evidence

Evaluative Criteria: Alaska English/Language Arts Standards	Assessment Evidence
<ul style="list-style-type: none"> <li>● Key Ideas and Details: A) Locate explicit information in the text to explain what the text says and to support inferences. B) Determine the main idea and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures. C) Explain relationships (cause-effect) among events, procedures, ideas, or concepts in historical, scientific, or technical text - what happened and why.</li> <li>● Craft and Structure: A) General academic and domain-specific words or phrases in a text relevant to the topic. B) Describe the overall structure (sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. C) Compare and contrast a firsthand and secondhand account of the same event or topic.</li> <li>● Integration of Knowledge and Ideas: A) Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the topic. B) Integrate information from two texts</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>● Write an opinion piece on a topic supporting a point of view with facts, reasons, and information. (Trimester 1, 2, or 3)</li> <li>● Write an informative/explanatory 3 paragraph piece: A) introduce the topic clearly. B) Develop the topic with facts, definitions, concrete details, quotations, and examples. C) Link ideas with categories of information using words and phrases. D) Use precise language and vocabulary to inform or explain the topic. E) Provide a concluding statement. ( Trimester 1, 2, or 3)</li> <li>● Write a narrative story to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and a clear sequence of events. (Trimester 1, 2, or 3)</li> <li>● Interview or have a collaborative discussion - build on other's ideas and express your own idea/questions clearly.</li> </ul> <p><b>Project Ideas:</b></p> <ul style="list-style-type: none"> <li>● Diorama on different regions in Alaska showing the environments of each.</li> <li>● Create a graph on how students from around Alaska get to school.</li> <li>● Write a letter to an Alaska State Senator or Representative.</li> </ul>

<p>on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <li>● Scholastic: United States: Instant Map Skills</li> <li>● Scholastic: State Report Projects</li> <li>● Scholastic: United States Geography</li> <li>● <a href="https://kids.nationalgeographic.com/geography/countries/article/united-states">https://kids.nationalgeographic.com/geography/countries/article/united-states</a></li> <li>● <a href="https://alaska.gov/kids/">https://alaska.gov/kids/</a></li> <li>● <a href="https://flatstanleyproject.com/">https://flatstanleyproject.com/</a></li> <li>● <a href="https://sites.google.com/alaska.edu/silkathome/arts-and-culture-units">https://sites.google.com/alaska.edu/silkathome/arts-and-culture-units</a></li> <li>● <a href="https://www.alaskanative.net/cultural-knowledge/">https://www.alaskanative.net/cultural-knowledge/</a></li> <li>● <a href="http://www.ankn.uaf.edu/">http://www.ankn.uaf.edu/</a></li> <li>● <a href="https://sealaskaheritage.org/shi-education-department/">https://sealaskaheritage.org/shi-education-department/</a></li> <li>● <a href="https://www.geoguessr.com/vgp/3003">https://www.geoguessr.com/vgp/3003</a></li> <li>● <a href="https://library.alaska.gov/">https://library.alaska.gov/</a></li> <li>● <a href="https://www.takechargeamerica.org/financial-education/teaching-resources/">https://www.takechargeamerica.org/financial-education/teaching-resources/</a></li> <li>●</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Map quizzes</li> <li>● Graphic organizers</li> <li>● Class discussions</li> </ul>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Yearlong:

- 50 states and regions of the United States on Physical and Political maps.

#### Trimester 1: Geography of United States and Alaska

- Identify and locate each of the fifty states.
- Identify, locate, and describe different regions of Alaska.
- Geographical and geological features of Alaska.
- Comparison of Alaska to the rest of the United States.

#### Trimester 2: History

- Indigenous people of Alaska and their contributions in the development of Alaska past to present day.
- Russian Explorers and the impact of the Alaska Purchase.
- Role of the Gold Rush and mining on the development of Alaska.
- Transportation in the development of Alaska.

#### Trimester 3: Government & Citizenship

- Recognition of people and events in Alaska history: Elizabeth Peratrovich, William Seward, Alaska Day, Indigenous People's Day.
- Relationship between Alaska Native Groups and the land/climate.
- Alaska's natural resources resulting in industries and local economics.
- Relationship between location, transportation, and economy in Alaska.
- Changes in Alaskan industries and their causes (timber, oil, fishing, mining, tourism).

# Course: 5th Grade Exploration and Settlement of America

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
<ul style="list-style-type: none"> <li>Describe the regions of the U.S., their distinct features, and their impact on American settlement.</li> <li>Understand the development of the U.S. government and its structure.</li> <li>Identify the European explorers and the consequences of their exploration on the New World.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li><b>5-G-A</b> Make and use maps, globes, and graphs to gather, analyze, and report spatial information.</li> <li><b>5-G-B</b> Utilize, analyze, and explain information about the human and physical features of places and regions.</li> <li><b>5-G-D</b> Understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.</li> <li><b>5-G-E</b> Understand and be able to evaluate how humans and physical environments interact.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>understand how people and historical events have impacted our nation's development. Use geography to describe the unique cultures of the U.S. and their role in American History. Explain U.S. citizen's basic rights and responsibilities.</p> <p><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>History of the United States focusing on European colonization.</li> <li>Foundations of the United States government.</li> <li>How societies define authority, rights, and responsibilities through a governmental process.</li> <li>The constitutional foundations of the American political system and the democratic ideals of this nation.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>Which European explorers came to the New World and what were the consequences of their explorations?</li> <li>Why did Native Americans and colonists choose locations in America for their settlements?</li> <li>What are some positive and negative interactions with Indigenous people?</li> <li>What challenges did the first three English settlements in the New World face?</li> <li>What are the similarities and differences between the New England, Middle, and Southern colonies in colonial America?</li> <li>What were the causes leading to the Revolutionary War?</li> <li>Why was the Declaration of Independence written?</li> <li>Who were the American and British Leads and what were their roles in the American Revolution?</li> </ol>

<ul style="list-style-type: none"> <li>● <b>5-G-F</b> Use geography to understand the world by interpreting the past, present, and preparing for the future.</li> </ul> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li>● <b>5-GC-A</b> Know and understand how societies define authority, rights, and responsibilities through a governmental process.</li> <li>● <b>5-GC-B</b> Understand the constitutional foundations of the American political system and the democratic ideals of this nation.</li> <li>● <b>5-GC-G</b> Understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>5-H-A</b> Understand that history is a record of human experiences that links the past to the present and the future.</li> <li>● <b>5-H-B</b> Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</li> <li>● <b>5-H-C</b> Develop the skills and processes of historical inquiry.</li> <li>● <b>5-H-D</b> Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.</li> </ul>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● America's Geographic setting: Locations of the 50 states; physical features; Native Americans &amp; their cultural regions/land; European explorers &amp; routes of exploration.</li> <li>● Colonial Times: Early English settlements; Identifying the six colonies; slavery.</li> <li>● American Revolution: Colonies &amp; Great Britain; Patriots vs Loyalists; Declaration of Independence; American Revolution.</li> <li>● Government: Declaration of Independence, Constitution, Bill of Rights, branches of government.</li> <li>● Who were the Founding Fathers and Constitutional Signers?</li> <li>● Location of the 13 colonies.</li> <li>● Location of all 50 states, capitals, and regions.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using maps/globe/graphs to gather, analyze, and report geographic information.</li> <li>● Understanding and evaluating how humans and physical environments interact.</li> <li>● Explaining how societies define authority, rights, and responsibilities through a governmental process.</li> <li>● Draw on information from multiple print or digital sources demonstrating the ability to locate and answer a question.</li> <li>● Integrate information from several sources to write or speak about the topic.</li> <li>● Use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>
<p><b>Acquisition</b></p>		
<p>9) How and why was the national anthem written?  10) How and why was the national flag created?  11) What were the reasons for the slave trade in colonial America?  12) Explain the Triangle Trade and which countries were involved.</p>		



Alaska Cultural Standards

- **Cultural Standard A:** Culturally responsive educators incorporate local ways of knowing and teaching in their work.
- **Cultural Standard B:** Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- **Cultural Standard D:** Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- **Cultural Standard E:** Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

**Stage 2 - Evidence**

**Evaluative Criteria: Alaska English/Language Arts Standards**

- Key Ideas and Details: A) Locate explicit information in the text to explain. B) Determine the main idea and subtopics of a text and explain how they are supported by key detail; paraphrase or summarize key ideas,

**Assessment Evidence**

**PERFORMANCE TASK(S):**

- Write opinion pieces on any of the above topics.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose from Government and Citizenship and History Standards (e.g. 5-GC-A, 5-GC-B, 5-H-A, or 5-H-B).

<p>events or procedures including sequence. C) Explain the relationship or interaction among two or more individuals, events, ideas, or concepts.</p> <ul style="list-style-type: none"> <li>● Craft and Structure: A) Determine the meaning of general academic and domain specific words and phrases. B) Compare and contrast the overall structure of events- sequence, comparison, cause/effect, problem/solution.</li> <li>● Integration of Knowledge and Ideas: A) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide logically ordered reasons that are supported by facts and details from Geography (e.g. 5-G-D) or History (e.g. 5-H-C).</li> <li>● Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically, most of all) from Geography (e.g. 5-G-E) , History (e.g. 5-H-D), and Government (e.g. 5-GC-G) Standards.</li> <li>● Write informative/explanatory text to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly, provide a general observation and focus, group related information, include formatting (e.g. headings), labeled or captioned visuals/graphics, and multimedia to aid comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples. c) Lind ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially). d) precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</li> <li>● Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>● Draw evidence from literary or informational text to support analysis, reflection, and research.</li> <li>● Summarize a written text read aloud or information presented in diverse media and formats.</li> <li>● Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>● Create a timeline of events of a particular topic</li> <li>● Map Tests</li> </ul> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>● In your own words explain the Declaration of Independence.</li> <li>● Comparison of a slave vs an indentured servant.</li> <li>● Illustrate the meaning of each of the 10 amendments in the Bill of Rights.</li> </ul>
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<ul style="list-style-type: none"> <li>● Multimedia presentation on the role of each of the three branches of government and explain the importance of checks and balances.</li> <li>● Create a Diorama (i.e. of a Native American Village, of an early American settlement etc).</li> <li>● Multimedia presentation (i.e. of European Explorers: Choose one to recreate their exploration of the New World and consequences of their exploration, role of each of the three branches of government and explain the importance of checks and balances)</li> <li>● Write an article from the point of view (i.e. of an American leader during the American Revolution and/or a British leader etc)</li> <li>● Create a map (i.e. major battlefields of the Revolutionary War with a key showing the outcomes of the battles, the thirteen colonies)</li> <li>● Conduct short research projects that use several sources to build knowledge through investigation or different aspects of a topic.</li> </ul>	
<p>Resources:</p> <ul style="list-style-type: none"> <li>● Social Studies Alive! - America's Past</li> <li>● <a href="https://www.brainpop.com/socialstudies/geography/mapskills/">https://www.brainpop.com/socialstudies/geography/mapskills/</a></li> <li>● <a href="http://www.virtualjamestown.org/pa-ge2.html">http://www.virtualjamestown.org/pa-ge2.html</a></li> <li>● <a href="https://www.loc.gov/classroom-materials/constitution/">https://www.loc.gov/classroom-materials/constitution/</a></li> <li>● <a href="https://www.mission-us.org/">https://www.mission-us.org/</a></li> <li>● <a href="https://www.geoquestsr.com/vgpp/3003">https://www.geoquestsr.com/vgpp/3003</a></li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Graphic organizers</li> <li>● Class discussions</li> <li>● Maps</li> </ul>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Yearlong:

- Use prior knowledge of the 50 states, capitals, and regions to read and interpret a variety of physical, political, and historical maps.
- Locate places using latitude and longitude.
- Identify and locate the Tropic of Cancer, Tropic of Capricorn, the Equator, and the Prime Meridian.
- Identify and locate the 7 continents and 5 oceans.

#### Trimester 1:

- Native Americans: Land and Culture.
- European Explorers: Who? How? Why? What trade routes did they take?

#### Trimester 2:

- Early English Settlements.
- American Colonies.
- Slavery and the Triangle Trade.

#### Trimester 3:

- Tensions between the American Colonies and Great Britain.
- Declarations of Independence.
- American Revolution.
- Constitution and The Bill of Rights.

# Course: Sixth Grade Ancient Civilizations

ESTABLISHED GOALS		Stage 1 Desired Results	
		<i>Transfer</i>	
<p><b>ESTABLISHED GOALS</b></p> <ul style="list-style-type: none"> <li>• A study of ancient civilizations through River, Classical, and Americas: Mesopotamia, Egypt, Greek, Roman, Incas, Aztecs, and/or Mayas.</li> <li>• Develop an understanding throughout History, Government/Citizenship, Geography, Economics, Culture, and Current Events.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>understand that history is a record of human experiences that links the past to the present and the future. Use geography to understand the world by interpreting the past, knowing the present, and preparing for the future. Understand the impact of economic choices and participate in local, state, national, and global economies.</p>	<p><i>Transfer</i></p>	
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>6-G-A</b> Make and use maps, globes and graphs to gather, analyze, and report spatial information.</li> <li>• <b>6-G-B</b> Utilize, analyze, and explain information about the human and physical features of places and regions.</li> <li>• <b>6-G-D</b> Understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.</li> <li>• <b>6-G-E</b> Understand and be able to evaluate how humans and physical environments interact.</li> <li>• <b>6-G-F</b> Use geography to understand the world by interpreting the past,</li> </ul>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1) Historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</li> <li>2) Develop skills and processes of historical inquiry.</li> <li>3) Integrate historical skills to participate as a citizen and lifelong learner effectively.</li> <li>4) The character/importance of a government in relation to the civilization.</li> <li>5) Knowledge and skills necessary to participate effectively as an informed and responsible citizen.</li> <li>6) Make and use maps, globes, and graphs to gather, analyze, and report geographic information.</li> <li>7) Utilize, analyze, and explain information about the human and</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1) What are the criteria that societies need to evolve into a civilization (domestication of animals, specialized jobs, developing agriculture, technology)?</li> <li>2) What is the relationship between religious, social, and political systems in ancient civilizations?</li> <li>3) What are the components that make a civilization (government, art, religion, writing, etc)?</li> <li>4) What are the contributions that helped develop Ancient civilizations' cultures?</li> <li>5) What are the factors that contribute to the rise and fall of at least three civilizations?</li> <li>6) What are the differences between the types of government developed in the listed civilizations?</li> <li>7) What are the rights and responsibilities of past civilizations</li> </ol>	
		<p><b>Meaning</b></p>	

<p>knowing the present, and preparing for the future.</p> <p><b>Government and Citizenship</b></p> <ul style="list-style-type: none"> <li>● <b>6-GC-A</b> Know and understand how societies define authority, rights, and responsibilities through a governmental process.</li> <li>● <b>6-GC-B</b> Understand the constitutional foundations of the American political system and the democratic ideals of the nation.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● <b>6-H-A</b> Understand that history is a record of human experiences that links the past to the present and the future.</li> <li>● <b>6-H-B</b> Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</li> <li>● <b>6-H-C</b> Develop the skills and processes of historical inquiry.</li> </ul> <p><u>Alaska English/Language Arts History/Social Studies</u></p> <ul style="list-style-type: none"> <li>● <b>Text Types and Purpose:</b> 1) Write arguments focussed on discipline-specific content. 2) Write informative/explanatory texts, including the narration of historical events.</li> <li>● <b>Production and Distribution of Writing:</b> 4) Produce clear and coherent writing in which the</li> </ul>	<p>physical features of places and regions.</p> <p>8) Interpret geographic characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units.</p>	<p>compared to those of American citizens?</p> <p>8) What is the vocabulary associated with the governments of the listed civilizations?</p> <p>9) How did the role of trade and major trade routes help the development of ancient civilizations?</p> <p>10) What are the origins, development, and proliferation of the major religions that stemmed from the listed civilizations?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Identify and learn the major physical, political, and cultural regions of at least three civilizations.</li> <li>● Be able to describe the influences people have on places and regions.</li> <li>● Use prior knowledge of longitude and latitude to locate specific places.</li> <li>● Identifying ancient civilizations that originated in modern-day countries and continents.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Write arguments focused on specific content: an introduction that acknowledges the essential question, provides support with data and evidence, uses keywords and phrases, and provides a concluding statement.</li> <li>● Reads informative/explanatory texts: able to identify the topic, graphs, charts, tables, and key vocabulary words.</li> <li>● Complete short research projects with clear and coherent writing: using technology and other multimedia sources to present knowledge.</li> </ul>	

<p>development, organization, and style are appropriate to task, purpose, and audience. 6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge:</b> 7) Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for exploration. 8) Gather relevant information from multiple print and digital sources...paraphrase while avoiding plagiarism. 9)Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>● <b>Range of Writing:</b> 10) Write routinely over extended time frames.</li> </ul> <p><u>Alaska Cultural Standards</u></p> <ul style="list-style-type: none"> <li>● <b>Cultural Standard A:</b> Culturally responsive educators incorporate local ways of knowing and teaching in their work.</li> <li>● <b>Cultural Standard B:</b> Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</li> </ul>			

<ul style="list-style-type: none"> <li>● <b>Cultural Standard D:</b> Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</li> <li>● <b>Cultural Standard E:</b> Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ul>		
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria: Alaska English/Language Arts Standards</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● Key Ideas and Details: A) Cite specific textual evidence to support primary/secondary sources. B) Determine the central ideas/information of a primary/secondary source in addition to an accurate summary. C) Identify key steps in the text’s description ( e.g., first inventions in Mesopotamia, characteristics of a civilization).</li> <li>● Text Structure: A) Determine the meaning of words and phrases as they are used in the text. B) How do different texts present information?</li> <li>● Integration of Knowledge and Ideas: A) Integrate visual information (e.g., charts, graphs, photos, videos, maps). B) Distinguish among fact, opinion,</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <b>History: 1)</b> List the criteria that societies need in order to evolve into a civilization, i.e. domesticated animals, specialized jobs, develop agriculture and technology. <b>2)</b> Explain the relationship between the religious, social, and political systems in ancient civilizations. <b>3)</b> Define the components that make up a civilization, i.e. government, art, religion. <b>4)</b> Describe the development and contributions of Ancient Civilizations cultures.</p> <p><b>Government &amp; Citizenship: 1)</b> Identify the factors that contribute to the rise and fall of at least two civilizations. <b>2)</b> Compare and contrast the types of government developed in the above-listed civilizations. <b>3)</b> Compare and contrast the rights and responsibilities of past civilizations with those of American citizens. <b>4)</b> Define vocabulary pertaining to the government of ancient civilization.</p>	<p><b>Geography: 1)</b> Identify each ancient civilization on a world map. <b>2)</b> Identify and learn the major physical, political, and cultural regions of the above civilizations. <b>3)</b> Describe the influence people have on places and regions. <b>4)</b> Use prior knowledge of longitude and latitude to locate specific places. <b>5)</b> Identify ancient civilizations that originated in modern-day countries and continents. <b>6)</b> Draw a representation on the earth using latitude and longitude lines.</p>



and reasoned judgment in a text. C)  
Analyze the relationship between a primary and secondary source on the same topic.

**Economics:** 1) Paraphrase how economic surplus helped ancient civilizations evolve. 2) Describe the role of trade and identify major trade routes in the development of ancient civilizations. 3) Describe the development of currency. 4) Use economic vocabulary such as barter, scarcity, etc.

**Culture:** 1) List the cultural components of tradition, customs, and values as they relate to ancient civilizations. 2) Identify the cultural characteristics of ancient civilizations such as: art, music, language, etc.

**Current Events:** 1) Share national and international current events.

Project Ideas:

- Mixed media presentation on hunter-gatherer societies including the development of tools and effect of climate change.
- *An essay summarizing the impact of agriculture-related to the settlement, population growth, and emergence of civilization. \* Alaska ELA \**
- *Mixed media presentation to show the understanding of the characteristics of civilization: the presence of geographic boundaries and political institutions, an economy that produces a food surplus, a concentration of population in distinct areas or cities, the existence of social classes, developed system of religion, learning, art, and architecture, record keeping, and technology. \* Alaska ELA \**
- Egyptian tour guides report on the significance of Pharaohs Khufu, Hatshepsut, and Ramese the Great.
- Mixed media presentation on important achievements of the Egyptian civilization including agriculture, irrigation, the invention of calendars, hieroglyphics, etc.
- Mixed media Then and Now presentation on how ancient Greek civilization affects the world today including Literature, History, Government, Medicine, Mathematics, Astronomy, Geography, Biology, Architecture, Theater, and Sports.
- Perform an ancient Greek play
- Recreate events from the Greek Olympics

<p>Resources:</p> <ul style="list-style-type: none"> <li>● History Alive</li> <li>● Rand McNally Classroom Atlas</li> <li>● Civilizations of the Past: Mayan, Incan, and Aztec Civilization</li> <li>● <a href="https://www.geoquest.com">https://www.geoquest.com</a></li> <li>● <a href="https://alaskapublic.pbselearningmedia.org/">https://alaskapublic.pbselearningmedia.org/</a></li> <li>● <a href="https://education.alaska.gov/akstandards/ela/resources/elabygrade/ELA%20Standards%20Grade%206.pdf">https://education.alaska.gov/akstandards/ela/resources/elabygrade/ELA%20Standards%20Grade%206.pdf</a></li> <li>● <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li>● <a href="https://worldatoz.org/">https://worldatoz.org/</a></li> <li>● Scholastic News %</li> <li>● Moby Max</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Create a Timeline to place Mayan, Aztecs, and Incan cultures in historical perspective with each other and other studied ancient civilizations.</li> <li>● Perform an oral tradition from Meso-American civilizations.</li> </ul> <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Chapter tests</li> <li>● Graphic organizers</li> <li>● Class discussions</li> <li>● Complete one of the two * project ideas for Alaska ELA</li> </ul>
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## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

Yearlong:

- Geography:
  - A) Map skills - Legend, Scale, Geographic Terms, Latitude, Longitude, Alphanumeric Grids, Directions
  - B) World Physical/Political/ Thematic
  - C) North America including United States/ Canada, Mexico Physical/Political/ Thematic
  - D) South America Physical/Political/ Thematic
  - E) Europe Physical/Political/ Thematic
  - F) Africa Physical/Political/ Thematic
  - G) Asia Physical/Political/ Thematic
  - H) Australia and Oceania Physical/Political/ Thematic
  - I) Antarctica Physical
- Current Events: Local, regional, national news.

Trimester 1: Choose one to two ancient civilizations (Example: Hunter/Gatherers and Mesopotamian AND Egypt or India)

Trimester 2: Choose one to two ancient civilizations (Example: Egypt AND Greece or China)

Trimester 3: Choose one to two ancient civilizations (Example: Greece AND Rome or Meso America)