

Standards		Weekly Issues
SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers.	1 - I Am a Member of a Community 2 - Authority Figures
SS.K-2.1.2	Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	
SS.K-2.2.1	Interact with a variety of primary and secondary sources.	13 - Map Skills 23 - History 28 - Holidays Around the World
SS.K-2.2.2	Gather facts from teacher-curated sources to answer questions.	6 - Important Documents 23 - History 26 - Transportation Over Time
SS.K-2.2.3	Determine whether a source is primarily fact or opinion.	
SS.K-2.3.1	With support, identify sources that address a specific topic.	
SS.K-2.3.2	With support, classify statements as facts or opinions.	
SS.K-2.3.3	With support, identify sources that can be used to support specific opinions.	
SS.K-2.4.1	Respectfully ask and answer questions.	1 - I Am a Member of a Community 3 - What Are Rules? 7 - Learning and Working Together 8 - Citizens, 27 - Culture
SS.K-2.4.2	Differentiate their own opinion from others.	1 - I Am a Member of a Community 4 - What Are Laws? 7 - Learning and Working Together
SS.K-2.4.3	Ask clarifying questions to better understand others' opinions and perspectives.	3 - What Are Rules? 7 - Learning and Working Together
SS.K-2.4.4	Present explanations using a variety of print, oral, and digital technologies.	
SS.K-2.5.1	Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	1 - I Am a Member of a Community 8 - Citizens 9 - Characteristics of Responsible Citizens
SS.K-2.5.2	Participate in deliberative and democratic procedures for classroom problem-solving.	1 - I Am a Member of a Community 2 - Authority Figures 3 - What Are Rules? 8 - Citizens

Standards		Weekly Issues
SS.K-2.5.3	Explain ways to individually or collaboratively address local or regional problems or issues.	1 - I Am a Member of a Community 2 - Authority Figures 4 - What Are Laws? 8 - Citizens 9 - Characteristics of Responsible Citizens
SS.K.1.6.1	Identify leaders in the student's life and describe their roles.	2 - Authority Figures 5 - Government
SS.K.2.6.1	Explain and provide examples of important roles of society.	2 - Authority Figures 5 - Government 8 - Citizens
SS.K.3.6.1	Identify rules for different settings.	3 - What Are Rules? 4 - What Are Laws? 6 - Important Documents
SS.K.5.6.1	Participate in a discussion of how communities work to accomplish common tasks.	1 - I Am a Member of a Community
SS.K.2.7.1	Demonstrate respect for people in the school community.	1 - I Am a Member of a Community 3 - What Are Rules? 7 - Learning and Working Together
SS.K.3.7.1	Determine ways that people can have productive conversations and work together to make decisions.	1 - I Am a Member of a Community 7 - Learning and Working Together
SS.K.4.7.1	Identify the student's own point of view on a topic.	6 - Important Documents 7 - Learning and Working Together 27 - Culture 28 - Holidays Around the World
SS.K.1.8.1	Identify a problem that can be solved through sharing or compromise.	7 - Learning and Working Together
SS.K.2.8.1	Evaluate consequences of following or not following rules.	3 - What Are Rules? 4 - What Are Laws?
SS.K.1.9.1	Identify symbols used at home and school.	10 - Patriotism 11 - National Symbols 12 - National Patriotic Holidays
SS.K.1.11.1	With support, identify examples of goods and services.	30 - Economics 31 - Jobs
SS.K.2.11.1	Participate in discussions about goods and services in the local community.	30 - Economics 31 - Jobs

Standards		Weekly Issues
SS.K.4.11.1	Participate in discussions about how people work to support their families.	30 - Economics 31 - Jobs 32 - Spending and Saving
SS.K.1.12.1	With support, explain the difference between needs and wants.	29 - Needs and Wants 32 - Spending and Saving
SS.K.2.12.1	Explain why people have to make choices between needs and wants.	29 - Needs and Wants 32 - Spending and Saving
SS.K.1.13.1	With support, explain why people save and provide examples from personal experience or literature.	31 - Jobs 32 - Spending and Saving
SS.K.1.14.1	Describe goods that are produced in the local geographic region.	
SS.K.1.15.1	Demonstrate how sharing and bartering are basic economic systems.	32 - Spending and Saving
SS.K.1.16.1	With support, describe seasonal weather patterns in the local community.	16 - Physical Characteristics of a Place 17 - Weather
SS.K.3.16.1	Name environmental characteristics of the area surrounding the school.	16 - Physical Characteristics of a Place 17 - Weather 18 - Human Characteristics of a Place
SS.K.1.17.1	With support, participate in discussions about physical and cultural characteristics of the local community.	22 - Changes Over Time 24 - Life Long Ago and Today 27 - Culture 28 - Holidays Around the World
SS.K.2.17.1	With support, explain that products come from both local and distant places.	24 - Life Long Ago and Today 26 - Transportation Over Time
SS.K.3.17.1	Identify types of natural disasters.	
SS.K.1.18.1	With support, create a map of the classroom.	13 - Map Skills 14 - Location 15 - Finding Places Around Me 19 - My Place on the Map
SS.K.2.18.1	With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.	13 - Map Skills 14 - Location 15 - Finding Places Around Me 19 - My Place on the Map

Standards		Weekly Issues
SS.K.1.19.1	With support, discuss how and why goods travel to the local community.	
SS.K.2.19.1	Identify different types of communities.	11 - National Symbols 14 - Location 16 - Physical Characteristics of a Place
SS.K.3.19.1	With support, describe the physical environment of the local community.	14 - Location 15 - Finding Places Around Me 16 - Physical Characteristics of a Place 19 - My Place on the Map
SS.K.1.20.1	Locate the local community on a map.	13 - Map Skills 14 - Location 15 - Finding Places Around Me 19 - My Place on the Map
SS.K.1.21.1	Demonstrate the importance of listening to others' points of view in the classroom and on the playground.	
SS.K.2.21.1	Describe an event from the student's own perspective.	6 - Important Documents
SS.K.1.22.1	Identify different types of documents.	6 - Important Documents
SS.K.3.22.1	With support, engage with historical sources.	6 - Important Documents 23 - History
SS.K.1.23.1	Demonstrate that a timeline represents a chronological sequence of events.	20 - Calendars 21 - Words About Time 22 - Changes Over Time 23 - History 24 - Life Long Ago and Today
SS.K.2.23.1	Describe a past event.	10 - Patriotism 12 - National Patriotic Holidays 21 - Words About Time 22 - Changes Over Time 23 - History 24 - Life Long Ago and Today
SS.K.3.23.1	Ask questions about local and school history.	21 - Words About Time 22 - Changes Over Time 23 - History
SS.K.1.24.1	Explain how the student's own actions may affect others.	1 - I Am a Member of a Community 2 - Authority Figures

Standards		Weekly Issues
		3 - What Are Rules? 4 - What Are Laws? 8 - Citizens 22 - Changes Over Time
SS.K.2.24.1	Describe a time when the student's own actions affected others.	22 - Changes Over Time
SS.K.1.25.1	Explore traditions of local cultural groups.	12 - National Patriotic Holidays 27 - Culture 28 - Holidays Around the World

Standards		ly Issues
SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers.	
SS.K-2.1.2	Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	
SS.K-2.2.1	Interact with a variety of primary and secondary sources.	
SS.K-2.2.2	Gather facts from teacher-curated sources to answer questions.	
SS.K-2.2.3	Determine whether a source is primarily fact or opinion.	
SS.K-2.3.1	With support, identify sources that address a specific topic.	
SS.K-2.3.2	With support, classify statements as facts or opinions.	
SS.K-2.3.3	With support, identify sources that can be used to support specific opinions.	
SS.K-2.4.1	Respectfully ask and answer questions.	1 - Community 2 - Authority Figures 3 - Rules and Laws 4 - Government 5 - Government Services 6 - Founders 7 - Important Documents 8 - Citizens 9 - Characteristics of Responsible Citizens 10 - Responsible Citizens in History 13 - National Patriotic Holidays 25 - Culture 26 - Folktales and Legends
SS.K-2.4.2	Differentiate their own opinion from others.	1 - Community 2 - Authority Figures 3 - Rules and Laws 4 - Government 5 - Government Services 6 - Founders 7 - Important Documents 8 - Citizens 9 - Characteristics of Responsible Citizens 10 - Responsible Citizens in History 13 - National Patriotic Holidays 25 - Culture 26 - Folktales and Legends

Standards		ly Issues
SS.K-2.4.3	Ask clarifying questions to better understand others' opinions and perspectives.	1 - Community 3 - Rules and Laws 8 - Citizens 9 - Characteristics of Responsible Citizens
SS.K-2.4.4	Present explanations using a variety of print, oral, and digital technologies.	
SS.K-2.5.1	Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	8 - Citizens 9 - Characteristics of Responsible Citizens
SS.K-2.5.2	Participate in deliberative and democratic procedures for classroom problem-solving.	8 - Citizens 9 - Characteristics of Responsible Citizens
SS.K-2.5.3	Explain ways to individually or collaboratively address local or regional problems or issues.	8 - Citizens 9 - Characteristics of Responsible Citizens
SS.1.1.6.1	Identify leaders in the student's local community and describe their roles and responsibilities.	1 - Community 2 - Authority Figures 3 - Rules and Laws 4 - Government
SS.1.2.6.1	Compare roles and responsibilities of self and others at home, at school, and in the local community.	1 - Community 2 - Authority Figures 4 - Government
SS.1.3.6.1	Explain the need for rules at home, at school, and in the community.	3 - Rules and Laws 4 - Government
SS.1.5.6.1	With support, describe how communities divide responsibilities to achieve common goals.	1 - Community 2 - Authority Figures 4 - Government
SS.1.2.7.1	Describe examples of equality and fairness.	3 - Rules and Laws
SS.1.3.7.1	Demonstrate active listening and positive interactions with group members and at class meetings.	1 - Community 2 - Authority Figures 3 - Rules and Laws
SS.1.4.7.1	Compare the student's own point of view on a topic with a peer's point of view on the same topic.	9 - Characteristics of Responsible Citizens 10 - Responsible Citizens in History
SS.1.1.8.1	Summarize why rules may be needed to solve a problem.	3 - Rules and Laws

Standards		ly Issues
SS.1.2.8.1	Describe the connection between rules and consequences, and why they're needed in a classroom or school.	3 - Rules and Laws
SS.1.3.8.1	Identify ways that students can work together to improve the classroom environment over time.	3 - Rules and Laws 9 - Characteristics of Responsible Citizens 10 - Responsible Citizens in History
SS.1.1.9.1	Identify symbols used locally.	11 - Patriotism 12 - National Patriotic Symbols 13 - National Patriotic Holidays
SS.1.2.9.1	Explain that government systems determine the rules of a society.	3 - Rules and Laws 4 - Government 5 - Government Services 6 - Founders 7 - Important Documents 8 - Citizens
SS.1.1.10.1	Identify some of the rights of American citizens and residents.	8 - Citizens 9 - Characteristics of Responsible Citizens 10 - Responsible Citizens in History
SS.1.1.11.1	With support, explain the difference between producers and consumers.	28 - Economics
SS.1.2.11.1	Compare and contrast goods produced in the local community with those produced elsewhere.	28 - Economics 31 - Workers Contribute to the Economy
SS.1.3.11.1	Identify prices of products in a local market.	
SS.1.4.11.1	Define income.	28 - Economics 30 - Jobs
SS 1.1.12.1	Identify situations where goods are in high or low demand.	29 - Economic Choices
SS.1.2.12.1	Explain how and why households make choices between needs and wants.	27 - Needs and Wants 29 - Economic Choices 32 - Spending and Saving
SS.1.1.13.1	Examine decisions that people make about spending and saving money.	27 - Needs and Wants 29 - Economic Choices 32 - Spending and Saving
SS.1.2.13.1	With support, describe the difference between public and private providers of goods and services in the local community.	5 - Government Services 31 - Workers Contribute to the Economy
SS.1.1.14.1	Explain that people need to trade for resources not found in their geographic region.	31 - Workers Contribute to the Economy
SS.1.2.14.1	Sort resources into categories based on location of origin.	31 - Workers Contribute to the Economy
SS.1.1.15.1	Identify different ways of acquiring what you need and want in Alaska.	30 - Jobs 31 - Workers Contribute to the Economy

Standards		ly Issues
SS.1.1.16.1	Describe local weather and how it affects individuals and their activities.	16 - Physical Characteristics of a Place 19 - Geography of Our Community
SS.1.2.16.1	Identify human activities that affect the local environment.	17 - Human Characteristics of a Place 18 - Adapting to Our Environment 19 - Geography of Our Community
SS.1.3.16.1	Identify cultural characteristics of the local community.	17 - Human Characteristics of a Place 18 - Adapting to Our Environment 19 - Geography of Our Community
SS.1.1.17.1	Compare physical and cultural characteristics of the local community to another Alaskan community.	19 - Geography of Our Community
SS.1.2.17.1	Describe how the consumption of products connects people in the local community to nearby communities.	
SS.1.3.17.1	Describe types of natural disasters common to the local region.	18 - Adapting to Our Environment
SS.1.1.18.1	Design a map of the school and include a key, symbols, and a compass rose.	14 - Map Skills 17 - Human Characteristics of a Place
SS.1.2.18.1	Identify and name rivers, lakes, and mountains on a map of the local area.	16 - Physical Characteristics of a Place 19 - Geography of Our Community
SS.1.3.18.1	Use maps of the local community to identify cultural and environmental characteristics.	17 - Human Characteristics of a Place 18 - Adapting to Our Environment 19 - Geography of Our Community
SS.1.1.19.1	Identify people and goods that travel from the local community to another place.	
SS.1.2.19.1	Describe ways people in the local community use local environments to meet their daily needs.	
SS.1.3.19.1	Describe local economic activities.	
SS.1.1.20.1	Locate Alaska on a map of the United States and on a globe.	15 - Location
SS.1.1.21.1	Describe an event from two different perspectives.	23 - Life Long Ago and Today 24 - Communication Over Time
SS.1.2.21.1	Compare the student's own account of an event to a peer's account of the same event.	11 - Patriotism 13 - National Patriotic Holidays
SS.1.1.22.1	Review various types of historical documents.	7 - Important Documents
SS.1.3.22.1	With support, use historical sources to ask questions about events.	6 - Founders 7 - Important Documents
SS.1.1.23.1	Create a personal timeline to show events in a sequential manner.	20 - Calendars
SS.1.2.23.1	Illustrate how communities change over time.	21 - Changes Over Time
SS.1.3.23.1	Ask questions about significant figures in local history.	22 - History

Standards		ly Issues
		25 - Culture 26 - Folktales and Legends
SS.1.1.24.1	Describe cause-and-effect relationships based on an event in the classroom.	20 - Calendars 21 - Changes Over Time 22 - History 23 - Life Long Ago and Today 24 - Communication Over Time
SS.1.2.24.1	Identify and explain likely reasons for an event in the classroom.	21 - Changes Over Time 23 - Life Long Ago and Today 24 - Communication Over Time
SS.1.1.25.1	Provide examples of customs, practices, and traditions unique to local Alaska cultures.	25 - Culture 26 - Folktales and Legends

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SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers.	
SS.K-2.1.2	Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.	
SS.K-2.2.1	Interact with a variety of primary and secondary sources.	1 - Sources
SS.K-2.2.2	Gather facts from teacher-curated sources to answer questions.	1 - Sources
SS.K-2.2.3	Determine whether a source is primarily fact or opinion.	1 - Sources
SS.K-2.3.1	With support, identify sources that address a specific topic.	1 - Sources
SS.K-2.3.2	With support, classify statements as facts or opinions.	1 - Sources
SS.K-2.3.3	With support, identify sources that can be used to support specific opinions.	1 - Sources
SS.K-2.4.1	Respectfully ask and answer questions.	31 - Solving Problems in Your Community
SS.K-2.4.2	Differentiate their own opinion from others.	31 - Solving Problems in Your Community
SS.K-2.4.3	Ask clarifying questions to better understand others' opinions and perspectives.	31 - Solving Problems in Your Community
SS.K-2.4.4	Present explanations using a variety of print, oral, and digital technologies.	31 - Solving Problems in Your Community
SS.K-2.5.1	Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.	31 - Solving Problems in Your Community
SS.K-2.5.2	Participate in deliberative and democratic procedures for classroom problem-solving.	31 - Solving Problems in Your Community
SS.K-2.5.3	Explain ways to individually or collaboratively address local or regional problems or issues.	31 - Solving Problems in Your Community
SS.2.1.6.1	Identify local and state leaders and describe their roles and responsibilities.	
SS.2.2.6.1	Recognize that government leaders are elected through a voting process and participate as appropriate.	6 - Important Documents 7 - The Purpose of Government
SS.2.3.6.1	Explain the need for and purposes of rules in various settings inside and outside of school.	4 - Rules and Laws
SS.2.4.6.1	Explain what governments are and some of their functions.	6 - Important Documents 7 - The Purpose of Government 8 - The Structure of National Government 9 - The Structure of Tribal, State, and Local Government 10 - Government Services
SS.2.5.6.1	Inspect how communities work together to fulfill roles of authority.	3 - I Belong to a Community 5 - Principles of Democracy

Standards		Weekly Issues
		6 - Important Documents
SS.2.1.7.1	Apply civic virtues when participating in school settings.	3 - I Belong to a Community 5 - Principles of Democracy 6 - Important Documents 11 - Citizenship
SS.2.2.7.1	Define democratic principles of equality, fairness, and respect.	5 - Principles of Democracy 11 - Citizenship 14 - Founders
SS.2.3.7.1	Practice different roles and responsibilities within a group and/or in the classroom.	3 - I Belong to a Community 4 - Rules and Laws 5 - Principles of Democracy 6 - Important Documents 11 - Citizenship
SS.2.4.7.1	Defend the student's own point of view on a topic with many differing perspectives.	3 - I Belong to a Community 5 - Principles of Democracy 6 - Important Documents
SS.2.1.8.1	Explain how people can work together to make decisions in the classroom.	3 - I Belong to a Community 6 - Important Documents 11 - Citizenship
SS.2.2.8.1	Identify and explain how rules function in public settings.	4 - Rules and Laws
SS.2.3.8.1	Describe how people have tried to improve the local community over time.	11 - Citizenship 15 - Memorials and Monuments
SS.2.1.9.1	Determine the meaning and importance of local and state symbols.	12 - Patriotism 13 - Patriotic Symbols 15 - Memorials and Monuments 16 - Patriotic Holidays
SS.2.2.9.1	Describe the government systems in place in the students' local community.	7 - The Purpose of Government 9 - The Structure of Tribal, State, and Local Government 10 - Government Services
SS.2.1.10.1	Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.	5 - Principles of Democracy 6 - Important Documents 11 - Citizenship
SS.2.1.11.1	Describe the skills and knowledge required to produce certain goods and services.	26 - Economic Activity 28 - Producers and Consumers
SS.2.2.11.1	Describe the goods and services that people in the local community produce and those that are produced in other communities.	26 - Economic Activity 28 - Producers and Consumers
SS.2.3.11.1	Compare the prices of locally produced and non-locally produced goods in local markets.	30 - More Economic Principles

	Standards	Weekly Issues
SS.2.4.11.1	Explain how and why people earn money.	27 - Economic Choices
SS.2.5.11.1	Describe examples of costs of production for local goods and services.	30 - More Economic Principles
SS.2.6.11.1	Participate in discussions about the role of banks in the local economy.	27 - Economic Choices
SS.2.1.12.1	Define scarcity and explain how it affects decision-making.	30 - More Economic Principles
SS.2.2.12.1	Identify the costs and benefits of personal decisions to the community, and vice versa.	30 - More Economic Principles
SS.2.1.13.1	Classify savings goals as short-term or long-term.	27 - Economic Choices
SS.2.2.13.1	Identify examples of the goods and services that local governments provide.	7 - The Purpose of Government 8 - The Structure of National Government 9 - The Structure of Tribal, State, and Local Government 10 - Government Services
SS.2.3.13.1	Describe local examples of capital goods and human capital.	25 - Needs, Wants, Resources 28 - Producers and Consumers
SS.2.1.14.1	Explain why people in one country trade goods and services with people in other countries.	29 - Economic Principles
SS.2.2.14.1	Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	29 - Economic Principles
SS.2.1.15.1	Explore and be able to explain traditional economic practices of the local region.	28 - Producers and Consumers 29 - Economic Principles
SS.2.1.16.1	Explain how weather, climate, and other environmental characteristics affect people's lives in the local region.	19 - Physical Features of Places 21 - Humans and the Environment 24 - Regions of the World
SS.2.2.16.1	Describe how human activities affect the cultural and environmental characteristics of the local region.	20 - Human Characteristics of Places 21 - Humans and the Environment 22 - Movement 23 - Culture 24 - Regions of the World
SS.2.3.16.1	Identify some cultural and environmental characteristics of the local community.	20 - Human Characteristics of Places 23 - Culture 24 - Regions of the World
SS.2.1.17.1	Describe changes in the physical and cultural characteristics of regions outside of Alaska.	19 - Physical Features of Places 20 - Human Characteristics of Places 21 - Humans and the Environment 22 - Movement
SS.2.2.17.1	Describe how the consumption of products connects people in Alaska to other places.	

Standards		Weekly Issues
SS.2.3.17.1	Analyze ways that a catastrophic disaster may affect people living in the local region.	20 - Human Characteristics of Places
SS.2.1.18.1	Construct maps, graphs, and other representations of locations in the local community.	17 - Map Skills
SS.2.2.18.1	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	17 - Map Skills 18 - Location 19 - Physical Features of Places 20 - Human Characteristics of Places 24 - Regions of the World
SS.2.3.18.1	Identify broad environmental and cultural characteristics of regions on a globe.	24 - Regions of the World
SS.2.1.19.1	Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.	22 - Movement
SS.2.2.19.1	Compare how different groups of people in the local community use local and distant environments to meet their daily needs.	20 - Human Characteristics of Places 21 - Humans and the Environment
SS.2.3.19.1	Explain the connections between the local physical environment and the economic activities found there.	20 - Human Characteristics of Places
SS.2.1.20.1	Explain the geographical and cultural features that make Alaska distinct from other places.	19 - Physical Features of Places 20 - Human Characteristics of Places 21 - Humans and the Environment
SS.2.1.21.1	Compare past and present perspectives on a situation, event, issue, or problem within the community.	31 - Solving Problems in Your Community 32 - Historical Figures
SS.2.2.21.1	Evaluate different accounts of the same historical event in the local community.	32 - Historical Figures
SS.2.1.22.1	Differentiate between primary and secondary sources.	1 - Sources 32 - Historical Figures
SS.2.2.22.1	Explain how historical sources can be used to study the local community's past.	1 - Sources 15 - Memorials and Monuments 32 - Historical Figures
SS.2.3.22.1	Use a variety of sources to generate questions about events in the history of the local community.	1 - Sources 15 - Memorials and Monuments 32 - Historical Figures
SS.2.1.23.1	Create and explain a chronological sequence of multiple events.	2 - Timelines 32 - Historical Figures
SS.2.2.23.1	Compare life in the local community in the past to life in the local community today.	32 - Historical Figures
SS.2.3.23.1	Generate questions about, and describe how, specific individuals and groups have shaped local historical events.	15 - Memorials and Monuments 32 - Historical Figures

Standards		Weekly Issues
SS.2.1.24.1	Generate possible reasons for an event or development in the local community's past.	32 - Historical Figures
SS.2.2.24.1	Analyze likely reasons for an event or development in the local community's past and identify implausible options.	32 - Historical Figures
SS.2.1.25.1	Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group.	32 - Historical Figures

Standards		ly Issues
SS.3-5.1.1	Construct compelling questions and explain the importance of the questions to self and others.	1 - Developing Inquiries 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.1.2	Categorize questions according to the social studies disciplines.	1 - Developing Inquiries 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.1.3	Create supporting questions to help answer compelling questions.	1 - Developing Inquiries 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.1.4	Explain how supporting questions help answer compelling questions.	1 - Developing Inquiries 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.2.1	Determine whether a source is primarily fact or opinion.	2 - Sources 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.2.2	Determine whether a source is primary or secondary.	2 - Sources 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.2.3	Gather relevant information from multiple credible sources to address compelling questions or research.	2 - Sources 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 23 - Using Charts, Maps, and Data 32 - Inquiry: Interdependence in Your Community
SS.3-5.3.1	Cite evidence that supports a response to supporting or compelling questions.	2 - Sources 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or

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		Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.3.2	Develop claims in response to compelling questions and identify specific evidence that supports the claims.	3 - Examining Evidence and Communicating Conclusions 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.3.3	Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	3 - Examining Evidence and Communicating Conclusions 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.4.1	Clearly communicate opinions and the underlying facts supporting them.	3 - Examining Evidence and Communicating Conclusions 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.4.2	Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.	5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.4.3	Critique the motives behind different perspectives.	5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.4.4	Present opinions and explanations using a variety of print, oral, and digital technologies.	3 - Examining Evidence and Communicating Conclusions 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.5.1	Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.	4 - Taking Action 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your

Standards		ly Issues
		Community
SS.3-5.5.2	Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.	4 - Taking Action 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3-5.5.3	Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	4 - Taking Action 5 - Engage in Your Own Inquiry 13 - Inquiry: Research a Tribal, State, or Local Government 32 - Inquiry: Interdependence in Your Community
SS.3.1.6.1	Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.	7 - The Purpose of Government 11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.2.6.1	List ways that people participate in democracy.	7 - The Purpose of Government 12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.3.6.1	Identify key documents on which local and state laws are based and where to find them.	9 - Important Documents 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.4.6.1	Describe how rules can create responsibilities.	7 - The Purpose of Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.5.6.1	Explain the origins, functions, and structure of state and Tribal governments in Alaska.	7 - The Purpose of Government 11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.6.6.1	Describe ways in which people benefit from working together in families, households, and voluntary organizations.	6 - I Am a Member of a Community 12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.1.7.1	Describe how civic virtues can be applied in school settings.	6 - I Am a Member of a Community 13 - Inquiry: Research a Tribal, State, or Local Government 26 - Problem Solving
SS.3.2.7.1	Recall core civic virtues that guide communities in Alaska.	6 - I Am a Member of a Community 12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government

Standards		ly Issues
		26 - Problem Solving
SS.3.3.7.1	Discuss the importance of having processes for making decisions as a group.	12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government 26 - Problem Solving
SS.3.4.7.1	Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.	12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.1.8.1	Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.	11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.2.8.1	Describe how Alaska's laws are created and changed at multiple organizational levels.	11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.3.8.1	Identify and participate in ways that people can influence the local community and organize solutions through action.	13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.4.8.1	Illustrate historical and contemporary means of changing society in Alaska.	13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.1.9.1	Explore and describe various government structures within Alaska.	7 - The Purpose of Government 8 - Government 10 - National Government 11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.1.10.1	Describe and define the rights, roles, and responsibilities of residents of Alaska.	12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government
SS.3.1.11.1	Define and provide examples of human capital, physical capital, and natural resources in Alaska.	29 - Producers and Consumers 32 - Inquiry: Interdependence in Your Community
SS.3.2.11.1	Explain what it means for an individual and/or business to specialize and/or trade.	29 - Producers and Consumers 32 - Inquiry: Interdependence in Your Community
SS.3.3.13.1	Explain the ways in which Alaska's government pays for the goods and services it provides.	29 - Producers and Consumers 32 - Inquiry: Interdependence in Your Community
SS.3.4.13.1	Define and illustrate examples of capital goods and human capital.	32 - Inquiry: Interdependence in Your Community
SS.3.1.14.1	Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.	30 - Community Interdependence 32 - Inquiry: Interdependence in Your Community

	Standards	ly Issues
SS.3.2.14.1	Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.	32 - Inquiry: Interdependence in Your Community
SS.3.1.15.1	Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.	24 - Communities Over Time 32 - Inquiry: Interdependence in Your Community
SS.3.1.16.1	Discuss how culture influences the way people modify and adapt to their environments in Alaska.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two 28 - Urban, Suburban, and Rural Land Use 31 - Transportation Over Time
SS.3.2.16.1	Discuss how the cultural and environmental characteristics of Alaska change over time.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two
SS.3.3.16.1	Describe how environmental and cultural characteristics influence population distribution in Alaska.	14 - Thinking Like a Geographer
SS.3.1.17.1	Describe why environmental characteristics vary among different regions in Alaska.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two 20 - Water is a Natural Resource
SS.3.2.17.1	Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.	31 - Transportation Over Time
SS.3.3.17.1	Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (e.g., earthquake of 1964, Exxon Valdez oil spill).	19 - Regions: Part Two
SS.3.1.18.1	Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.	14 - Thinking Like a Geographer 15 - Map Skills 23 - Using Charts, Maps, and Data
SS.3.2.18.1	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.	14 - Thinking Like a Geographer 15 - Map Skills 23 - Using Charts, Maps, and Data
SS.3.3.18.1	Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.	14 - Thinking Like a Geographer 15 - Map Skills 23 - Using Charts, Maps, and Data
SS.3.1.19.1	Describe how cultural and environmental characteristics affect	14 - Thinking Like a Geographer

Standards		ly Issues
	the distribution and movement of people, goods, and ideas within Alaska.	21 - Migration 28 - Urban, Suburban, and Rural Land Use 30 - Community Interdependence
SS.3.2.19.1	Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.	14 - Thinking Like a Geographer 16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two 21 - Migration
SS.3.3.19.1	Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two 21 - Migration
SS.3.1.20.1	Identify and explain the relationship between the resources found in Alaska and becoming a state.	20 - Water is a Natural Resource
SS.3.1.20.2	Describe how the Alaska Native population came to Alaska.	32 - Inquiry: Interdependence in Your Community
SS.3.1.21.1	Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.	25 - People Who Influence Communities
SS.3.2.21.1	Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.	25 - People Who Influence Communities
SS.3.3.21.1	Describe how people's perspectives shaped the historical sources they created in Alaska.	25 - People Who Influence Communities
SS.3.1.22.1	Use a variety of primary and secondary sources to explain significant historical events in Alaska.	22 - Timelines
SS.3.2.22.1	Gather information from multiple historical sources about major events in Alaska's history.	22 - Timelines
SS.3.3.22.1	Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.	22 - Timelines
SS.3.4.22.1	Describe the purpose of an Alaska historical document.	22 - Timelines
SS.3.5.22.1	Identify the maker, date, and place of origin of sources about a historical topic.	22 - Timelines
SS.3.1.23.1	Create timelines to show how events of Alaska history can be organized into time periods/eras.	22 - Timelines

Standards		ly Issues
SS.3.2.23.1	Explain how life in various eras of Alaska history compares to life today.	22 - Timelines 27 - Eyewitnesses to Changes Over Time
SS.3.3.23.1	Generate questions about individuals and groups who have shaped Alaska history.	25 - People Who Influence Communities 27 - Eyewitnesses to Changes Over Time
SS.3.1.24.1	Identify and describe probable causes and effects of events and developments in Alaska history.	22 - Timelines 24 - Communities Over Time
SS.3.2.24.1	Identify and gather relevant evidence in support of a claim about an event in Alaska history.	22 - Timelines 24 - Communities Over Time
SS.3.1.25.1	Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.	24 - Communities Over Time

Standards		Weekly Issues
SS.3-5.1.1	Construct compelling questions and explain the importance of the questions to self and others.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.1.2	Categorize questions according to the social studies disciplines.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.1.3	Create supporting questions to help answer compelling questions.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.1.4	Explain how supporting questions help answer compelling questions.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.2.1	Determine whether a source is primarily fact or opinion.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
		19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.2.2	Determine whether a source is primary or secondary.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.2.3	Gather relevant information from multiple credible sources to address compelling questions or research.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.3.1	Cite evidence that supports a response to supporting or compelling questions.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.3.2	Develop claims in response to compelling questions and identify specific evidence that supports the claims.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.3.3	Develop claims in response to compelling questions and identify evidence that draws information from multiple	2 - Historical Inquiry Sources 3 - Analyzing and Evaluating Evidence

Standards		Weekly Issues
	perspectives and sources in response to a compelling question.	5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.4.1	Clearly communicate opinions and the underlying facts supporting them.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.4.2	Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.4.3	Critique the motives behind different perspectives.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.4.4	Present opinions and explanations using a variety of print, oral, and digital technologies.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
		Represent My State
SS.3-5.5.1	Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.	3 - Analyzing and Evaluating Evidence 4 - Using Evidence to Communicate Conclusions 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.5.2	Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.	4 - Using Evidence to Communicate Conclusions 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.3-5.5.3	Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	4 - Using Evidence to Communicate Conclusions 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.1.6.1	Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.2.6.1	Explain how democracies rely on responsible participation.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
SS.4.3.6.1	Identify key civic documents at the local, state, and national levels, and describe their central principles.	20 - Foundations of Government and Law 21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.4.6.1	Explain how groups of people make rules to create responsibilities.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.5.6.1	Describe the origins, functions, and structure of municipal and state governments in the United States.	20 - Foundations of Government and Law 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.6.6.1	Describe ways in which people benefit from and are challenged by working together in workplaces.	23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.1.7.1	Demonstrate civic virtues in school settings.	23 - Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.2.7.1	Determine core civic virtues and democratic principles that guide society in Alaska and the United States.	20 - Foundations of Government and Law 21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.3.7.1	With teacher guidance, create a process for group decision-making.	23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.4.7.1	Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.	23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS.4.1.8.1	Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.	20 - Foundations of Government and Law 21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
		Government
SS.4.2.8.1	Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.3.8.1	Explain how policies are developed to address public problems.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.4.8.1	Illustrate historical and contemporary means of changing society in various regions of the United States.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS.4.1.9.1	Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.	16 - Economic Activities 19 - Guided Inquiry: Economy of My State
SS.4.1.10.1	Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.	16 - Economic Activities 19 - Guided Inquiry: Economy of My State
SS.4.1.11.1	Compare examples of human capital, physical capital, and natural resources in various U.S. regions.	9 - Regions of the United States 15 - Economic Principles 19 - Guided Inquiry: Economy of My State
SS.4.2.11.1	Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.	15 - Economic Principles 19 - Guided Inquiry: Economy of My State
SS.4.3.11.1	Explain the role of money in making exchange easier.	15 - Economic Principles 17 - Personal Finance 19 - Guided Inquiry: Economy of My State
SS.4.4.11.1	Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.	16 - Economic Activities 19 - Guided Inquiry: Economy of My State
SS.4.5.11.1	Determine how profits influence sellers in markets.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS.4.1.12.1	Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS.4.2.12.1	Define positive and negative incentives.	15 - Economic Principles 17 - Personal Finance 18 - Economic Systems 19 - Guided Inquiry: Economy of My State

Standards		Weekly Issues
SS.4.1.13.1	Explain that interest is the price of using someone else's money.	17 - Personal Finance 19 - Guided Inquiry: Economy of My State
SS.4.2.13.1	Determine the difference between inflation and deflation.	19 - Guided Inquiry: Economy of My State
SS.4.3.13.1	Describe how people and businesses support federal government services through taxation.	14 - Needs and Wants 19 - Guided Inquiry: Economy of My State
SS.4.4.13.1	Explain the importance of improving capital goods and human capital over time.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS.4.1.14.1	Explain how trade contributes to economic interdependence among regions of the United States.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS.4.2.14.1	Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.	9 - Regions of the United States 15 - Economic Principles 16 - Economic Activities 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS.4.1.15.1	Explore the significance of various industries in Alaska.	15 - Economic Principles 16 - Economic Activities 19 - Guided Inquiry: Economy of My State
SS.4.1.16.1	Explain how culture influences the way people modify and adapt to their environments in each region of the United States.	9 - Regions of the United States 10 - Human Characteristics 11 - Movement 12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.2.16.1	Explain how the cultural and environmental characteristics of the United States change over time.	10 - Human Characteristics 11 - Movement 12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.3.16.1	Discuss how environmental and cultural characteristics influence population distribution in the United States.	6 - Geographic Skills 9 - Regions of the United States 10 - Human Characteristics 11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.1.17.1	Discuss why environmental characteristics vary among different world regions.	8 - Physical Characteristics 9 - Regions of the United States 10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.2.17.1	Discuss how the spatial patterns of economic activities in parts	9 - Regions of the United States

Standards		Weekly Issues
	of the world have changed over time because of interactions with nearby and distant places.	10 - Human Characteristics 11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.3.17.1	Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.	8 - Physical Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.1.18.1	Construct maps and other graphic representations of the various regions around the world.	6 - Geographic Skills 7 - Location 8 - Physical Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.2.18.1	Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.	6 - Geographic Skills 7 - Location 8 - Physical Characteristics 9 - Regions of the United States 10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.3.18.1	Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.	6 - Geographic Skills 8 - Physical Characteristics 10 - Human Characteristics 11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.1.19.1	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.	6 - Geographic Skills 8 - Physical Characteristics 9 - Regions of the United States 11 - Movement 12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.2.19.1	Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.	8 - Physical Characteristics 9 - Regions of the United States 10 - Human Characteristics 11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS.4.3.19.1	Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.	8 - Physical Characteristics 10 - Human Characteristics 11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
SS.4.1.20.1	Identify how each region of Alaska has grown through various economic activities.	15 - Economic Principles 16 - Economic Activities
SS.4.1.20.2	Explain how the geographic resources of Alaska led to the state's economic development.	15 - Economic Principles 16 - Economic Activities
SS.4.1.21.1	Recognize the multiple individual and group perspectives relating to important or major events in history.	26 - Chronology 29 - Contributions of Individuals and Groups 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.2.21.1	Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.	29 - Contributions of Individuals and Groups 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.3.21.1	Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.	2 - Historical Inquiry Sources 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 29 - Contributions of Individuals and Groups 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.1.22.1	Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 26 - Chronology 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.2.22.1	Gather different kinds of historical sources and summarize how they are used to explain events in the past.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human

Standards		Weekly Issues
		Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.3.22.1	Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.4.22.1	Infer the intended audience of a historical source.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.5.22.1	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.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.1.23.1	Use a timeline or other representation of related events to compare developments that happened at the same time.	19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 26 - Chronology 29 - Contributions of Individuals and Groups

Standards		Weekly Issues
		32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.2.23.1	Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.	30 - Symbols and Landmarks 31 - Celebrations and Remembrance 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.3.23.1	Generate questions about individuals and groups who have shaped history across the United States.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 27 - Change Over Time 28 - Conflict and Cooperation 29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.1.24.1	Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.	5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 27 - Change Over Time 28 - Conflict and Cooperation 29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS.4.2.24.1	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.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 27 - Change Over Time 28 - Conflict and Cooperation 29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
		Landmarks, and Celebrations that Represent My State
SS.4.1.25.1	Explain how national and global events impact Alaska, both in the past and present.	5 - Engaging in Your Own Inquiry 13 - Guided Inquiry: Physical and Human Characteristics of My State 19 - Guided Inquiry: Economy of My State 25 - Guided Inquiry: Road to Statehood and Government 27 - Change Over Time 28 - Conflict and Cooperation 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		ly Issues
SS.3-5.1.1	Construct compelling questions and explain the importance of the questions to self and others.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.1.2	Categorize questions according to the social studies disciplines.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.1.3	Create supporting questions to help answer compelling questions.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.1.4	Explain how supporting questions help answer compelling questions.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.2.1	Determine whether a source is primarily fact or opinion.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians

Standards		ly Issues
		15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.2.2	Determine whether a source is primary or secondary.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.2.3	Gather relevant information from multiple credible sources to address compelling questions or research.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.3.1	Cite evidence that supports a response to supporting or compelling questions.	2 - Historical Inquiry Sources 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.3.2	Develop claims in response to compelling questions and identify specific evidence that supports the claims.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States

Standards		ly Issues
SS.3-5.3.3	Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.4.1	Clearly communicate opinions and the underlying facts supporting them.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.4.2	Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.	5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.4.3	Critique the motives behind different perspectives.	5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.4.4	Present opinions and explanations using a variety of print, oral, and digital technologies.	3 - Analyzing and Evaluating Evidence 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution

Standards		ly Issues
		32 - Guided Inquiry: Changes in the United States
SS.3-5.5.1	Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.	4 - Communicating Conclusions 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.5.2	Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.	4 - Communicating Conclusions 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.3-5.5.3	Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.	4 - Communicating Conclusions 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.5.1.6.1	Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.	7 - Government and Culture in North America 12 - The Colonies and Their Founding 16 - Conflicts and Compromise in North America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 23 - Independence and Revolution - The Government 24 - Independence and Revolution - The People 25 - Independence and Revolution - The

Standards		ly Issues
		Military 27 - The Founders and Process
SS.5.2.6.1	Assess the importance of participation in democracy.	12 - The Colonies and Their Founding 16 - Conflicts and Compromise in North America 20 - The Actions of the Colonies 21 - The Shot Heard 'Round the World
SS.5.3.6.1	Identify and explain the importance of key national documents and determine their impact on governance.	12 - The Colonies and Their Founding 17 - Clash of the Empires 19 - The Acts of Parliament 20 - The Actions of the Colonies 21 - The Shot Heard 'Round the World 23 - Independence and Revolution - The Government 25 - Independence and Revolution - The Military 28 - The Constitution 29 - The Bill of Rights
SS.5.4.6.1	Explain how groups of people make rules to create responsibilities and protect freedoms.	7 - Government and Culture in North America 12 - The Colonies and Their Founding 27 - The Founders and Process 28 - The Constitution 29 - The Bill of Rights
SS.5.5.6.1	Investigate the origins, functions, and structure of the U.S. federal government.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.6.6.1	Describe ways in which people benefit from and are challenged by working together through government.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.1.7.1	Apply civic virtues and democratic principles in school settings.	23 - Independence and Revolution - The Government
SS.5.2.7.1	Distinguish core civic virtues and democratic principles that guide government, society, and communities.	7 - Government and Culture in North America 16 - Conflicts and Compromise in North America
SS.5.3.7.1	Use deliberative processes when making decisions or reaching judgments as a group.	7 - Government and Culture in North America
SS.5.4.7.1	Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.	7 - Government and Culture in North America

Standards		ly Issues
		20 - The Actions of the Colonies 24 - Independence and Revolution - The People 29 - The Bill of Rights
SS.5.1.8.1	Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.2.8.1	Evaluate how rules and laws change society and how people change rules and laws.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.3.8.1	Research problems or issues and propose solutions using the appropriate public process.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.4.8.1	Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.	7 - Government and Culture in North America 27 - The Founders and Process 28 - The Constitution
SS.5.1.9.1	Compare and contrast the three branches of national government along with their impact on Alaska.	
SS.5.1.10.1	Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.	19 - The Acts of Parliament 20 - The Actions of the Colonies 21 - The Shot Heard 'Round the World 26 - Outcomes of the American Revolution 28 - The Constitution 29 - The Bill of Rights 30 - The New Nation
SS.5.1.11.1	Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.	30 - The New Nation
SS.5.2.11.1	Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.	8 - Trade and Economics in North America 19 - The Acts of Parliament
SS.5.3.11.1	Examine the differences between the current exchange system and the exchange system in place within the American colonies.	8 - Trade and Economics in North America 16 - Conflicts and Compromise in North America
SS.5.4.11.1	Explain the relationship between investment in human capital,	8 - Trade and Economics in North

Standards		ly Issues
	productivity, and future incomes using examples from throughout U.S. history.	America
SS.5.5.11.1	Explain how profits influenced sellers in early American markets.	8 - Trade and Economics in North America
SS.5.6.11.1	Identify examples of external benefits and costs.	
SS.5.7.11.1	Describe the role of other financial institutions in an economy.	8 - Trade and Economics in North America
SS.5.1.12.1	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.	7 - Government and Culture in North America
SS.5.2.12.1	Identify positive and negative incentives that influence the decisions people make.	30 - The New Nation 31 - America on the Move
SS.5.1.13.1	Explain what interest rates are and how they work.	
SS.5.2.13.1	Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.	
SS.5.3.13.1	Compare the British taxation policies in Colonial America to the current taxation practices in the United States.	10 - The Age of Encounters 11 - Consequences of Contact
SS.5.4.13.1	Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.	8 - Trade and Economics in North America 10 - The Age of Encounters 31 - America on the Move
SS.5.1.14.1	Explain how trade leads to increasing economic interdependence among countries.	8 - Trade and Economics in North America 14 - Colonial Life 17 - Clash of the Empires 31 - America on the Move
SS.5.2.14.1	Explain the effects of increasing economic interdependence on different groups within participating nations.	8 - Trade and Economics in North America 11 - Consequences of Contact 17 - Clash of the Empires 31 - America on the Move
SS.5.1.15.1	Examine economic systems that have impacted Alaskans throughout the state's history.	
SS.5.1.16.1	Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.	6 - Life in the Americas 7 - Government and Culture in North America 10 - The Age of Encounters 13 - Jamestown 17 - Clash of the Empires

	Standards	ly Issues
SS.5.2.16.1	Analyze how the cultural and environmental characteristics of the early American colonies changed over time.	6 - Life in the Americas 7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians 13 - Jamestown 16 - Conflicts and Compromise in North America
SS.5.3.16.1	Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.	6 - Life in the Americas
SS.5.1.17.1	Explain why environmental characteristics vary among different regions in the United States.	9 - Guided Inquiry: Lives of North American Indians
SS.5.2.17.1	Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.	31 - America on the Move 32 - Guided Inquiry: Changes in the United States
SS.5.3.17.1	Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions.	
SS.5.1.18.1	Create various types of maps and other graphic representations of each U.S. region.	14 - Colonial Life
SS.5.2.18.1	Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics.	9 - Guided Inquiry: Lives of North American Indians
SS.5.3.18.1	Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.	10 - The Age of Encounters 11 - Consequences of Contact 12 - The Colonies and Their Founding
SS.5.1.19.1	Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.	11 - Consequences of Contact 12 - The Colonies and Their Founding 13 - Jamestown 16 - Conflicts and Compromise in North America
SS.5.2.19.1	Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.	6 - Life in the Americas 7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians 14 - Colonial Life 16 - Conflicts and Compromise in North America

Standards		ly Issues
SS.5.3.19.1	Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.	7 - Government and Culture in North America 11 - Consequences of Contact 16 - Conflicts and Compromise in North America
SS.5.1.20.1	Analyze how Alaska has been a strategic position for the United States.	
SS.5.1.21.1	Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.	23 - Independence and Revolution: The Government 24 - Independence and Revolution: The People 25 - Independence and Revolution: The Military
SS.5.2.21.1	Analyze connections among historical context and people's perspectives in the American colonies.	10 - Consequences of Contact 12 - The Colonies and Their Founding 14 - Colonial Life 15 - Guided Inquiry: Life in the American Colonies 23 - Independence and Revolution: The Government 24 - Independence and Revolution: The People 25 - Independence and Revolution: The Military
SS.5.3.21.1	Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.	27 - The Founders and Process 28 - The Constitution 29 - The Bill of Rights
SS.5.1.22.1	Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.	11 - Consequences of Contact 18 - Consequences of the French and Indian War 19 - The Acts of Parliament 21 - The Shot Heard 'Round the World
SS.5.2.22.1	Gather and compare information provided by different historical sources about early American history.	11 - Consequences of Contact 23 - Independence and Revolution: The Government 24 - Independence and Revolution: The People 25 - Independence and Revolution: The Military
SS.5.3.22.1	Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British

Standards		ly Issues
		Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.5.4.22.1	Using an early American historical source, infer the audience and purpose of the document.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.5.5.22.1	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.	1 - Developing Questions and Planning Inquiries 5 - Engaging in Your Own Inquiry 9 - Guided Inquiry: Lives of North American Indians 15 - Guided Inquiry: Life in the British Colonies 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS.5.1.23.1	Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.	14 - Colonial Life 17 - Clash of Empires 19 - The Acts of Parliament 23 - Independence and Revolution: The Government 26 - Outcomes of the American Revolution
SS.5.2.23.1	Analyze life in early American time periods as it compares to life today.	6 - Life in the Americas 14 - Colonial Life 30 - The New Nation 31 - America on the Move
SS.5.3.23.1	Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.	15 - Guided Inquiry: Life in the British Colonies 24 - Independence and Revolution - The People
SS.5.1.24.1	Analyze and explain probable causes and effects of events and developments in early American history.	12 - The Colonies and Their Founding 14 - Colonial Life 16 - Conflicts and Compromise in North

Standards		ly Issues
		America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 20 - The Actions of the Colonies 21 - The Shot Heard 'Round the World 22 - Guided Inquiry: The Road to Revolution 23 - Independence and Revolution - The Government 24 - Independence and Revolution - The People 25 - Independence and Revolution - The Military 26 - Outcomes of the American Revolution 27 - The Founders and Process 28 - The Constitution 30 - The New Nation 31 - America on the Move 32 - Guided Inquiry: Changes in the United States
SS.5.2.24.1	Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.	12 - The Colonies and Their Founding 14 - Colonial Life 16 - Conflicts and Compromise in North America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 20 - The Actions of the Colonies 21 - The Shot Heard 'Round the World 22 - Guided Inquiry: The Road to Revolution 24 - Independence and Revolution - The People 25 - Independence and Revolution - The Military 26 - Outcomes of the American Revolution 27 - The Founders and Process 28 - The Constitution 30 - The New Nation 32 - Guided Inquiry: Changes in the United States
SS.5.3.24.1	Summarize the central claim in a secondary work of early American history.	17 - Clash of the Empires 22 - Guided Inquiry: The Road to Revolution 26 - Outcomes of the American Revolution 30 - The New Nation

Standards		ly Issues
SS.5.1.25.1	Explore inequality throughout the history of Alaska and its connection to current issues.	

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>SS.K-2.1.1: Construct a variety of questions about social studies topics with guidance from adults and/or peers.</p> <p>SS.K-2.4.1: Respectfully ask and answer questions.</p> <p>SS.K-2.4.2: Differentiate their own opinion from others.</p> <p>SS.K-2.5.1: Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.2: Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3: Explain ways to individually or collaboratively address local or regional problems or issues.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p> <p>SS.K.2.7.1: Demonstrate respect for people in the school community.</p> <p>SS.K.3.7.1: Determine ways that people can have productive conversations and work together to make decisions.</p> <p>SS.K.5.6.1: Participate in a discussion of how communities work to accomplish common tasks.</p>
2	Authority Figures	<p>SS.K-2.1.1: Construct a variety of questions about social studies topics with guidance from adults and/or peers.</p> <p>SS.K-2.5.2: Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3: Explain ways to individually or collaboratively address local or regional problems or issues.</p> <p>SS.K.1.6.1: Identify leaders in the student's life and describe their roles.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p> <p>SS.K.2.6.1: Explain and provide examples of important roles of society.</p>
3	What Are Rules?	<p>SS.K-2.4.1: Respectfully ask and answer questions.</p> <p>SS.K-2.4.3: Ask clarifying questions to better understand others' opinions and perspectives.</p> <p>SS.K-2.5.2: Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p>

Week	Title	Standards Covered
		SS.K.2.7.1: Demonstrate respect for people in the school community. SS.K.2.8.1: Evaluate consequences of following or not following rules. SS.K.3.6.1: Identify rules for different settings.
4	What Are Laws?	SS.K-2.4.2: Differentiate their own opinion from others. SS.K-2.5.3: Explain ways to individually or collaboratively address local or regional problems or issues. SS.K.1.24.1: Explain how the student's own actions may affect others. SS.K.3.6.1: Identify rules for different settings.
Unit 2: Civics and Government		
5	Government	SS.K.1.6.1: Identify leaders in the student's life and describe their roles. SS.K.2.6.1: Explain and provide examples of important roles of society.
6	Important Documents	SS.K-2.2.2: Gather facts from teacher-curated sources to answer questions. SS.K.2.22.1: Identify different types of documents. SS.K.3.6.1: Identify rules for different settings. SS.K.3.22.1: With support, engage with historical sources. SS.K.4.7.1: Identify the student's own point of view on a topic.
7	Learning and Working Together	SS.K-2.4.1: Respectfully ask and answer questions. SS.K-2.4.2: Differentiate their own opinion from others. SS.K-2.4.2: Differentiate their own opinion from others. (<i>Duplicate</i>) SS.K-2.4.3: Ask clarifying questions to better understand others' opinions and perspectives. SS.K.1.8.1: Identify a problem that can be solved through sharing or compromise. SS.K.2.7.1: Demonstrate respect for people in the school community. SS.K.3.7.1: Determine ways that people can have productive conversations and work together to make decisions.

Week	Title	Standards Covered
8	Citizens	<p>SS.K-2.4.1: Respectfully ask and answer questions.</p> <p>SS.K-2.5.1: Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.2: Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3: Explain ways to individually or collaboratively address local or regional problems or issues.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p> <p>SS.K.2.6.1: Explain and provide examples of important roles of society.</p>
9	Characteristics of Responsible Citizens	<p>SS.K-2.5.1: Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.3: Explain ways to individually or collaboratively address local or regional problems or issues.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p>
Unit 3: Symbols and Celebrations		
10	Patriotism	<p>SS.K.1.9.1 Identify symbols used at home and school.</p> <p>SS.K.2.23.1 Describe a past event.</p>
11	National Symbols	<p>SS.K.1.9.1: Identify symbols used at home and school.</p> <p>SS.K.2.19.1: Identify different types of communities.</p>
12	National Patriotic Holidays	<p>SS.K.1.9.1 Identify symbols used at home and school.</p> <p>SS.K.1.25.1 Explore traditions of local cultural groups.</p> <p>SS.K.2.23.1 Describe a past event.</p>
Unit 4: Geography		
13	Map Skills	<p>SS.K-2.2.1: Interact with a variety of primary and secondary sources.</p> <p>SS.K.1.18.1: With support, create a map of the classroom.</p> <p>SS.K.2.18.1: With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</p> <p>SS.K.1.20.1: Locate the local community on a map.</p>

Week	Title	Standards Covered
14	Location	<p>SS.K.1.18.1: With support, create a map of the classroom.</p> <p>SS.K.2.18.1: With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</p> <p>SS.K.1.20.1: Locate the local community on a map.</p> <p>SS.K.2.19.1: Identify different types of communities.</p> <p>SS.K.3.19.1: With support, describe the physical environment of the local community.</p>
15	Finding Places Around Me	<p>SS.K.1.18.1: With support, create a map of the classroom.</p> <p>SS.K.2.18.1: With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</p> <p>SS.K.1.20.1: Locate the local community on a map.</p> <p>SS.K.3.19.1: With support, describe the physical environment of the local community.</p>
16	Physical Characteristics of a Place	<p>SS.K.1.16.1: With support, describe seasonal weather patterns in the local community.</p> <p>SS.K.2.19.1: Identify different types of communities.</p> <p>SS.K.3.16.1: Name environmental characteristics of the area surrounding the school.</p> <p>SS.K.3.19.1: With support, describe the physical environment of the local community.</p>
17	Weather	<p>SS.K.1.16.1: With support, describe seasonal weather patterns in the local community.</p> <p>SS.K.3.16.1: Name environmental characteristics of the area surrounding the school.</p>
18	Human Characteristics of a Place	<p>SS.K.1.17.1: With support, participate in discussions about physical and cultural characteristics of the local community.</p> <p>SS.K.3.16.1: Name environmental characteristics of the area surrounding the school.</p> <p>SS.K.3.19.1: With support, describe the physical environment of the local community.</p>

Week	Title	Standards Covered
19	My Place on the Map	<p>SS.K.1.18.1: With support, create a map of the classroom.</p> <p>SS.K.1.20.1: Locate the local community on a map.</p> <p>SS.K.2.18.1: With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.</p> <p>SS.K.3.19.1: With support, describe the physical environment of the local community.</p>
Unit 5: Time and Chronology		
20	Calendars	<p>SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events.</p> <p>SS.K.2.23.1: Describe a past event.</p> <p>SS.K.3.23.1: Ask questions about local and school history.</p>
21	Words About Time	<p>SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events.</p> <p>SS.K.2.23.1: Describe a past event.</p> <p>SS.K.3.23.1: Ask questions about local and school history.</p>
22	Changes Over Time	<p>SS.K.1.17.1: With support, participate in discussions about physical and cultural characteristics of the local community.</p> <p>SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events.</p> <p>SS.K.1.24.1: Explain how the student's own actions may affect others.</p> <p>SS.K.2.23.1: Describe a past event.</p> <p>SS.K.2.24.1: Describe a time when the student's own actions affected others.</p> <p>SS.K.3.23.1: Ask questions about local and school history.</p>
Unit 6: History		
23	History	<p>SS.K.2.2.1: Interact with a variety of primary and secondary sources.</p> <p>SS.K.2.2.2: Gather facts from teacher-curated sources to answer questions.</p> <p>SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events.</p> <p>SS.K.2.23.1: Describe a past event.</p>

Week	Title	Standards Covered
		SS.K.3.22.1: With support, engage with historical sources.
24	Life Long Ago and Today	SS.K.1.17.1: With support, participate in discussions about physical and cultural characteristics of the local community. SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events. SS.K.2.23.1: Describe a past event.
25	Inventors	SS.K.2.23.1: Describe a past event. SS.K.3.23.1: Ask questions about local and school history.
26	Transportation Over Time	SS.K.2.2.2: Gather facts from teacher-curated sources to answer questions. SS.K.1.23.1: Demonstrate that a timeline represents a chronological sequence of events. SS.K.2.23.1: Describe a past event.
Unit 7: Culture		
27	Culture	SS.K.2.4.1: Respectfully ask and answer questions. SS.K.1.17.1: With support, participate in discussions about physical and cultural characteristics of the local community. SS.K.1.25.1: Explore traditions of local cultural groups.
28	Holidays Around the World	SS.K.1.17.1: With support, participate in discussions about physical and cultural characteristics of the local community. SS.K.1.25.1: Explore traditions of local cultural groups. SS.K.2.23.1: Describe a past event.
Unit 8: Economics		
29	Needs and Wants	SS.K.1.12.1: With support, explain the difference between needs and wants. SS.K.2.12.1: Explain why people have to make choices between needs and wants.
30	Economics	SS.K.1.11.1: With support, identify examples of goods and services. SS.K.2.11.1: Participate in discussions about goods and services in the local community.

Week	Title	Standards Covered
		SS.K.4.11.1: Participate in discussions about how people work to support their families.
31	Jobs	<p>SS.K.1.11.1: With support, identify examples of goods and services.</p> <p>SS.K.1.13.1: With support, explain why people save and provide examples from personal experience or literature.</p> <p>SS.K.2.11.1: Participate in discussions about goods and services in the local community.SS.K.4.11.1: Participate in discussions about how people work to support their families.</p>
32	Spending and Saving	<p>SS.K.1.12.1: With support, explain the difference between needs and wants.</p> <p>SS.K.1.13.1: With support, explain why people save and provide examples from personal experience or literature.</p> <p>SS.K.1.15.1: Demonstrate how sharing and bartering are basic economic systems.</p> <p>SS.K.2.12.1: Explain why people have to make choices between needs and wants.</p> <p>SS.K.4.11.1: Participate in discussions about how people work to support their families.</p>

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	<p>SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities.</p> <p>SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.</p> <p>SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.</p> <p>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p>
2	Authority Figures	<p>SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities.</p> <p>SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.</p> <p>SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.</p> <p>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
3	Rules and Laws	<p>SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities.</p> <p>SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.</p> <p>SS.1.2.7.1 Describe examples of equality and fairness.</p> <p>SS.1.1.8.1 Summarize why rules may be needed to solve a problem.</p> <p>SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.</p> <p>SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.</p>

Week	Title	Standards Covered
		<p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p>
Unit 2: Civics and Government		
4	Government	<p>SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities.</p> <p>SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.</p> <p>SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.</p> <p>SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.</p> <p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
5	Government Services	<p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others</p>
6	Founders	<p>SS.1.3.22.1 With support, use historical sources to ask questions about events.</p> <p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others</p>
7	Important Documents	<p>SS.1.1.22.1 Review various types of historical documents.</p>

Week	Title	Standards Covered
		<p>SS.1.3.22.1 With support, use historical sources to ask questions about events.</p> <p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others</p>
8	Citizens	<p>SS.1.2.9.1 Explain that government systems determine the rules of a society.</p> <p>SS.1.1.10.1 Identify some of the rights of American citizens and residents.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p> <p>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</p>
9	Characteristics of Responsible Citizens	<p>SS.1.1.10.1 Identify some of the rights of American citizens and residents.</p> <p>SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.</p> <p>SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p> <p>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</p>
10	Responsible Citizens in History	<p>SS.1.1.10.1 Identify some of the rights of American citizens and residents.</p>

Week	Title	Standards Covered
		<p>SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.</p> <p>SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p>
Unit 3: Symbols and Celebrations		
11	Patriotism	<p>SS.1.1.9.1 Identify symbols used locally.</p> <p>SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
12	National Patriotic Symbols	<p>SS.1.1.9.1 Identify symbols used locally.</p>
13	National Patriotic Holidays	<p>SS.1.1.9.1 Identify symbols used locally.</p> <p>SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
Unit 4: Geography		
14	Map Skills	<p>SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.</p>
15	Location	<p>SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.</p>
16	Physical Characteristics of a Place	<p>SS.1.1.16.1 Describe local weather and how it affects individuals and their activities</p> <p>SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.</p>

Week	Title	Standards Covered
17	Human Characteristics of a Place	<p>SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.</p> <p>SS.1.2.16.1 Identify human activities that affect the local environment.</p> <p>SS.1.3.16.1 Identify cultural characteristics of the local community.</p> <p>SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.</p>
18	Adapting to Our Environment	<p>SS.1.2.16.1 Identify human activities that affect the local environment.</p> <p>SS.1.3.16.1 Identify cultural characteristics of the local community.</p> <p>SS.1.3.17.1 Describe types of natural disasters common to the local region.</p> <p>SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.</p>
19	Geography of Our Community	<p>SS.1.1.16.1 Describe local weather and how it affects individuals and their activities.</p> <p>SS.1.2.16.1 Identify human activities that affect the local environment.</p> <p>SS.1.3.16.1 Identify cultural characteristics of the local community.</p> <p>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.</p> <p>SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.</p> <p>SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.</p>
Unit 5: History		
20	Calendars	<p>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.</p> <p>SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.</p>
21	Changes Over Time	<p>SS.1.2.23.1 Illustrate how communities change over time.</p> <p>SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.</p> <p>SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.</p>

Week	Title	Standards Covered
22	History	<p>SS.1.3.23.1 Ask questions about significant figures in local history.</p> <p>SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
23	Life Long Ago and Today	<p>SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.</p> <p>SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.</p> <p>SS.1.1.21.1 Describe an event from two different perspectives.</p>
24	Communication Over Time	<p>SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.</p> <p>SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.</p> <p>SS.1.1.21.1 Describe an event from two different perspectives.</p>
Unit 6: Culture		
25	Culture	<p>SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic.</p> <p>SS.1.3.23.1 Ask questions about significant figures in local history.</p> <p>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p>
26	Folktales and Legends	<p>SS.1.3.23.1 Ask questions about significant figures in local history.</p> <p>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.</p> <p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p>
Unit 7: Economics		
27	Needs and Wants	<p>SS.1.2.12.1 Explain how and why households make choices between needs and</p>

Week	Title	Standards Covered
		wants. SS.1.1.13.1 Examine decisions that people make about spending and saving money.
28	Economics	SS.1.1.11.1 With support, explain the difference between producers and consumers. SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. SS.1.4.11.1 Define income. SS.1.2.12.1 Explain how and why households make choices between needs and wants.
29	Economic Choices	SS.1.1.12.1 Identify situations where goods are in high or low demand. SS.1.2.12.1 Explain how and why households make choices between needs and wants. SS.1.1.13.1 Examine decisions that people make about spending and saving money.
30	Jobs	SS.1.4.11.1 Define income. SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.
31	Workers Contribute to the Economy	SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community. SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region. SS.1.2.14.1 Sort resources into categories based on location of origin. SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.
32	Spending and Saving	SS.1.2.12.1 Explain how and why households make choices between needs and wants. SS.1.1.13.1 Examine decisions that people make about spending and saving money.

Week	Title	Standards Covered
Unit 1: Foundations		
1	Sources	<p>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</p> <p>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</p> <p>SS.K-2.2.3 Determine whether a source is primarily fact or opinion.</p> <p>SS.K-2.3.1 With support, identify sources that address a specific topic.</p> <p>SS.K-2.3.2 With support, classify statements as facts or opinions.</p> <p>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</p> <p>SS.2.1.22.1 Differentiate between primary and secondary sources.</p> <p>SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.</p> <p>SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.</p>
2	Timelines	<p>SS.2.1.23.1 Create and explain a chronological sequence of multiple events</p>
Unit 2: Government		
3	I Belong to a Community	<p>SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.</p> <p>SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.</p>
4	Rules and Laws	<p>SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p>SS.2.2.8.1 Identify and explain how rules function in public settings.</p>
5	Principles of Democracy	<p>SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.</p>

Week	Title	Standards Covered
		<p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p>SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.</p> <p>SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.</p>
6	Important Documents	<p>SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.</p> <p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.</p> <p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.</p> <p>SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.</p> <p>SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.</p>
7	The Purpose of Government	<p>SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.</p> <p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.2.9.1 Describe the government systems in place in the students' local community.</p> <p>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.</p>
8	The Structure of National Government	<p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.</p>

Week	Title	Standards Covered
9	The Structure of Tribal, State, and Local Government	<p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.2.9.1 Describe the government systems in place in the students' local community.</p> <p>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.</p>
10	Government Services	<p>SS.2.4.6.1 Explain what governments are and some of their functions.</p> <p>SS.2.2.9.1 Describe the government systems in place in the students' local community.</p> <p>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.</p>
Unit 3: Civics		
11	Citizenship	<p>SS.2.1.7.1 Apply civic virtues when participating in school settings.</p> <p>SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.</p> <p>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.</p> <p>SS.2.3.8.1 Describe how people have tried to improve the local community over time.</p> <p>SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.</p> <p>SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.</p>
12	Patriotism	SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
13	Patriotic Symbols	SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
14	Founders	SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.
15	Memorials and Monuments	<p>SS.2.3.8.1 Describe how people have tried to improve the local community over time.</p> <p>SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.</p> <p>SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.</p> <p>SS.2.3.23.1 Generate questions about, and describe how, specific individuals</p>

Week	Title	Standards Covered
		and groups have shaped local historical events. SS.2.1.9.1 Determine the meaning and importance of local and state symbols. SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.
16	Patriotic Holidays	SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
Unit 4: Geography		
17	Map Skills	SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
18	Location	SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
19	Physical Features of Places	SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region. SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.
20	Human Characteristics of Places	SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community. SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska. SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs. SS.2.3.19.1 Explain the connections between the local physical environment

Week	Title	Standards Covered
		<p>and the economic activities found there.</p> <p>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.</p>
21	Humans and the Environment	<p>SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region.</p> <p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.</p> <p>SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs.</p> <p>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.</p>
22	Movement	<p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.</p> <p>SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.</p>
23	Culture	<p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.</p>
24	Regions of the World	<p>SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region.</p> <p>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.</p> <p>SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.</p> <p>SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p>SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.</p>

Week	Title	Standards Covered
Unit 5: Economics		
25	Needs, Wants, Resources	SS.2.3.13.1 Describe local examples of capital goods and human capital.
26	Economic Activity	SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services. SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities.
27	Economic Choices	SS.2.4.11.1 Explain how and why people earn money. SS.2.6.11.1 Participate in discussions about the role of banks in the local economy. SS.2.1.13.1 Classify savings goals as short-term or long-term.
28	Producers and Consumers	SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services. SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities. SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region. SS.2.3.13.1 Describe local examples of capital goods and human capital.
29	Economic Principles	SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries. SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.
30	More Economic Principles	SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets. SS.2.5.11.1 Describe examples of costs of production for local goods and services. SS.2.1.12.1 Define scarcity and explain how it affects decision-making. SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.

Week	Title	Standards Covered
Unit 6: Culminating Activities		
31	Solving Problems in Your Community	<p>SS.K-2.4.1 Respectfully ask and answer questions.</p> <p>SS.K-2.4.2 Differentiate their own opinion from others.</p> <p>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</p> <p>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</p> <p>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</p> <p>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</p> <p>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</p> <p>SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.</p>
32	Historical Figures	<p>SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.</p> <p>SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.</p> <p>SS.2.1.22.1 Differentiate between primary and secondary sources.</p> <p>SS.2.2.22.1 Explain how historical sources can be used to study the local community's past.</p> <p>SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.</p> <p>SS.2.1.23.1 Create and explain a chronological sequence of multiple events.</p> <p>SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.</p> <p>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.</p> <p>SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past.</p> <p>SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options.</p> <p>SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two</p>

Week	Title	Standards Covered
		Alaska cultural groups, one of which is a local group.

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p>
2	Sources	<p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p>
3	Examining Evidence and Communicating Conclusions	<p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p>
4	Taking Action	<p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p>
5	Engage in Your Own Inquiry	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p>

Week	Title	Standards Covered
		<p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p>
Unit 2: Civics and Government		
6	I Am a Member of a Community	<p>SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.</p> <p>SS.3.1.7.1 Describe how civic virtues can be applied in school settings.</p> <p>SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.</p>

Week	Title	Standards Covered
7	The Purpose of Government	<p>SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.</p> <p>SS.3.2.6.1 List ways that people participate in democracy.</p> <p>SS.3.4.6.1 Describe how rules can create responsibilities.</p> <p>SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.</p> <p>SS.3.1.9.1 Explore and describe various government structures within Alaska.</p>
8	Government	<p>SS.3.1.9.1 Explore and describe various government structures within Alaska.</p>
9	Important Documents	<p>SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them.</p>
10	National Government	<p>SS.3.1.9.1 Explore and describe various government structures within Alaska.</p>
11	Tribal, State, and Local Government	<p>SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.</p> <p>SS.3.1.9.1 Explore and describe various government structures within Alaska.</p> <p>SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.</p> <p>SS.3.1.8.1 Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.</p> <p>SS.3.2.8.1 Describe how Alaska's laws are created and changed at multiple organizational levels.</p>
12	We the People	<p>SS.3.2.6.1 List ways that people participate in democracy.</p> <p>SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.</p> <p>SS.3.1.10.1 Describe and define the rights, roles, and responsibilities of residents of Alaska.</p> <p>SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.</p> <p>SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group .</p> <p>SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.</p>

Week	Title	Standards Covered
13	Inquiry: Research a Tribal, State, or Local Government	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.</p> <p>SS.3.2.6.1 List ways that people participate in democracy.</p>

Week	Title	Standards Covered
		<p>SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them.</p> <p>SS.3.4.6.1 Describe how rules can create responsibilities.</p> <p>SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.</p> <p>SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.</p> <p>SS.3.1.7.1 Describe how civic virtues can be applied in school settings.</p> <p>SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.</p> <p>SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group.</p> <p>SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.</p> <p>SS.3.1.8.1 Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.</p> <p>SS.3.2.8.1 Describe how Alaska's laws are created and changed at multiple organizational levels.</p> <p>SS.3.3.8.1 Identify and participate in ways that people can influence the local community and organize solutions through action.</p> <p>SS.3.4.8.1 Illustrate historical and contemporary means of changing society in Alaska.</p> <p>SS.3.1.9.1 Explore and describe various government structures within Alaska.</p> <p>SS.3.1.10.1 Describe and define the rights, roles, and responsibilities of residents of Alaska</p>
Unit 3: Geography		
14	Thinking Like a Geographer	<p>SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.</p> <p>SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.</p> <p>SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.</p>

Week	Title	Standards Covered
		<p>SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p>
15	Map Skills	<p>SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.</p> <p>SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.</p> <p>SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.</p>
16	Natural Features and Landforms	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.</p> <p>SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.</p> <p>SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.</p>
18	Regions: Part One	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p>

Week	Title	Standards Covered
		<p>SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.</p> <p>SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.</p>
19	Regions: Part Two	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.</p> <p>SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.</p>
20	Water is a Natural Resource	<p>SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.</p>
21	Migration	<p>SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</p> <p>SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.</p> <p>SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.</p>
Unit 4: History		
22	Timelines	<p>SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras.</p> <p>SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.</p> <p>SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history.</p>

Week	Title	Standards Covered
		SS.3.2.24.1 Identify and gather relevant evidence in support of a claim about an event in Alaska history.
23	Using Charts, Maps, and Date	<p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.</p> <p>SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.</p> <p>SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.</p>
24	Communities Over Time	<p>SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.</p> <p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history.</p> <p>SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.</p>
25	People Who Influence Communities	<p>SS.3.1.21.1 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.</p> <p>SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history.</p>
26	Problem Solving	<p>SS.3.1.7.1 Describe how civic virtues can be applied in school settings.</p> <p>SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.</p> <p>SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group.</p>
27	Eyewitnesses to Changes Over Time	<p>SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.</p> <p>SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history.</p>

Week	Title	Standards Covered
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</p>
29	Producers and Consumers	<p>SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska.</p> <p>SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.</p> <p>SS.3.3.13.1 Explain the ways in which Alaska's government pays for the goods and services it provides.</p>
30	Community Interdependence	<p>SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.</p> <p>SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.</p>
31	Transportation Over Time	<p>SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.</p> <p>SS.3.2.17.1 Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.</p>
32	Inquiry: Interdependence in Your Community	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p>

Week	Title	Standards Covered
		<p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska.</p> <p>SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.</p> <p>SS.3.3.13.1 Explain the ways in which Alaska's government pays for the goods and services it provides.</p> <p>SS.3.4.13.1 Define and illustrate examples of capital goods and human capital.</p> <p>SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.</p> <p>SS.3.2.14.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.</p> <p>SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p>
2	Historical Inquiry Sources	<p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.2.24.1 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.</p>
3	Analyzing and Evaluating Evidence	<p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in</p>

Week	Title	Standards Covered
		<p>response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p>
4	Using Evidence to Communicate Conclusions	<p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p>
5	Engaging in Your Own Inquiry	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p>

Week	Title	Standards Covered
		<p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
Unit 2: Geography		
6	Geographic Skills	SS.4.3.16.1 Discuss how environmental and cultural characteristics influence

Week	Title	Standards Covered
		<p>population distribution in the United States.</p> <p>SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.</p> <p>SS.4.3.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</p> <p>SS.4.1.19.1 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.</p>
7	Location	<p>SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.</p>
8	Physical Characteristics	<p>SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.</p> <p>SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.</p> <p>SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.</p> <p>SS.4.3.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</p> <p>SS.4.1.19.1 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.</p> <p>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.</p> <p>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.</p>

Week	Title	Standards Covered
9	Regions of the United States	<p>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p> <p>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</p> <p>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.</p> <p>SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.</p> <p>SS.4.2.17.1 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.</p>
10	Human Characteristics	<p>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</p> <p>SS.4.2.16.1</p> <p>Explain how the cultural and environmental characteristics of the United States change over time.</p> <p>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.</p> <p>SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.</p> <p>SS.4.2.17.1 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.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.</p> <p>SS.4.3.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</p> <p>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.</p> <p>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.</p>

Week	Title	Standards Covered
11	Movement	<p>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</p> <p>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.</p> <p>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.</p> <p>SS.4.2.17.1 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.</p> <p>SS.4.3.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</p> <p>SS.4.1.19.1 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.</p> <p>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.</p> <p>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.</p>
12	Culture	<p>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</p> <p>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.</p> <p>SS.4.1.19.1 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</p>
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p>

Week	Title	Standards Covered
		<p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</p> <p>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.</p> <p>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.</p> <p>SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.</p> <p>SS.4.2.17.1 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.</p> <p>SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.</p> <p>SS.4.1.18.1 Construct maps and other graphic representations of the various</p>

Week	Title	Standards Covered
		<p>regions around the world.</p> <p>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.</p> <p>SS.4.3.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</p> <p>SS.4.1.19.1 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.</p> <p>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.</p> <p>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
Unit 3: Economics		

Week	Title	Standards Covered
14	Needs and Wants	SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.
15	Economic Principles	<p>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.</p> <p>SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.</p> <p>SS.4.3.11.1 Explain the role of money in making exchange easier.</p> <p>SS.4.5.11.1 Determine how profits influence sellers in markets.</p> <p>SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.</p> <p>SS.4.2.12.1 Define positive and negative incentives.</p> <p>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.</p> <p>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p> <p>SS.4.1.15.1 Explore the significance of various industries in Alaska.</p> <p>SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.</p> <p>SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.</p>
16	Economic Activities	<p>SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.</p> <p>SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.</p> <p>SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p> <p>SS.4.1.15.1 Explore the significance of various industries in Alaska.</p>

Week	Title	Standards Covered
		<p>SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.</p> <p>SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.</p>
17	Personal Finance	<p>SS.4.3.11.1 Explain the role of money in making exchange easier.</p> <p>SS.4.2.12.1 Define positive and negative incentives.</p> <p>SS.4.1.13.1 Explain that interest is the price of using someone else's money.</p>
18	Economic Systems	<p>SS.4.5.11.1 Determine how profits influence sellers in markets.</p> <p>SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.</p> <p>SS.4.2.12.1 Define positive and negative incentives.</p> <p>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.</p> <p>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p>
19	Guided Inquiry: Economy of My State	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p>

Week	Title	Standards Covered
		<p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.</p> <p>SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.</p> <p>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.</p> <p>SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.</p> <p>SS.4.3.11.1 Explain the role of money in making exchange easier.</p> <p>SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.</p> <p>SS.4.5.11.1 Determine how profits influence sellers in markets.</p> <p>SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.</p> <p>SS.4.2.12.1 Define positive and negative incentives.</p> <p>SS.4.1.13.1 Explain that interest is the price of using someone else's money.</p> <p>SS.4.2.13.1 Determine the difference between inflation and deflation.</p>

Week	Title	Standards Covered
		<p>SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.</p> <p>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.</p> <p>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.</p> <p>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</p> <p>SS.4.1.15.1 Explore the significance of various industries in Alaska.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
Unit 4: Government		
20	Foundations of	SS.4.3.6.1 Identify key civic documents at the local, state, and national levels,

Week	Title	Standards Covered
	Government and Law	<p>and describe their central principles.</p> <p>SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.</p> <p>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.</p> <p>SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.</p>
21	Structure and Functions of Government	<p>SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.</p> <p>SS.4.2.6.1 Explain how democracies rely on responsible participation.</p> <p>SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.</p> <p>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.</p> <p>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.</p> <p>SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.</p> <p>SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.</p> <p>SS.4.3.8.1 Explain how policies are developed to address public problems.</p> <p>SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.</p>
22	Tribal, State, and Local Governments	<p>SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.</p> <p>SS.4.2.6.1 Explain how democracies rely on responsible participation.</p> <p>SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.</p> <p>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.</p> <p>SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.</p> <p>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide</p>

Week	Title	Standards Covered
		<p>society in Alaska and the United States.</p> <p>SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.</p> <p>SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.</p> <p>SS.4.3.8.1 Explain how policies are developed to address public problems.</p> <p>SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.</p>
23	Citizens	<p>SS.4.2.6.1 Explain how democracies rely on responsible participation.</p> <p>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.</p> <p>SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.</p> <p>SS.4.1.7.1 Demonstrate civic virtues in school settings.e</p> <p>SS.4.3.7.1 With teacher guidance, create a process for group decision-making.</p> <p>SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.</p>
24	Responsibilities of Citizens	<p>SS.4.2.6.1 Explain how democracies rely on responsible participation.</p> <p>SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.</p> <p>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.</p> <p>SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.</p> <p>SS.4.3.7.1 With teacher guidance, create a process for group decision-making.</p> <p>SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.</p>
25	Guided Inquiry: Road to Statehood and Government	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling</p>

Week	Title	Standards Covered
		<p>questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.</p> <p>SS.4.2.6.1 Explain how democracies rely on responsible participation.</p> <p>SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.</p> <p>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.</p> <p>SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.</p>

Week	Title	Standards Covered
		<p>SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.</p> <p>SS.4.1.7.1 Demonstrate civic virtues in school settings.</p> <p>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.</p> <p>SS.4.3.7.1 With teacher guidance, create a process for group decision-making.</p> <p>SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.</p> <p>SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.</p> <p>SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.</p> <p>SS.4.3.8.1 Explain how policies are developed to address public problems.</p> <p>SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the</p>

Week	Title	Standards Covered
		<p>history of Alaska and the United States.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
Unit 5: History		
26	Chronology	<p>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p>
27	Change Over Time	<p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
28	Conflict and Cooperation	<p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>
29	Contributions of Individuals and Groups	<p>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.</p>

Week	Title	Standards Covered
		<p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p>
30	Symbols and Landmarks	<p>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.</p>
31	Celebrations and Remembrance	<p>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how</p>

Week	Title	Standards Covered
		<p>they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.</p>
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one</p>

Week	Title	Standards Covered
		<p>or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.</p> <p>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.</p> <p>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</p> <p>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</p> <p>SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.</p> <p>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</p> <p>SS.4.4.22.1 Infer the intended audience of a historical source.</p> <p>SS.4.5.22.1 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.</p> <p>SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.</p> <p>SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.</p> <p>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.</p> <p>SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</p> <p>SS.4.2.24.1 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.</p> <p>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p>
2	Historical Inquiry Sources	<p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p>
3	Analyzing and Evaluating Evidence	<p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p>
4	Communicating Conclusions	<p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take</p>

Week	Title	Standards Covered
		<p>action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p>
5	Engaging in Your Own Inquiry	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those</p>

Week	Title	Standards Covered
		<p>actions.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p>
Unit 2: North America Before European Contact		
6	Life in the Americas	<p>SS.5.1.16.1: Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</p> <p>SS.5.2.16.1: Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</p> <p>SS.5.3.16.1: Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.</p> <p>SS.5.1.19.1: Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>SS.5.2.19.1: Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</p>
7	Government and Culture in North America	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.5.5.6.1: Investigate the origins, functions, and structure of the U.S. federal government.</p> <p>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.</p> <p>SS.5.2.7.1: Distinguish core civic virtues and democratic principles that guide government, society, and communities.</p> <p>SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p>

Week	Title	Standards Covered
		<p>SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.</p> <p>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.</p> <p>SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.</p> <p>SS.5.3.7.1: Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>SS.5.4.7.1: Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.</p> <p>SS.5.1.16.1: Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</p> <p>SS.5.2.16.1: Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>SS.5.2.19.1: Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</p> <p>SS.5.3.19.1: Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.</p>
8	Trade and Economics in North America	<p>SS.5.2.11.1: Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.</p> <p>SS.5.3.11.1: Examine the differences between the current exchange system and the exchange system in place within the American colonies.</p> <p>SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.</p> <p>SS.5.7.11.1 Describe the role of other financial institutions in an economy. SS.5.5.11.1 Explain how profits influenced sellers in early American markets.</p> <p>SS.5.4.13.1: Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.</p> <p>SS.5.1.14.1: Explain how trade leads to increasing economic interdependence among countries.</p> <p>SS.5.2.14.1: Explain the effects of increasing economic interdependence on different groups within participating nations.</p>
9	Guided Inquiry: Lives of	SS.3-5.1.1 Construct compelling questions and explain the importance of the

Week	Title	Standards Covered
	North American Indians	<p>questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.5.2.16.1: Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.</p> <p>SS.5.2.18.1 Use maps, satellite images, photographs, and other representations</p>

Week	Title	Standards Covered
		<p>to analyze relationships between the locations of places and regions in the United States and their environmental characteristics.</p> <p>SS.5.2.19.1: Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p>
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	<p>SS.5.3.13.1: Compare the British taxation policies in Colonial America to the current taxation practices in the United States.</p> <p>SS.5.4.13.1: Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.</p> <p>SS.5.1.16.1: Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</p> <p>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p>
11	Consequences of Contact	<p>SS.5.3.13.1: Compare the British taxation policies in Colonial America to the current taxation practices in the United States.</p> <p>SS.5.2.14.1: Explain the effects of increasing economic interdependence on different groups within participating nations.</p> <p>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.</p> <p>SS.5.1.19.1: Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>SS.5.3.19.1: Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.</p> <p>SS.5.1.22.1: Comparing and contrasting a variety of primary and secondary</p>

Week	Title	Standards Covered
		<p>sources, analyze significant historical events in the United States.</p> <p>SS.5.2.22.1: Gather and compare information provided by different historical sources about early American history.</p>
12	The Colonies and Their Founding	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.2.6.1: Assess the importance of participation in democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.</p> <p>SS.5.1.19.1: Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
13	Jamestown	<p>SS.5.1.16.1: Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</p> <p>SS.5.2.16.1: Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>SS.5.1.19.1: Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.</p> <p>SS.5.3.22.1: Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p>
14	Colonial Life	<p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</p>

Week	Title	Standards Covered
		<p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.1.18.1: Create various types of maps and other graphic representations of each U.S. region.</p> <p>SS.5.1.14.1: Explain how trade leads to increasing economic interdependence among countries.</p> <p>SS.5.2.19.1: Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.1.23.1: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</p>
15	Guided Inquiry: Life in the British Colonies	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p>

Week	Title	Standards Covered
		<p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.3.23.1: Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p>
16	Conflicts and Compromise in North America	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.2.6.1: Assess the importance of participation in democracy.</p> <p>SS.5.2.7.1: Distinguish core civic virtues and democratic principles that guide government, society, and communities.</p> <p>SS.5.3.11.1: Examine the differences between the current exchange system and the exchange system in place within the American colonies.</p> <p>SS.5.2.16.1: Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</p> <p>SS.5.1.19.1: Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early</p>

Week	Title	Standards Covered
		<p>American colonies.</p> <p>SS.5.2.19.1: Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</p> <p>SS.5.3.19.1: Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.</p>
17	Clash of the Empires	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.1.14.1: Explain how trade leads to increasing economic interdependence among countries.</p> <p>SS.5.2.14.1: Explain the effects of increasing economic interdependence on different groups within participating nations.</p> <p>SS.5.1.16.1: Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</p> <p>SS.5.1.23.1: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.3.24.1: Summarize the central claim in a secondary work of early American history.</p>
18	Consequences of the French and Indian War	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.1.22.1: Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.</p> <p>SS.5.3.22.1: Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p>

Week	Title	Standards Covered
Unit 4: The American Revolution		
19	The Acts of Parliament	<p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.2.11.1: Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.</p> <p>SS.5.1.23.1: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.1.22.1: Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.</p> <p>SS.5.3.22.1: Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p>
20	The Actions of the Colonies	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.2.6.1: Assess the importance of participation in democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.4.7.1: Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
21	The Shot Heard 'Round the World	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.2.6.1: Assess the importance of participation in democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.1.22.1: Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.</p> <p>SS.5.3.22.1: Formulate questions about multiple historical sources and their</p>

Week	Title	Standards Covered
		<p>relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p>
22	Guided Inquiry: The Road to Revolution	<p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.3.24.1: Summarize the central claim in a secondary work of early American history.</p> <p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or</p>

Week	Title	Standards Covered
		<p>more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p>
23	Independence and Revolution: The Government	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.1.7.1: Apply civic virtues and democratic principles in school settings.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.2.22.1: Gather and compare information provided by different historical sources about early American history.</p> <p>SS.5.1.23.1: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p>
24	Independence and Revolution: The People	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.4.7.1: Examine the beliefs, experiences, perspectives, and values that</p>

Week	Title	Standards Covered
		<p>underlie one's own and others' points of view about civic issues.</p> <p>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.2.22.1: Gather and compare information provided by different historical sources about early American history.</p> <p>SS.5.3.23.1: Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
25	Independence and Revolution: The Military	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.</p> <p>SS.5.2.21.1: Analyze connections among historical context and people's perspectives in the American colonies.</p> <p>SS.5.2.22.1: Gather and compare information provided by different historical sources about early American history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
26	Outcomes of the American Revolution	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.1.23.1: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how</p>

Week	Title	Standards Covered
		<p>individuals and groups shaped early American history.</p> <p>SS.5.3.24.1: Summarize the central claim in a secondary work of early American history.</p>
Unit 5: Creating a New Nation		
27	The Founders and Process	<p>SS.5.1.6.1: Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.5.5.6.1: Investigate the origins, functions, and structure of the U.S. federal government.</p> <p>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.</p> <p>SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p> <p>SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.</p> <p>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.</p> <p>SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.</p> <p>SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
28	The Constitution	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p>

Week	Title	Standards Covered
		<p>SS.5.5.6.1: Investigate the origins, functions, and structure of the U.S. federal government.</p> <p>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.</p> <p>SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.</p> <p>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.</p> <p>SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.</p> <p>SS.5.3.21.1: Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p>
29	The Bill of Rights	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.3.6.1: Identify and explain the importance of key national documents and determine their impact on governance.</p> <p>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.5.4.7.1: Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.</p> <p>SS.5.3.21.1: Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.</p>
30	The New Nation	<p>SS.5.1.10.1: Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</p> <p>SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p>

Week	Title	Standards Covered
		<p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.3.24.1: Summarize the central claim in a secondary work of early American history.</p> <p>SS.5.1.11.1: Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.</p>
31	America on the Move	<p>SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>SS.5.4.13.1: Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.</p> <p>SS.5.1.14.1: Explain how trade leads to increasing economic interdependence among countries.</p> <p>SS.5.2.14.1: Explain the effects of increasing economic interdependence on different groups within participating nations.</p> <p>SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.</p> <p>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p>
32	Guided Inquiry: Changes in the United States	<p>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</p> <p>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</p> <p>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</p> <p>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</p> <p>SS.3-5.2.2 Determine whether a source is primary or secondary.</p> <p>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</p> <p>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling</p>

Week	Title	Standards Covered
		<p>questions.</p> <p>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</p> <p>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</p> <p>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</p> <p>SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</p> <p>SS.3-5.4.3 Critique the motives behind different perspectives.</p> <p>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</p> <p>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</p> <p>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</p> <p>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</p> <p>SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.</p> <p>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</p> <p>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.</p> <p>SS.5.5.22.1 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.</p> <p>SS.5.1.24.1: Analyze and explain probable causes and effects of events and developments in early American history.</p> <p>SS.5.2.24.1: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</p> <p>SS.5.3.24.1: Summarize the central claim in a secondary work of early American history.</p>