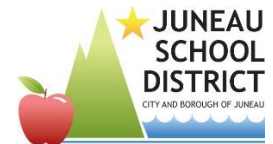


Social Studies Curriculum Grades K-5



*Juneau School District Board of Education
Adopted May 10, 2016*



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JSD Elementary Social Studies Curriculum

Committee

Elementary Teachers

Angie Wright	Auke Bay School
Jessica Chester	Harborview School
Sheryl Wittig	Auke Bay School
Tisa Becker	Riverbend Elementary School

Secondary Teachers

Cheyenne Cuellar	Yaakoosgé Daakahídi Alternative High School
Graham Storey	Thunder Mountain High School
Janet Lopez	Floyd Dryden Middle School
Jessica Collins	Dzantik'i Heeni Middle School
Joyce Thoreson	Yaakoosgé Daakahídi Alternative High School
Kurt Dzinich	Juneau-Douglas High School
Luke Fortier	Dzantik'i Heeni Middle School
Mara Sheakley-Early	Thunder Mountain High School
Michael Heiman	Floyd Dryden Middle School
Michele Thompson	Juneau-Douglas High School

District Administrators

Barbara Cadiante-Nelson	K-12 Native Student Success Coordinator, Teaching & Learning Support
Kristy Germain	Assistant Principal, Dzantik'i Heeni Middle School
Ted Wilson	Director, Teaching and Learning Support

Parents/Community Members

Anya Nelson	Curriculum Specialist, Goldbelt Heritage Foundation
Elissa Borges	Curriculum Specialist, Goldbelt Heritage Foundation
Justina Starzynski	Parent; Indian Studies Program
Lori Buzzell	Parent; Administrative Assistant, Teaching & Learning Support
Marjorie Hamburger	Curator of Public Programs, Juneau-Douglas City Museum
Marjorie Menzi	Retired Alaska State Social Studies Specialist; League of Women Voters (Committee Chair)
Norma Shorty, Ph.D.	Curriculum Specialist, Goldbelt Heritage Foundation
Paul Berg	Curriculum Specialist, Goldbelt Heritage Foundation

Facilitator

Carin Smolin	Curriculum Specialist, Teaching & Learning Support
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JSD Elementary Social Studies Curriculum

Introduction

Never doubt that a small group of thoughtful committed citizens can change the world, indeed it is the only thing that ever has (Margaret Mead).

Be aware that when Tlingit people talk about story, they mean history or sometimes it is a story that has a lesson or moral or is there to strengthen our minds, bodies and spirit (From "Because we Cherish You," Irene Jean Lampe, Tlingit Elder).

This Social Studies curriculum serves to prepare our children for their rightful place as citizens of Alaska, the United States, and the global community. The curriculum is a result of a two-year team effort to develop a social studies program based on thousands of years of history, our geographic location in Southeast Alaska, our place in global society, and Western civilization.

Social Studies impacts all students whose identity is connected to the past, present, and future of our lands and seas, and therefore the school district has responsibility for the sustainability of these histories. The overall aim of this curriculum framework is to:

- Develop thoughtful, responsive, and culturally-responsible citizens who are able to articulate who they are and comprehend past, present, and future ways of knowing and doing. This knowledge prepares learners to understand the environment and economics associated with place while building upon their own heritage and knowledge.
- Perpetuate informed, involved, and contributing citizens who can make decisions based on democratic and culturally relevant principles, participate in public and intercultural affairs, who recognize, understand, and respect our unique society as Alaskan peoples.
- Provide citizenship education that helps students to develop social proficiencies and use the skills, knowledge, and attitudes that prepare them to be informed, thoughtful, and respectful citizens. Responsible citizens participate in their communities, are involved politically, and exhibit cultural, moral and civic virtues.

This document integrates the ideals of Western civilization with the teaching of the social studies. The value of studying the Western experience goes far beyond the needs of Americans. Western civilization has created institutions of government and law that have provided unprecedented freedoms for its people. "The institutions and ideas, therefore, that provide for freedom and improvement in the material conditions of life cannot take root and flourish without an understanding of how they came about and what challenges they have had to surmount" (*Why We Should Study the History of Western Civilization*, Donald Kagan, Yale University, 2014).

Traditionally, the social sciences are economics, government/political science, history, geography, psychology, sociology and anthropology. Social studies often also include archeology, philosophy, and spiritual beliefs. All of these disciplines are reflected in the themes used in this curriculum and the national social studies standards.

JSD Elementary Social Studies Curriculum

In memory of our ancestors... Tradition cannot be inherited and if you want it, you must obtain it by great labour (T.S. Eliot as quoted in Haa Shuka, Our Ancestors).

Features of this curriculum include a focus on place-based content and civics education. This is critical to ensure all students have a guaranteed, viable, and culturally-responsive curriculum. The social studies curriculum reinforces the school board's goal of aligning curriculum with State of Alaska and world class standards while integrating culturally-relevant schools, classrooms, and place-based instruction.

Place-Based Education

"...the path to a sane, sustainable existence must start with a fundamental reimagining of the ethical, economic, political, and spiritual foundations upon which society is based, and that this process needs to occur within the context of a deep local knowledge of place." (David Sobel, Place-Based Education)

Place-based education involves integrating local history, indigenous (Tlingit) knowledge and a deep sense of place into the curriculum. Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. This approach to education, which emphasizes hands-on, real-world learning experiences, increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. (*Place-Based Education Connecting Classrooms & Communities* by David Sobel, Orion Society, 2005, ISBN 978-0913098547).

The committee also considered terminology that describes indigenous and Native Americans, which is referenced throughout the curriculum. Definitions are provided here:

- **Native American/American Indian:** Those peoples whose pre-Columbian ancestors were indigenous to the lands within the Americas. These peoples were composed of numerous distinct tribes, bands, and ethnic groups. Many of these groups survive intact today as sovereign nations.
- **First Nations:** The various Aboriginal peoples in Canada who are neither Inuit nor Métis.
- **Aboriginal:** A generalized term referring to indigenous people inhabiting or existing in a land from the earliest times or from before the arrival of colonists; commonly used for Australia's indigenous people.

JSD Elementary Social Studies Curriculum

- Indigenous: Recognizing people originating in a particular place; native or those groups especially protected in international or national legislation as having a set of specific rights based on their historical ties to a particular territory and their cultural or historical distinctiveness from other populations.
- Alaska Native: The indigenous peoples of Alaska.
- Native: Term used for Alaska indigenous peoples.
- Indian: Considered by many Native groups to be a pejorative term based on Columbus' misidentification of the indigenous people of the Americas. It is used as an official government term and has historical connotations.

Civics Education

Civics education is vital to our nation's future, since, as scholars have noted, "as the twig is bent, so grows the tree;" youth who learn civic attitudes, skills and knowledge, reinforced by family and schools, are far more likely to be civically active all their lives. – Harvard Kennedy School, The Saguaro Seminar, *Civic Engagement in America*.

The Social Studies Curriculum recognizes the importance of an educated citizenry to American democracy. The Framers of the Constitution envisioned Americans as educated citizens, active in the lives of their communities and country. Civics education is essential for responsible self-government and knowledge of our history and ideals of liberty, equality, democracy and social justice. This is as true today as it was more than 200 years ago.

The primary goal of social studies education is to promote civic competence: the knowledge and democratic dispositions and values required of students to be active and engaged participants in public life. Young people who are knowledgeable, skillful, and committed to democracy are necessary for sustaining and improving our democratic way of life and participating as members of a global community (*National Curriculum Standards for Social Studies, 2010*). As civic competence is a central aim of social studies education, civic education is woven throughout the K-12 social studies curriculum. Civics lessons and experiences should be infused systematically into the classroom at all grade levels to reinforce the concept that citizenship is a right and responsibility. Deliberate dialogue in current events related to the regions and countries studied should be a part of instruction at each grade level so students understand this knowledge is part of a citizen's responsibility.

Civics education in Alaska must include awareness of race, colonialism, deconstructing ideas about historical constructs of indigenous peoples, knowledge of the forms of indigenous tribal governments, and understanding of the sovereign rights of Alaska's Native people, as well as the rights and responsibilities of all Alaskans at the local, state, and federal levels.

JSD Elementary Social Studies Curriculum

This curriculum recognizes six proven practices in civic learning integral to social studies instruction and student’s experiences in our schools. (“Guardian of Democracy: The Civic Mission of Schools”.)

1. Classroom Instruction. Students need to learn the factual foundation of American democracy with attention to skills, values, and practical applications. Hence, civic literacy should also teach students to make informed active choices about policies that affect their lives and engage with their community in efforts for social change.
2. Discussion of Current Events and Controversial Issues. High quality and inclusive discussion of important current issues and events helps young people develop the knowledge, skills, and dispositions needed for effective political and civic engagements. They learn that issues can be discussed in civil and productive ways.
3. Service Learning. An instructional methodology that makes intentional links between the academic curriculum and student work that benefits the community by providing meaningful opportunities for students to apply what they learn to issues that matter to them. It is more than community service in that high-quality service learning experiences incorporate intentional opportunities for students to analyze and solve community problems through the application of knowledge and skills.
4. Extracurricular (co-curricular) Activities. Those activities that require teamwork and collaboration are an essential part of civics education. These have been shown to be a better predictor of adult engagement than more commonly recognized factors such as education and income.
5. Student Participation in School Governance. Students will be trained in self-government within the school context. Formal structures for considering students’ views are a valuable way of modeling democratic practices and teaching students civic skills. Beyond student government, programs should promote school-wide democratic deliberation as a way of fostering civic skills and dispositions among all students.
6. Simulations of Democratic Processes. Mock trials, model congress, voting, classroom elections, simulations of democratic processes, and competitive debate teams can lead to heightened political knowledge and interest.

Curriculum Organization

The 2016 JSD K-12 Social Studies Curriculum was carefully crafted to align with the standards listed below. *Please refer to those documents for their standards key descriptors.*

- Alaska Social Studies Standards: <http://www.eed.state.ak.us/contentstandards/arts.html>
- National Social Studies Standards (2010): <http://www.socialstudies.org/standards/curriculum>
- College, Career and Civic Life C3 Framework for Social Studies State Standards (2013): <http://www.socialstudies.org/c3>
- International Standards in Technology Education (ISTE): http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
- Alaska ELA standards: www.eed.state.ak.us/akstandards/standards/akstandards_elaandmath_080812.pdf
- Alaska Cultural Standards: www.eed.state.ak.us/standards/pdf/cultural_standards.pdf
- National Youth Leadership Service Learning Standards: <http://nylc.org/standards/>

JSD Elementary Social Studies Curriculum

The curriculum is organized for the three levels of education in our district (K-5, 6-8, 9-12) and reference the ten national social studies themes, standards and skills; essential questions; content; activities and resources including cultural context and place-based resources.

These ten national social studies themes are organizing strands for the curriculum:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

“Young people need strong tools for, and method of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life” (*College, Career & Civic Life C3 Framework for Social Studies State Standards, 2013*). The C3 Framework uses an Inquiry Arc – a set of interlocking and mutually supporting ideas that frame the ways students learn content through four dimensions:

- developing questions and planning inquiries;
- applying disciplinary tools and concepts;
- evaluating sources and using evidence; and
- communicating conclusions and taking informed action.

The 2016 JSD K-12 Social Studies Curriculum is intended to be taught with a focus on the inquiry process utilizing essential questions to guide students in their learning. Inquiry-based learning focuses on uncovering personal understanding, asking critical questions through a fostered curiosity, and a true engagement in thinking, learning and discussions. The *C3 Framework* provides the reference for how our curriculum aligns with the national standards and this inquiry process.

The K-12 curriculum begins with understandings of self and community in elementary school, encourages deeper understandings of geography and history in middle, and develops higher level engagement and understandings of students’ roles as citizens in the local, state, national and global community in high school.

JSD Elementary Social Studies Curriculum

Elementary:

The elementary curriculum is a focused, place-based study that progresses globally: self, family, Juneau, Alaska, and the United States; these themes were created with Language Arts and Social Studies integration in mind. Opportunity for the study of Geography are embedded into each theme.

Middle School:

The middle school curriculum provides further depth of study of U.S. History and introduces students to World History and Geography.

World and Regional Geography – This course addresses the five themes of geography and includes: map reading/development, basic economic and global trends, natural resources, world climate zones, culture, government and economic systems, natural disasters, world conflict and resolution, and Alaska Studies. This course is taught in either 6th or 7th grade.

World History – This course begins with a review of map skills to help contextualize the role geography plays in the development of human societies. Students will study Mesopotamia, Ancient Egypt, Ancient China, and Indus River Valley Civilization with a focus on language, religion, education, politics, culture, and historical development. The later part of the course focuses on Western Civilization through studies of Ancient Greece, Rome, Islamic Civilization and the Middle-Ages. Throughout all units, students will recognize the influence of ancient civilizations on the modern world.

U.S. History - The middle school U.S. History course reviews American history chronologically through the Civil War and Reconstruction. The class encompasses early North American history (including pre-contact), through the Civil War and Reconstruction.

High School:

Courses are sequenced from 9-12th grades with required courses meeting district graduation credit requirements (3 credits in Social Studies):

- U.S. History (1 credit) or AP U.S. History (1 credit)
- World History (1 credit) or AP World History (1 credit)
- U.S. Government and Civics (.5 credit) or AP U.S. Government (1 credit)
- Alaska History (.5 credit)

Elective course options include the AP courses which students may take as advanced learning options: AP U.S. Government and Politics, AP U.S. History, AP World History. Other elective course options include: Contemporary Issues, Geography, Psychology, Sociology, and U.S. Law with offerings determined by each school and based on scheduling and student demand. Course descriptions and syllabi are provided for all these course offerings and the curriculum defines the content for the required courses.

Social Studies K-12 Overview

U.S. HISTORY and CIVICS: CHRONOLOGICAL PERIODS

U.S. History: Chronological Periods

<ol style="list-style-type: none"> 1. Indigenous People (beginning through current) and Early American Explorers (Beg. To 1607) 2. Alaska Studies 3. Colonization, Settlement, Communities and Slave Trade (1607 – 1763) 4. The Revolution and the New Nation (1763 – 1815) 5. Expansion and Reform (1801 – 1861) 6. Crisis of the Union: Civil War Era (1850 - 1865) 7. Reconstruction (1865 – 1877) 8. The Development of Modern America (1865 – 1920) 9. Modern America and the World Wars (1914 – 1945) 10. Post War America (1945 - 1962) 11. Contemporary America (1963 - Present) 	<ol style="list-style-type: none"> A. Evolution of Government B. Democratic Principles, the Constitution and Amendments, Republican Government, Federalism, and Civil Rights C. Purpose Role and Responsibility of Government and Citizens D. Contemporary Government Issues
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U.S. History Overview by School Level

	Review	Focus	Introduction
Elementary		Self, family, community, U.S. Geography, 1, 2	8, 9, 11
Middle School	1, 2	3, 4, 5, 6	7, 8, 11
High School	1, 3, 4, 5, 6	2, 7, 8, 9, 10, 11, A, B, C, D	

WORLD HISTORY: CHRONOLOGICAL PERIODS

Europe/Western Civilization		World/Regional Geography Studies	
1. Ancient Civilizations <ul style="list-style-type: none"> • First Civilizations (India, Maya, Aztecs, Tigris/Euphrates) 	6. Enlightenment	12. China <ul style="list-style-type: none"> • Dynasties • Empires • Commercial Colonization • Revolution 	14. Africa <ul style="list-style-type: none"> • Tribal Period • Colonial Period • Independence
2. Ancient Greece and Rome	7. Revolutions <ul style="list-style-type: none"> • French • Industrial • Russian 	13. Japan <ul style="list-style-type: none"> • Feudal System • Role in WWI • Trade Relationships • Economic Power 	15. India <ul style="list-style-type: none"> • Colonization • Belief System • Independence
3. Rise of Europe <ul style="list-style-type: none"> • Middle Ages • Byzantine Empire and Russia 	8. European Nationalism, Imperialism, Colonialism <ul style="list-style-type: none"> • Asia • South America • Africa 		16. Middle East <ul style="list-style-type: none"> • Belief System • Cultural Relations • Oil
4. Renaissance	9. WWI and Aftermath		17. Central and South America
5. Absolutism/Reformation	10. Rise of Communism and Fascism		
	11. WWII Aftermath to Present		

World History Overview by School Level

	Review	Focus	Introduction
Elementary		Map Skills, Globes	Introduce World Geography
Middle School	World Geography, Map skills	1, 2, 3, 4, 12, 13, 17	14, 15, 16
High School	2, 3, 4	5-17	

UNIT/Chronological: Kindergarten

Key Concepts/Big Ideas: Me/Myself and Family/Culture

Standards	
ISTE	1b, 2c, 4b, 5c, 6a
Alaska SS Standards	Geo: A1-2, B1, B4; His: D1
Alaska ELA Standards	RL.K.1-7, RI.K.1-10, RF.K.1-3, W.K.1, SL.K.1-6, L.K.1
Alaska Cultural Standards	A2-4, D1, D3, E1-2, E8

Additional suggested resources for all Themes in this grade:

JSD Art Kits	Time for Kids
PebbleGo (online)	National Geographic Kids
Kids Discover	Goldbelt Heritage Foundation
Reading Wonders	Sealaska Heritage Institute
AK Native Knowledge Network (ANKN) (online)	

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture Time, Continuity, and Change	What are the elements of your family’s culture and history, and how does it shape who you are at home and school?	<p>Know culture is your way of being: what are your family’s routines, language, clothing, food, music, arts, language, land, food, family traditions</p> <p>Understand family is defined by culture (moieties/clans, extended families)</p> <p>Understand the value of having community members and elders in the classroom</p> <p>Understand learning is guided by elders, family, community members, and experience Tlingit Aani (land)</p>	<p>Communicate orally about own family structure</p> <p>Share a family tradition, celebration and activity</p> <p>Learn important Alaska and U.S. holidays</p> <p>Illustrate and communicate about important local celebrations</p> <p>Explain similarities and differences between home and school</p> <p>Timeline of My Life (Students time line important events of their life)</p>	<p>Globe – physical</p> <p>Big Book: Maps</p> <p>PebbleGo: In My Home and Holiday</p> <p>Eaglecrest Books: Set B (RL 1-21)</p> <p>Southeast Alaska Tribal Value Poster</p>	<p>Books:</p> <p><i>Totem Tale</i> by Deb Vanasse</p> <p><i>Benny’s Flag</i> by Phyllis Krasilovsky (2002)</p> <p><i>Celebration: Tlingit, Haida, Tsimshian Dancing on Land</i> by Rosita Worl</p> <p>Art Kits:</p> <p>Table Painting (Pre-school)</p> <p>Trickster Scissors (Pre-school)</p> <p>Me in the Mirror K</p> <p>Parent and Child Portraits K</p> <p>Van Gogh Self-Portraits K</p> <p>“Yaakw” Canoes K</p>

JSD Elementary Social Studies Curriculum

		<p>Articulate identity shaped by past, present, and future relationship to the land</p>	<p>Invite elders and community members into the classroom</p> <p>Walking field trip to connect with place</p> <p>Introduce students to Tlingit language (body parts)</p>		<p>Online: Everyculture.com: Tongan, Samoan, Filipino, Native American</p> <p>Other: "Who Am I?" Sealaska Heritage Unit</p> <p>Elizabeth Peratrovich/Walter Soboleff - Indian Studies curriculum</p> <p>Elders to discuss identity and our relationship to the land (respect, sustainability)</p> <p>Teacher resource for unit and lesson development on clans and Who am I curriculum. This resource can be tailored to fit primary grades.</p>
<p>People, Places, and Environment</p>	<p>How can understanding physical features help you describe your surroundings?</p>	<p>Earth is a sphere</p> <p>Recognize left/right</p> <p>Recognize maps/globes are representative</p>	<p>Make maps of your bedroom or home (fire evacuation home route)</p>		<p>Books: <i>Me on the Map</i> by Joan Sweeney and Annette Cable</p> <p>The Kohklux Map by Linda Johnson</p> <p>Art Kits: Children Just Like Me K Modeling an Inuksuk K Solstice Sun Collage K</p>

JSD Elementary Social Studies Curriculum

					<p>Other: <u>The Tlingit Map of 1869</u>, John Cloud article (Teacher resource for early Tlingit maps)</p> <p>Fire Dept. (map making)</p>
<p>Power, Authority, and Governance</p> <p>Individuals, Groups, and Institutions</p>	<p>How do rules help us become responsible members of our classroom and community?</p>	<p>Know and understand important parts of being a citizen of the classroom, such as helping each other, consequences, taking responsibility for our own actions</p> <p>Be able to implement ways of solving social problems</p> <p>Make appropriate choices</p> <p>Know and understand authority and responsibility in the school and home (e.g., home, school, and classroom rules and recognizing symbols and safety)</p> <p>Demonstrate respect for self and others</p>	<p>Respect rights and needs of others in your classroom</p> <p>Make appropriate choices</p> <p>Serve as a leader and as a follower</p> <p>Participate in making rules</p> <p>Practice the Southeast Traditional Tribal Values:</p> <ul style="list-style-type: none"> -Discipline and Obedience to the Traditions of our Ancestors -Respect for Self, Elders and Others -Respect for Nature and Property -Patience -Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity -Be Strong in Mind, Body and Spirit -Humor -Hold Each Other Up -Listen Well and with Respect 		<p>Art Kits: <u>Raven Puppets K</u> <u>The Snowy Day at School K</u></p> <p>Other: School Counselor</p> <p>PBIS, Responsive Classroom or other school-wide behavior framework</p> <p>Know that Tlingit systems are broken into two moieties (Raven and Eagle) and governed by rules</p> <p>Invite Elders to discuss clan moieties and some of the rules that govern clan behaviors (can tie this to the Tlingit Value Poster). Based on the cultures of this place there are ways in which we govern ourselves with respect to who we are, responsibility for the land</p>

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			<p>-Speak with Care -We are Stewards of the Air, Land and Sea -Reverence for Our Creator -Live in Peace and Harmony -Be Strong and Have Courage</p>		<p>and the sea, our families, clans, and society.</p>
<p>Production, Distribution, and Consumption</p>	<p>How do families meet their needs for food, clothing and shelter?</p>	<p>Examine the work of family and school members</p> <p>Understand that Tlingít Aaní (land and sea) is our “grocery store”</p> <p>Demonstrate respect for the land and sea (for example, during beach week and other field trips)</p> <p>Recognize that our clothing is adapted for the environment</p>	<p>Place data about family work in charts, graphs, illustrations</p> <p>Play grocery store</p> <p>Grocery store field trip</p> <p>Simulate fish camp</p> <p>Sharing harvested food/materials with elders and others</p> <p>Blueberries</p> <p>Name ways that we care for the land and sea</p> <p>Create something (like jam) to show appreciation for elder (or other adult) who you know and trust - “Hold Each Other Up”</p> <p>Venn diagram of needs versus wants</p>		<p>Books: <u>Leveled Printable Readers:</u> (GHF) - <i>Walk in the Forest</i> RL 4 - <i>Rose Hip Tea</i> RL 6 - <i>Inside a Salmon</i> RL 10 - <i>Salmon</i> RL 10 - <i>Making Blueberry Jam</i> RL 6</p> <p><i>When the Shadbush Blooms</i> by Carla Messenger</p> <p>Art Kits: <u>Athabaskan Mittens</u> K <u>Eat Like a Bear</u> K</p> <p>Other: Indian Studies Fish Camp unit</p> <p>Junior Achievement: JA Ourselves</p> <p><u>Native Cultures of Alaska</u> (Alaska Native Language Center, UAF), (Teacher resource on Alaska Natives for food, clothing, and shelter)</p>

UNIT/Chronological: 1st Grade

Key Concepts/Big Ideas: Family & School/Neighborhood

Additional suggested resources for all Themes in this grade:

Standards	
ISTE	1b, 2c, 4b, 5b-c, 6a
Alaska SS Standards	Geo: A1-2, B1, B3-4; His: A8, D1
Alaska ELA Standards	RL.1.1-10, RI.1.1-10, RF.1.1-4, W.1.1-3, SL.1.1-6, L.1.1-2
Alaska Cultural Standards	A2-5, B1, C1, D1, D3, E1-2, E8

JSD Art Kits
 PebbleGo (online)
 Kids Discover
 Reading Wonders
 AK Native Knowledge Network (ANKN) (online)

Time for Kids
 National Geographic Kids
 Goldbelt Heritage Foundation
 Sealaska Heritage Institute

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture Time, Continuity, and Change	Who are the families in our classroom community and how does cultural diversity shape our school and neighborhoods, historically and presently?	<p>Know the cultural elements including language, literature, the arts, customs, and belief systems of my classmates</p> <p>Understand that family and history shapes who we are today</p> <p>Recognize important people we honor in our history who have contributed to the well-being of our society (e.g., Elizabeth Peratrovich, Martin Luther King, Dr. Soboleff, Presidents' Day and Seward's Day)</p>	<p>Share your family milestones over time, such as moves, trips, new family members, and new animals/pets</p> <p>Make and present a family tree (when appropriate)</p> <p>Share family stories and histories, and know and respect themselves and others</p> <p>Introduce students to Tlingit language (me, mom, dad, brother, sister, grandparents)</p>	<p>PebbleGo: Holiday</p> <p>Eaglecrest Books: Set B (RL 1-21)</p> <p>Southeast Alaska Tribal Value Poster</p>	<p>Books: <i>Kaaxgal.aat, Elizabeth Peratrovich</i> (SHI)</p> <p><i>Who Am I</i> (SHI) for language terms for body parts, family</p> <p>Art Kits: Box of Daylight Discovering Ovoids Faith Ringgold Story Quilts Family Portraits On Mother's Lap Paper Portraits Tongan Tapa Patterns Totem Tales with Nathan Jackson</p> <p>Online: Trauma-Informed Care</p>

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					<p><u>Adverse Childhood Experiences (ACEs)</u></p> <p>Other: Filipino Community Culture bearers</p>
<p>People, Places, and Environment</p>	<p>How can we use geographic tools to demonstrate or represent features of the school, the neighborhood, and the real world?</p>	<p>Become aware that a map can be a representation of an area such as a classroom</p> <p>Distinguish between land and water on a map, continents and oceans on a globe</p> <p>Identify the compass rose and cardinal directions on a map and on a globe</p> <p>Recognize how globes and maps are related</p> <p>Understand Tlingit place names within the neighborhood</p>	<p>Create a map showing important sites or landmarks in a classroom, school or neighborhood (e.g., firehouse, city hall, churches, and subsistence locations)</p> <p>Use and interpret a map of the school and neighborhood</p> <p>Continent Song</p> <p>Orange Peel – draw continents on Cutie orange and flatten</p> <p>Make a representation of the basic landforms (land, mountains, water, lakes, etc.)</p> <p>Use a simple map key</p> <p>Locate physical features (e.g., continents, oceans, rivers, lakes), and man-made features (equator, North/South poles, countries) on map/globe</p> <p>Walking field trips to connect with place/neighborhood</p>	<p>Globe – physical</p> <p>Big Book: Maps Student Atlas</p> <p>Elders and cultural experts for local Tlingit place names</p> <p><u>The Tlingit Map of 1869</u>, John Cloud article (Teacher resource for early Tlingit maps)</p> <p><u>The Kohklux Map</u> by Linda Johnson</p>	<p>Art Kits: <u>Drawing People</u> <u>A House for Me a Community for Us</u></p> <p>Other: Google Earth</p> <p>Subsistence maps</p>
<p>Power, Authority,</p>	<p>How can we become</p>	<p>Recognize that authority figures in school and home</p>	<p>Describe some responsibilities people have at home and at</p>	<p>Biographies of Elders in Our Community 2016,</p>	<p>Other: School Counselor</p>

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<p>and Governance</p> <p>Civic Ideals and Practices</p>	<p>responsible members and leaders of our school and neighborhood and why do we have leaders and what are their roles? (school, classroom, cultural, spiritual, civic leaders)</p>	<p>(parents, teachers, principal, etc.) provide a safe environment in various ways</p> <p>Apply important characteristics of being a citizen, such as respecting rights and property of others and taking turns</p>	<p>school (e.g., taking care of oneself, respect for the rights of others)</p> <p>Identify situations in which people acts as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting)</p> <p>Invited guest speakers in different leadership roles from around the community (principal, skippers of fishing boats, military, church, clan leaders)</p>	<p>Goldbelt Heritage Foundation (in progress)</p> <p>Invite clan leaders and community leaders for discussions on responsibilities in our classrooms, schools and neighborhoods</p> <p>Focus on perseverance by telling stories of triumph, flourishing, and living (Goldbelt Heritage Foundation Elders, 2015). “We have persevered because we cherish you” (Goldbelt Heritage Foundation Elders, 2015)</p>	<p>Elders</p>
<p>Production, Distribution, and Consumption</p>	<p>What is the difference between wants and needs and how do people in your school and neighborhood meet these needs while respecting the land?</p>	<p>Students will describe the economic choices people make to meet their basic economic needs</p> <p>Recognize that people need to make choices to meet their needs</p>	<p>Compare/contrast wants v. needs</p> <p>Explain how subsistence meets the needs of families</p> <p>Discuss the basic elements of a Ku. éex as a place-based means of production, distribution and consumption</p>	<p>What are the native foods of this land?</p> <p>For place-based meanings see local elders and clan leaders</p>	<p>Other:</p> <p>Junior Achievement: JA Our Family</p> <p>For literature on Ku.éex see Dauenhauer, N., & Dauenhauer, R. (1987). <i>Haa shuká, our ancestors: Tlingit oral narratives</i>. Seattle and London: University of Washington Press, Sealaska Heritage Foundation</p>

UNIT/Chronological: 2nd Grade

Key Concepts/Big Ideas: City and Community (Juneau)

**National Council for the Social Studies College, Career and Civic Life (C3) Standards for Civics, Economics, Geography, History
Grades K-2: (covers grade bands K-2 and student proficiencies by end of grade 2)**

- D2.Civ.1.K-2. Describe roles and responsibilities of people in government.
- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2. Explain the need for, and purposes of, rules in various settings inside and outside of school.
- D2.Civ.5.K-2. Explain what governments are and some of their functions.
- D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
- D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
- D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.
- D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.
- D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.
- D2.Eco.4.K-2. Describe the goods, and services, that people in the local community produce and those that are produced in other communities.
- D2.Eco.6.K-2. Explain how people earn income.
- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.
- D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.
- D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.
- D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.
- D2.His.1.K-2. Create a chronological sequence of multiple events.
- D2.His.2.K-2. Compare life in the past to life today.

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- D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.
- D2.His.9.K-2. Identify different kinds of historical sources.
- D2.His.10.K-2. Explain how historical sources can be used to study the past.
- D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.
- D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.
- D2.His.14.K-2. Generate possible reasons for an event or development in the past.

Standards	
ISTE	1b, 2a, 2c-d, 3c, 4b, 5a-c, 6a
Alaska SS Standards	Geo: A1-2, A5, B1-5, C2, D1, E1, E3; Gov/Cit: A1, C1, C4, E2; His: A8, D1
Alaska ELA Standards	RL.2.1-10, RI.2.1-10, RF.2.3-4, W.2.1-3, SL.2.1-6, L.2.1-6
Alaska Cultural Standards	A2-6, B1-2, C1, C3, D1, D3, E1-2, E8

Additional suggested resources for all Themes in this grade:

JSD Art Kits	Time for Kids
PebbleGo (online)	National Geographic Kids
Kids Discover	Goldbelt Heritage Foundation
Reading Wonders	Sealaska Heritage Institute
AK Native Knowledge Network (ANKN) (online)	

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture Time, Continuity, and Change	How do people of diverse origins, customs and traditions participate and contribute to Juneau and how did the events in Juneau's past shape the community today?	Describe the importance of cultural unity and diversity within and across groups in Juneau Understand how the Tlingit people meet their basic needs historically and presently Understand how the Tlingit culture changed over time Understand how major historical events shaped the	Communicate (draw, diagram, write or speak) similarities and differences between different cultures in your community Develop a historical timeline of Juneau and Douglas Communicate about important historical events in your community Field trip with elders and culture bearers to important sites (such as Douglas Village	Globe – physical Student Atlas PebbleGo: Jobs in the Community Pull-down maps: physical of the world, U.S. and Alaska Juneau Map <u>Traditional Tlingit Country</u> (clan map)	Books: <i>Patsy Ann of Alaska: The True Story of a Dog</i> by Tricia Brown <i>Children of the Tlingit (World's Children)</i> by Frank J. Staub <i>Tlingit Moon and Tide</i> by Dolly Garza Art Kits: <u>Alaskan Dinosaur Textures</u> <u>Bull Kelp Collage</u>

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		community of Juneau (establishment of T'aaku Kwâan and Aak'w Kwâan, discovery of gold, canneries, statehood & land claim settlements)	Site, Auk Kwan, old village sites, totem poles Art Excursion to Walter Soboleff Building Field trip to historical sites (Patsy Ann, mines, city museum, Treadwell, Last Chance Basin) Cemetery field trip	Southeast Alaska Tribal Value Poster Elders to discuss how the Tlingit culture has changed over time	<u>Clan House Visit Pictographs</u> Other: <u>"Totem Pole" Unit</u> (Sealaska) Art Excursion (Any Given Child)
People, Places, and Environments	What are some of the unique geographic features and microclimates of Juneau, and how has Juneau used and adapted to them historically and presently?	Recognize geographic features of Juneau as well as their Tlingit place names: mountains, rivers, lakes, glaciers, islands, channels, bays, harbor, wetlands, peninsula, etc. Understand what factors create microclimates in Juneau and recognize how that influences land use Identify how Juneau has adapted to the land features (village sites, building bridges, boat harbors, roads, trams, airports, recreation opportunities, creating land from mine tailings & receding glacier)	Create a simple map, with a key, of a part of Juneau/Douglas Make and use maps, graphs and globes Field trip to local museums and a walking tour of totem poles in Juneau and Douglas Field trip to Jensen-Olson Arboretum Oral Narratives - history of land use of Juneau	Bring in elders who know the place names of some of the areas from around Juneau and Douglas See the <u>Tlingit Map of 1869</u> to develop culturally appropriate lessons on Tlingit map making Juneau Empire Microclimate Poster	Books: <i>Alaska Then and Now: Anchorage, Fairbanks & Juneau</i> by Sonya Senkowsky and Amanda Coyne Dauenhauer, R. & Dauenhauer, N. (1987). <i>The Coming of the First Whiteman in Haa Shuká, Our Ancestors: Tlingit Oral Narratives</i> , Seattle and London: University of Washington Press, pp. 303 – 309 Career Books Art Kits: <u>Tidal Zones Mural</u>

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					<p>Other: Juneau-Douglas City Museum</p> <p>Walter Soboleff Building</p> <p>Jensen-Olson Arboretum</p> <p>Elders</p> <p>Bringing our stories to life (Strongman Story)</p> <p>Recordings/documents explaining land use</p> <p>Tlingit place name maps/lists/audio clips</p> <p><u>"Dog Point Salmon Fish Camp"</u> cd for language terms</p>
<p>Individual Development and Identity</p> <p>Individuals, Groups, and Institutions</p>	<p>What does it mean to be a citizen of Juneau and what are the ways citizens participate in and impact Juneau?</p>	<p>Understand ways citizens participate in community decisions</p> <p>Distinguish between personal and civic responsibilities and explain why they are important in community life</p> <p>Identify the city mayor and local authority members and learn what their roles involve</p>	<p>Participate in a community improvement project that help or inform others (Litter Free, Pioneer Home, Humane Society, etc.)</p> <p>Invite Borough Assembly Members, and tribal officials to classroom</p> <p>Interview local mayor</p>		<p>Art Kits: <u>Characters in Our Community</u> <u>Puzzle Me</u> <u>Shadow Puppets (Filipino)</u></p> <p>Other: League of Women Voters Materials</p> <p>Dauenhauer, R. & Dauenhauer, N. (2002).</p>

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		Recognize that there are citizen boards that help make decisions for Juneau (Juneau School Board, Eaglecrest board, planning commission, docks and harbors, Fourth of July Committee, Rotary Club, Local ANB & ANS Camps, etc.)	<p>Meet clan leaders and culture bearers</p> <p>Visit City Hall</p> <p>Share stories of family arrival in Juneau</p> <p>Mock Borough Assembly</p> <p>Students can describe ways that rules established by city government protect nature, citizens and ideas</p> <p>Students can introduce themselves as people of the community and demonstrate how they honor their ancestors</p>		Lingít X' éináx Sá! Say It in Tlingit: A Tlingit Phrase Book. Sealaska Heritage Institute, Juneau. (Tlingit introduction in Dauenhauer and Dauenhauer, 2002, p. 23)
Production, Distribution, and Consumption	How do people in Juneau make money and/or subsist from the land?	Understand the economy of Juneau is based on a variety of jobs (e.g., fishing, mining, subsistence, government)	<p>Visit fire station, post office, store, DIPAC, recycling center, hatcheries, water/sewage treatment plants, Montana Creek fish trap, and a restaurant and understand the service that is provided</p> <p>Fish camp simulation</p>	Smoking Salmon Curriculum by Hans Chester for Goldbelt Heritage Foundation	<p>Books: Career Books</p> <p><i>Mary's Wild Winter Feast</i> by Hannah Lindoff, Clarissa Rizal, and Nobu Koch</p> <p>Art Kits: <u>Our Wild Foods</u></p> <p>Other: Junior Achievement: JA Our Community</p>

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					<p>Fish Trap curriculum (Bill Fawcett)</p> <p>Elders discussions on everything has a spirit (respect for land, sea, self and others)</p>
<p>Science, Technology, and Society</p>	<p>How have changing technologies influenced Juneau over time?</p>	<p>Know the technologies that were and are still being used in Juneau: mining (sluice box to drilling in mountain), fishing (weirs, fish wheels canoes, nets, and commercial fishing technologies), communication (mail boats to internet), transportation (canoes to ferries and jets), and sources of energy</p> <p>Understand how changing technologies impacted Juneau</p>	<p>Technology Timeline</p> <p>Study of technologies (pick one and see how it evolved; e.g., halibut hook to long line set or canoe to aluminum skiff and outboard OR looking at mining changes over time - gold panning to sluice box to Greens Creek, etc.)</p> <p>Oral Narratives</p> <p>Visit city and mining museum</p> <p>Compare/contrast indigenous scientific knowledge with western scientific knowledge</p>	<p>Halibut hooks only caught the big halibut – sustainability in Tlingit Culture (Newton and Moss, 1983, p. 13)</p>	<p>Online: “Village Science” by Alan Dick</p> <p>Other: Recorded oral narratives</p> <p>Local family technology use interviews/surveys</p> <p>Newton, R. & Moss, M. (1983). <i>Atxaayi Haa Khusteeyixh Sitee; Our Food is Our Way of Life</i>. United States Department of Agriculture</p>

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UNIT/Chronological: 3rd Grade

Key Concepts/Big Ideas: Region: Southeast Alaska

Standards	
ISTE	1b, 2a-d, 3b-c, 4b-d, 5a-c, 6a-b
Alaska SS Standards	Geo: A1-2, A5, B1-5, B7, C2-3, D1, E1, E3, F1-2; Gov/Cit: A1, B8, C1, C4, E2-3, E6, G2-3; His: A1, A5, A8-9, B1, B3, D1-2
Alaska ELA Standards	RL.3.1-10, RI.3.1-10, RF.3.3-4, W.3.1-3, SL.3.1-6, L.3.1-6
Alaska Cultural Standards	A1-7, B1-4, C1, C3, D1-5, E1-2, E4, E8

Additional suggested resources for all Themes in this grade:	
JSD Art Kits	Time for Kids
PebbleGo (online)	National Geographic Kids
Kids Discover	Goldbelt Heritage Foundation
Reading Wonders	Sealaska Heritage Institute
AK Native Knowledge Network (ANKN) (online)	

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture Time, Continuity, and Change People, Places, and Environment	Who are the cultural groups of Southeast Alaska and how are each of the groups influenced by the resources, climate, and geography historically and presently?	Know the traditional homelands (Alaska and Canada) of the Tlingit/Haida/Tsimshian Know the resources used by cultures for food, shelter, clothing & transportation Understand how the geography and the abundance of natural resources in Southeast Alaska allowed Native groups to establish permanent villages Locate on a map major geographical Southeast Alaska features including:	Trade Game (Indian Studies Curriculum) Tlingit Aani Clan Mapping activity Migration stories (elders): Climate and geography change (glaciation-glacier bay, floods and sea level rising) Clan House activity Day ferry trip in Southeast Alaska Read story <i>How Raven Made the Tides</i> and explore how	Globe – physical Student Atlas Pull-down physical maps: World, U.S., Alaska Southeast Alaska Map Southeast Alaska Tribal Value Poster	Books: <i>Keepers of the Earth - Native American Stories and Environmental Activities: How Raven Made the Tides</i> by Michael Caduto and Joseph Bruchac <i>Mary's Wild Winter Feast</i> by Hannah Lindoff, Clarissa Rizal, and Nobu Koch <i>Haa Shuka, Our Ancestors: Tlingit Oral Narratives</i> by Nora and Richard Dauenhauer

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		<p>islands, mountains, waterways, ice fields, international border, town's/villages.</p> <p>Recognize the history of contact, purchase, statehood, WWII, mining, timber, tourism and fishing of Southeast Alaska and the effects it has on the people and the environment.</p> <p>Discuss the Battle of Sitka in 1804; events leading up to the battle and aftermath</p>	<p>the word Tlingit is derived from "tide" since so much food is available at low tide. (See Chapter 3, Dolly Garza, <i>Tlingit Moon and Tide</i> for another version of what Tlingit means.)</p> <p>Map geography, mines, canneries and communities of Southeast Alaska and explore why the communities were established there</p> <p>Introduce students to Tlingit language (place names in Southeast Alaska)</p>		<p><i>Aanóoshi Lingít Aaní Ká/Russians in Tlingit America: Battle of Sitka, 1802 and 1804</i> edited by Nora and Richard Dauenhauer, and Lydia Black</p> <p><i>Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)</i> by Miranda Belarde-Lewis</p> <p><i>Tlingit Moon & Tide: Teaching Resource: Elementary Level</i> by Dolly Garza (University of Alaska Sea Grant)</p> <p>Art Kits: <u>Chilkat Robe</u> <u>Murals of Our Towns and Villages</u> <u>Window to Raven and Eagle</u> <u>Zoom-in on Southeast Alaska</u></p> <p>Online: "How Raven Made the Tides"</p>
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					<p><u>"Early Northwest Coast People"</u> by Margit McGuire (Story Path Library)</p> <p>AKResource.org: Rock and Roll</p> <p>Other: "Keet Shagoon: The Origin of the Killer Whale" VHS</p> <p>Traditional Tlingit Country Map: Tlingit Reader Inc.</p> <p>Elders sharing migration stories (such as women going under the glacier on the Stikine and Taku Rivers, etc.)</p> <p>Art Excursion (Any Given Child)</p> <p>Tlingit oral history of the flooding</p> <p>"Songs of Tlingit" - Sealaska Heritage Institute</p> <p>Cannery map of Alaska</p> <p>Mining map of Alaska</p> <p>Harvest Calendar Poster</p>
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					Timeline including major events in Southeast Alaska Tlingit Culture and Language Thematic Units - Kwaan - Southeast Alaska
Individuals, Groups, and Institutions	How do individuals and groups create change in institutions in Southeast Alaska historically and presently?	<p>Recognize that government and individuals created discriminatory policies such as segregated water fountains, movie theaters, restaurants, bathrooms, schools, churches, etc.</p> <p>Recognize that government and individuals created public lands for preservation and wise use: National Parks/Forests in Southeast Alaska</p> <p>Understand the effects of Boarding Schools in Southeast Alaska: Wrangell Institute, Sheldon Jackson, and Mt. Edgecumbe</p> <p>Know and understand the importance of Elizabeth Peratrovich, William Paul, ANB/ANS and other community leaders</p>	<p>Students will read biographies of Southeast Leaders such as Elizabeth Peratrovich, William Paul, Dr. Soboleff, etc. and present their findings</p> <p>Compare/contrast effects of boarding schools Celebrate Elizabeth Peratrovich Day</p> <p>Compare/contrast Southeast Alaskan civil rights leaders and Martin Luther King Jr. and other national civil rights leaders</p> <p>Reenactment of Elizabeth Peratrovich’s testimony</p> <p>Locate the various public lands and recognize the purpose of their establishment (Glacier Bay - tidewater glaciers, Tongass National Forest - Temperate Rainforests)</p>	Alaska Native issues, current events, and discussions	<p>Books: Leveled biographies of Native Leaders</p> <p>Teacher can read aloud <i>Sandra’s Hands</i> by Paul Berg (in press 2016)</p> <p>Online: Walter Soboleff E-Book</p> <p>Other: Primary resources Goldbelt boarding school curriculum</p>

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		Recognize the authority of the clan in tribal government	Bring in Elder/Cultural specialist to demonstrate/show ownership through their clan's at.oow/property (songs, blankets, names, etc.)		
Production, Distribution, and Consumption	What are our responsibilities as we use/save/develop Southeast Alaska's resources and how have the natural resources influenced development in Southeast Alaska?	Understand the benefits and concerns of Southeast Alaska supplying the world with necessary natural resources (timber, fish, minerals, recreation) Understand how the natural resources are managed to allow sustainability	Locate the natural resources within Southeast Alaska Interview experts from the logging, tourism, mining, and fishing industry towards understanding co-management in the areas of food, fisheries, etc. Recognize the factors that are changing the climate and natural resource in the Southeast region and what individuals are doing about it Harvest devil's club and produce salve or balm/Devil's club tea/herring eggs		Books: <i>Salmon Boy</i> <i>Frog Girl</i> by Owen Paul Lewis <i>Sea Wolf</i> Rosa Miller (elder/traditional resource management) <i>The Girl Who Married the Bear</i> (Sitka Kiks.ádi story) (For a story on respect for all things.) Other: Elders and cultural connections
Science, Technology, and Society	How have the changing technologies over time influenced Southeast Alaska?	Know the technologies that were and are still being used in Southeast Alaska: mining (sluice box to drilling in mountain), fishing (weirs, fish wheels canoes, nets, and commercial fishing technologies),	Using the inquiry process, choose one technology and explore its changes overtime and the effects including cultural influences Explore ancient and modern tools/science and technology		Books: <i>Haa Shuka, Our Ancestors: Tlingit Oral Narratives</i> by Nora and Richard Dauenhauer, p. 83 A.P. Johnson Kaax'achgook

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		<p>communication (mail boats to internet), transportation (canoes to ferries and jets), sources of energy, etc.</p> <p>Understand how changing technologies impacted Southeast Alaska</p> <p>Recognize/celebrate indigenous science</p>	<p>(fish traps, fish nets, gaffing hooks)</p> <p>A celebration of indigenous way of science</p>		<p>Art Kits: Dog Mushing Magic Machines</p> <p>Online: "Village Science" by Alan Dick</p> <p>Other: Alaska State Library, Archives, and Museum (SLAM)</p>
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UNIT/Chronological: 4th Grade

Key Concepts/Big Ideas: Alaska

Standards	
ISTE	1a-b, 2a-d, 3a-d, 4a-d, 5a-d, 6a-b, d
Alaska SS Standards	Geo: A1-5, B1-5, B7-8, C, D1-2, D4, E, F1-2, F6; Gov/Cit: A1, A4, B8, C1-8, E2-3, E6, F9, G2-3; His: A1, A5, A8-9, B1-4, D1-5
Alaska ELA Standards	RL.4.1-10, RI.4.1-10, RF.4.3-4, W.4.1-10, SL.4.1-6, L.4.1-6
Alaska Cultural Standards	A1-7, B1-4, C1-3, D1-6, E1-4, E7, E8

Additional suggested resources for all Themes in this grade:	
JSD Art Kits	Time for Kids
PebbleGo (online)	National Geographic Kids
Kids Discover	Goldbelt Heritage Foundation
Reading Wonders	Sealaska Heritage Institute
AK Native Knowledge Network (ANKN) (online)	

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture Time, Continuity, and Change	Who are the native groups of Alaska and how are each of them influenced by the resources, climate, and geography in their region historically and presently?	<p>Know the indigenous groups of Alaska: Yupik, Inupiat, Tlingit, Haida, Tsmishian, Unangan (Aleut), Alutiiq, Athabaskan</p> <p>Understand the influence of land and climate on these indigenous people and their cultures</p> <p>Examine important historical periods and events in Alaska history</p> <p>Examine current theories and evidence of the first and</p>	<p>Categorize the different Alaska cultural groups according to region and elements</p> <p>Research important historical periods (including: pre-contact, exploration, Russian history, Age of Discovery, gold rush, territory, homesteading, statehood, WWII, ANILCA (Alaska Native Interest Land Conservation Act), ANCSA (Alaska Native Claim Settlement Act), natural resource development, civil rights, boarding schools,</p>	<p>Globe – physical</p> <p>Alaska Language Map</p> <p>Southeast Alaska Tribal Value Poster</p> <p><i>The Native People of Alaska</i> by Steve Langdon</p>	<p>Books:</p> <p>LEGENDS:</p> <p>-<i>Children of the Midnight Sun</i></p> <p>-<i>Storm Run</i></p> <p>-<i>Last of the American Rainforest: Tongass</i></p> <p>-<i>Up on Denali</i></p> <p>-<i>The Girl Who Swam with the Fish</i></p> <p>-<i>Berry Women’s Children</i></p> <p>-<i>Circle of Thanks</i></p> <p>NOVELS/Teacher resources:</p> <p>-<i>Tough Boy And Sister</i></p> <p>-<i>The Wind is Not a River</i></p> <p>-<i>At the Mouth of the Luckiest River</i></p>

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		<p>subsequent people to settle in Alaska</p>	<p>current history, etc.) and people of Alaska</p> <p>Create a timeline of Alaska’s important historical events Extract significant ideas from primary source documents (e.g., photos of Gold Rush, copies of early maps, museum artifacts)</p> <p>Introduce the self-identified names of the Alaska native biogroups</p> <p>Compare the mosquito story to the 1300s (the time of the ice age) and recognize how the indigenous stories are linked to history</p> <p>Compare/contrast the Stikine River Glacier story to the Taku Glacial Story</p>	<p>-<i>Filipinos in Alaska: 1788-1958</i> by Thelma Buchhold -<i>The Way of Our People</i> -<i>Neeluk</i> -<i>Two Old Women</i> -<i>Berry Magic</i> -<i>Alaska A to Z</i> -<i>Ka-ha-si</i> -<i>Alutiiq Traditions</i> -<i>The Klondike Gold Rush</i> -<i>Minuk</i> -<i>Anna’s Athabaskan Summer</i> -<i>Kahtaha</i> -<i>Jasons’ Gold</i> -<i>Down the River</i> -Native Alaskan Cultures in Perspective</p> <p><i>Aleutian Sparrow</i> by Karen Hesse</p> <p><i>Alaska: A Land in Motion</i> by Nancy Warren Ferrell</p> <p><i>My Name is Not Easy</i> by Debby Dahl Edwardson</p> <p><i>Blessing’s Bead</i> by Debby Dahl Edwardson</p> <p>Art Kits: <u>Aleut Basket Painting</u> <u>Alutiiq Masks</u></p>
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					<p><u>Haida Readers' Theatre</u> <u>Olanna's Paper Sculptures</u> <u>Raven Sculptures</u> <u>Soap Carving with Gertrude Svarny (Unangan)</u> <u>Spirit Masks</u></p> <p>Other: Southeast Traditional Tribal Values Elders</p> <p>William Seward presentation: Sesquicentennial of Seward's Folly</p> <p>Ray Barnhardt, ice berg diagram</p> <p>Art Excursion (Any Given Child)</p> <p>The Kohklux Map</p> <p>Goldbelt boarding school curriculum/video/scrapbook/elders/framework</p> <p>Aleut story video</p> <p>Dan Monteith - Glacier Bay History</p>
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					<p>Living Among Glaciers - "Basket Bay"</p> <p>Dan Henry timelines: Glaciers in Klukwan</p>
<p>People, Places, and Environment</p>	<p>How are geographic features and climates of Alaska impacted by the dramatic differences of latitude and longitude?</p>	<p>Understand latitude/longitude (Arctic Circle) and how they affect the state (weather, geography, ecology, length of day)</p> <p>Understand that a region is a distinct area defined by one or more cultural or physical features</p> <p>Recognize the factors influencing patterns in human settlement such as the availability and proximity to resources/land for people to live in Alaska</p>	<p>Make and use maps, globes and graphs</p> <p>Solve and create latitude/longitude map hunts</p> <p>Geo-caching</p> <p>Identify the important geographical features of Alaska, including archipelago, mountain, volcano, gulf, spit, glacial and river valley, river, fjord, glacier, island, river and major cities and landmarks</p> <p>Make and use an Alaska map which includes land and water forms</p> <p>Identify landforms and regions on an Alaskan map</p> <p>Compare and contrast the major regions of Alaska</p> <p>Apply and use atlas skills to locate places on the map</p>	<p>Pull-down physical map – World, U.S., Alaska</p> <p>Student Atlas</p>	<p>Art Kits: Alaska Postcards Alaskan Landscapes Caribou on the Tundra Centennial Bridge Landscapes of the Iditarod</p> <p>Other: The Kohklux Map</p> <p>Aleut story video</p> <p>Dan Monteith - Glacier Bay History</p> <p>Living Among Glaciers - "Basket Bay"</p> <p>Elders, Knowledge Bearers and Literature on climate change past and current (under and over the glacier stories)</p> <p>There are stories of two winters among the "interior" people (Volcanic eruption)</p>

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			Distinguish the five regions of Alaska (Southeast, Southwest, Arctic, Aleutian, and Interior/Central)		
Power, Authority, and Governance Individuals, Groups, and Institutions	What are the responsibilities of state and tribal government and what are individual's responsibilities to care for Alaska?	Identify the three branches of state government in Alaska and understand the roles of each branch of government Understand structures and authorities of tribal governments and corporations Recognize the impact of the Alaska Federation of Natives (AFN) Understand how law makers and individuals impact Alaska's natural resources Locate natural resources within Alaska and explain the importance and consequences of their use Describe how people adapt, use, and modify the natural resources of Alaska	Close read Current Events of Alaskan issues: read, analyze, and summarize Field trip to State Capitol during session and see the three branches of government Field trip to State Court House and Governor's House Field trip to tribal offices/DIA, Tlingit and Haida General Assembly Using a map of Alaska, students will identify/locate oil, fish, timber, minerals, and wildlife resources Describe the work of the state legislators in making rules and spending Alaska's money on state needs Identify state and clan symbols such as the state flag, flower, tree, and bird, insect, mineral, song and mammal		Other: Map for purchase: http://www.maps.com/ref_map.aspx?pid=11609 (maps.com for a variety of Alaska maps) Elders and culture bearers in the classroom AFN cultural standards (General Assembly circa 1980s)

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<p>Production, Distribution, and Consumption</p>	<p>How have Alaska's natural resources influenced economic development and the economy of the state?</p>	<p>Identify the natural resources of Alaska and how they are used in commerce (mining, fisheries, timber, tourism, etc.)</p> <p>Describe ways that individuals use natural resources to meet their needs (subsistence)</p> <p>Discuss how Alaska's geographic position has influenced its economy (e.g., oil being transported out to be processed, mining material transported, etc.)</p>	<p>Trace the journey of an Alaskan resource, its extraction from Alaska, to the outside where value is added and then back to the state. (Oil extracted from the slope, shipped to a refinery in lower U.S., and then barged to Alaska and sold at gas stations at a greater cost OR journey of a fish/salmon/log)</p> <p>Discuss statewide subsistence and experience it (fur sewing, beading, smoking fish, drying meat, etc.)</p> <p>Bring in local experts to talk about how they make their living from the land (such as fisheries, state and federal, tourism)</p> <p>Research the developments of microgrids in Alaska (hydroelectric, solar and wind power, tidal energy, geothermal) and discuss their impacts</p> <p>Make Akutaq (Eskimo ice cream)</p>		<p>Art Kits: <u>Salmon Summer in Kodiak</u></p> <p>Other: Elders and culture bearers in the classroom</p>
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<p>Science, Technology, and Society</p>	<p>How has changing technology over time influenced Alaska?</p>	<p>Know the technologies that were and are still being used in the different regions of Alaska: snowshoes, dog sledding/snow machine, kayak, baidarka, commercial boats, halibut hooks, ulu, fish traps, outhouse/honey bucket</p> <p>Recognize emerging technologies (wind turbines, tide, geothermal, hydroelectric, fishing finders, GPS, etc.)</p>	<p>Compare/contrast a past-present technology Regional study of technologies (pick one and see how it evolved; e.g., halibut hook to long line set or baidarka to aluminum skiff and outboard, food preservation)</p>		<p>Art Kits: <u>Landscapes of the Iditarod</u></p> <p>Other: <u>Education Indigenous to Place: Western Science Meets Native Reality</u> (Teacher resource on indigenous science and technology)</p>
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UNIT/Chronological: 5th Grade

Key Concepts/Big Ideas: United States Regions: Looking at History, Culture and Geography of Every U.S. Region

National Council for the Social Studies College, Career and Civic Life (C3) Standards for Civics, Economics, Geography, History, Grades 3-5: (covers grade bands 3-5 and student proficiencies by end of grade 5)

- D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
- D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
- D2.Civ.13.3-5. Explain how policies are developed to address public problems.
- D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.
- D2.Eco.1.3-5. Compare the benefits and costs of individual choices.
- D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.
- D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.
- D2.Eco.5.3-5. Explain the role of money in making exchange easier.
- D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
- D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

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- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
- D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.
- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.
- D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.
- D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.
- D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- D2.His.14.3-5. Explain probable causes and effects of events and developments.
- D2.His.16.3-5. Use evidence to develop a claim about the past.

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Standards	
ISTE	1a-b, 2a-d, 3a-c, 4a-d, 5a-d, 6a-b, 6d
Alaska SS Standards	Geo: A1-6, B1-8, C2-3, D1-5, E1-6, F1-6; Gov/Cit: A1-2, A4, B5-6, B8, C1-8, E1-3, E6, F2, F9, G2-3; His: A1-9, B1-5, C1-4, D1-6
Alaska ELA Standards	RL.5.1-10, RI.5.1-10, RF.5.3-4, W.5.1-10, SL.5.1-6, L.5.1-6
Alaska Cultural Standards	A1-7, B1-4, C1-4, D1-6, E1-8

Additional suggested resources for all Themes in this grade:

JSD Art Kits	Time for Kids
PebbleGo (online)	National Geographic Kids
Kids Discover	Goldbelt Heritage Foundation
Reading Wonders	Sealaska Heritage Institute
AK Native Knowledge Network (ANKN) (online)	

Themes (NCSS)	Essential Questions	CONTENT: Record of Human Experiences	Activities/Cultural & Place-Based Connections	Essential Resources	Suggested Resources
Culture People, Places, and Environment	How do landforms, climate, resources, and people define the distinct regions of the United States and how are each of the Native American cultural groups influenced by these factors?	Distinguish the cultural elements of indigenous groups in America Know the five themes of geography and how they apply to each region: location (position on the earth’s surface), place (physical and human characteristics), human/environment interaction (shaping the landscape), movement (human/environment interaction), regions (how they form) Know that history is understood through geologic time for indigenous peoples	Conduct a regional study of the U.S. throughout the year and within each region to know the geography, history, climate, culture, and economics of the area Link traditional stories with history (e.g., Hawaiian stories of navigation and migration stories of the Tlingit) Compare indigenous North American creation stories Create U.S. map	Globe – physical Student Atlas Pull-down physical map – World, U.S., Alaska U.S. reservation map U.S. topographic map	Books: LEGENDS: -Buffalo Woman -Crossing Bok Chitto -The Broken Flute -The Arrow Over the Door -Arrow to the Sun -First Strawberries -Pushing up the Sky -A Boy Called Slow -The Girl Who Married the Moon -Star Boy -Beyond the Ridge -Iktomi Loses His Eyes -Magic Horse -Dancing Teepee -The Circle of Thanks Novels/Teacher Resources: -Encounter (Picture book) -Sees Behind the Trees

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		<p>Identify the region's resources and how they impact the people and the land</p> <p>Link the Native American groups with their indigenous region and name them with their self-identified name</p> <p>Understand how people adapt to their environment and climate in which they live Identify and explore the significant influences of early Native American contributions to the U.S. and contemporary culture</p>			<p><i>-Morning Girl</i> <i>-Eye Witness-North American Indian</i></p> <p>Art Kits: <u>Clay Pots with Maria Martinez (3rd gr)</u> <u>Formline and Beyond</u> <u>Layout Design: Tlingit Words</u> <u>Northwest Coast Formline Design</u> <u>Plains Indians Ledgerbooks</u> <u>Raven's Tail Motif</u></p>
Time, Continuity, and Change	What are the key places associated with the history of the United States and what makes them important and valued?	<p>Recognize that history is a record of human experiences that link past to the future</p> <p>Describe and demonstrate how places and regions serve as cultural symbols</p> <p>Understand the similarities between clan-based governance and contemporary government</p> <p>Evaluate Native American's traditional way of life and displacement</p>	<p>Students explain key places in the United States and their historical significance</p> <p>Virtual Road Trip</p> <p>Make postcards/brochures for each region</p> <p>Create regional games (Jeopardy, headbands with regional features, etc.)</p> <p>Students know history behind some major <u>Native American Heritage Sites</u>: Wounded</p>		<p>Other: Frederick Schwatka's expeditions</p>

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			<p>Knee, Trail of Tears, Mesa Verde, and Pu’uhonua O Honaunau National Park</p> <p>Students can place these national symbols to regions: Statue of Liberty, Liberty Bell, Washington DC, St. Louis Arch, Alamo, White House, World Trade Center, etc.</p>		
<p>Individuals, Groups, and Institutions</p>	<p>How do individuals and groups create societal change in America, historically and presently?</p>	<p>Recognize government - implemented policies that impacted social groups (such as WWII Japanese encampments, reservations, BIA Schools, segregation, New Deal, Chinese immigration, slavery, etc.)</p> <p>Recognize government successes</p> <p>Examine the successful methods of groups to create positive change such as women’s suffrage, civil rights (American Indian Movement/AIM & Black Panthers, United Farm Workers), ANB/ANS, AFN, National Parks, National Congress of American Indians</p> <p>Recognize the historical struggles of minority groups</p>	<p>Role play</p> <p>Investigate America’s greatest successes: Space, National Parks, human rights, enterprise, religious freedoms, etc.</p> <p>Artful thinking with powerful pictures of America and historical events</p> <p>Compare/contrast west/east encampments and civil rights struggles</p> <p>Biography studies (such as Wax Museum and Elders Biography Project at Goldbelt Heritage Foundation)</p> <p>Map/follow the journey of Native American groups (e.g.,</p>		<p>Books: <i>One Crazy Summer</i> by Rita Williams-Garcia (Historical fiction on community activism during civil rights movement of 1960s.)</p> <p>Art Kits: <u>Mini-History Museum (Japanese Internment)</u></p> <p>American Portraits</p> <p>Other: Empty Chair project – kit at each school including books</p> <p>“For the Rights of All: Ending Jim Crow in Alaska” (video)</p> <p>Invite ANS/ANB reps. to present how they have</p>

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		<p>in the U.S. (cultural disruption) and the impacts they have had</p> <p>Explore how cultures within the U.S. have persevered (such as Chinese, Irish, German, Mexican)</p> <p>Understand the impact of Alaska Native Boarding Schools</p>	<p>Trail of Tears/Chief Joseph and the Nez Perce)</p> <p>Research cultures that are represented in the U.S. and find the common themes - challenges, communicate</p>		<p>created societal change in Alaska, historically and now</p>
<p>Power, Authority, and Governance</p>	<p>How is the United States government structured and how are indigenous/tribal governments structured?</p>	<p>Identify the three branches of the federal government and understand the roles of each branch of government</p> <p>Recognize that the symbols of America stand for the ideals of freedom, liberty, and hope: bald eagle, Constitution/Bill of Rights, flag, National Anthem, etc.</p> <p>Tribal governments are sovereign nations and treaties are government to government agreements (Understand that the past enforcement of assimilation policies had an adverse effect on Alaska Native culture, values and systems of belief)</p>	<p>Close read U.S. Current Events - read, analyze, and summarize</p> <p>Students can identify famous American symbols and list their importance</p> <p>Role play how a bill becomes a law</p>		<p>Books: Book Series – <u><i>Congress for Kids, Checks and Balances: The Three Branches of Government</i></u> by Bryon Giddens-White</p> <p>Art Kits: <u>Capitol Idea</u> <u>Remembering ANCSA</u> <u>Northern Team Spirit (Arctic Winter Games)</u></p> <p>School House Rock: “I’m Just a Bill” video</p> <p>Goldbelt Heritage Foundation Curriculum and Elders on Boarding Schools Experiences</p>

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<p>Production, Distribution, and Consumption</p>	<p>What are the economic features of each U.S. region and what are citizen’s responsibilities as we use, save and develop U.S. resources?</p>	<p>Identify the major economies of each U.S. region (example: Midwest = farming, auto manufacturing; West Coast = agriculture, film, tourism)</p> <p>Understand how production, distribution and consumption policies have impacted Alaska Native subsistence practices</p>	<p>Compare and contrast economies of regions and resources available</p> <p>Map out economies of various regions and identify resources traded (oil, water, agriculture, manufactured goods, etc.)</p> <p>Elders discuss clan ownership and protocols re: subsistence and resource management</p>		<p>Art Kits: <u>Plein Air Postcards (U.S. Region Geography)</u></p> <p>Other: National Geographic kits</p> <p>Economic and Natural Resources Maps of America</p>
<p>Science, Technology, and Society</p>	<p>How are regions and their environment impacted by changes in science and technology?</p>	<p>Understand that development and technological advances come with a cost</p> <p>Identify development such as roads, dams, construction of cities, airplanes, trains, and agriculture</p> <p>Understand impacts of large scale agriculture (farming, fishing, and mining) and sustainability</p>	<p>Create pros/cons of science and technology</p> <p>Region Studies (choose topic and investigate pros/cons): West-Hoover Dam, Columbia River dams, Southwest-Colorado River, Southeast-Baton Rouge, Draining of Everglades, Midwest-farming, Northeast-nuclear energy</p> <p>Understand Alaska Native Science is tied to spirit, understanding and sacredness</p> <p>Understand that modern day science validates findings with oral history (Dan Monteith’ s Lecture – see Sealaska Heritage Institute lecture series)</p>		

APPENDICES

- Alaska Place-Based Resources
- Alaska Social Studies Standards
- High School Course Descriptions and Syllabi
- International Standards in Technology Education (ISTE)
- National Service Learning Standards
- National Social Studies Standards: College, Career & Civic Life C3 Framework for Social Studies State Standards