

Department of Education  
and Early Development



# Alaska Social Studies Standards

Adopted **Month XXXX**

DRAFT



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Contents

Introduction ..... 6
Vision for the Standards..... 6
Process for Creating the Draft Standards ..... 7
Identifying Representatives for the Work ..... 7
Developing the Draft Standards ..... 8
Guiding Principles ..... 9
Content Guiding Principles..... 9
Structure Guiding Principles..... 10
Foundational Documents of the Alaska Social Studies Standards ..... 11
Overview of the Standards..... 11
How to Read the Standards ..... 12
Sample 6th through 8th Grade Inquiry Standard ..... 19
Sample 4th Grade Content Standard ..... 20
Kindergarten through Grade 2 Standards ..... 21
Kindergarten through Grade 2 Inquiry Standards ..... 21
Kindergarten through Grade 2 Civics Standards ..... 22
Kindergarten through Grade 2 Economics Standards ..... 26
Kindergarten through Grade 2 Geography Standards..... 31
Kindergarten through Grade 2 History Standards ..... 36
Grade 3 through 5 Standards ..... 41
Grade 3 through 5 Inquiry Standards ..... 41
Grade 3 through 5 Civics Standards ..... 42
Grade 3 through 5 Economics Standards ..... 48
Grade 3 through 5 Geography Standards..... 54
Grade 3 through 5 History Standards..... 61
Grade 6 through 8 Standards ..... 68
Grade 6 through 8 Inquiry Standards ..... 68
Grade 6 Alaska Studies and Geography Standards..... 69
Theme 1: Physical Environment ..... 69
Theme 2: Peoples of Alaska..... 70
Theme 3: Resources and Economics ..... 72
Theme 4: Community Awareness..... 73
Grade 7 World History and Geography Standards ..... 74
Theme 1: Human Beginnings to Early River Civilizations ..... 74

Theme 2: Ancient Civilizations and the Development of World Religions.....	76
Theme 3: Post-Classical (Medieval and Mesoamerica) .....	77
Theme 4: Globalization and Exploration .....	78
Grade 8 U.S. History and Civics .....	80
Theme 1: Geography and Early Civilizations of the Americas.....	80
Theme 2: Age of Exploration, Exploitation, and Colonialism.....	81
Theme 3: Establishment of European Colonies .....	83
Theme 4: American Revolution and the New Republic .....	84
Theme 5: Civic and Political Institutions of the U.S. ....	86
Theme 6: Manifest Destiny and Indian Removal.....	88
Theme 7: The Civil War and Reform Movements.....	90
Theme 8: Reconstruction .....	92
Grade 9 through 12 Standards.....	94
Grade 9 through 12 Inquiry Standards .....	94
Grade 9 through 12 Civics Standards .....	96
Grade 9 through 12 Economics Standards .....	101
Grade 9 through 12 Geography Standards.....	105
Grade 9 through 12 Alaska History Standards.....	107
Theme 1: Alaska’s Land and People .....	107
Theme 2: Land Claims Throughout Time .....	108
Theme 3: Resource Stewardship Throughout Time.....	109
Theme 4: The Myth of the Last Frontier.....	110
Theme 5: Civics and Government.....	111
Theme 6: Alaska’s Economy .....	112
Grade 9 through 12 U.S. History Standards.....	114
Theme 1: Manifest Destiny and Indian Removal.....	114
Theme 2: The Civil War and Reconstruction .....	116
Theme 3: Conflict at Home and Abroad .....	118
Theme 4: Emergence as a Global Power .....	120
Theme 5: Cold War.....	123
Theme 6: Modern Civil Rights Movements, Power Movements, and the Rise of Modern Politics .....	123

Theme 7: United States in the Global Age.....	124
Grade 9 through 12 World History Standards.....	125
Theme 1: Post-Classical Societies and Trade Networks.....	125
Theme 2: The First Global Age .....	126
Theme 3: An Age of Revolutions .....	126
Theme 4: Emergence of Modern Global Conflict .....	128
Theme 5: Cold War Era.....	128
Theme 6: Era of Globalization .....	129

## Introduction

According to the National Council for the Social Studies,

*“The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”<sup>1</sup>*

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

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

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

## Vision for the Standards

The vision for Alaska’s social studies standards is to use current evidence-based practices, research, and data to collaboratively promote and encourage an excellent education for all students that celebrates the diversity of peoples, cultures, perspectives, voices, and ideologies in Alaska while empowering students to be meaningfully engaged citizens.

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<sup>1</sup> The National Council for the Social Studies, “National Curriculum Standards for Social Studies: Introduction,” Accessed on November 8, 2023. <https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>

The standards outline the key content, concepts, ideas, and understandings central to the Alaska context that honor and respect diverse perspectives and experiences, including Alaska Native and Indigenous ways of knowing and learning. They support the development of students' habits of mind and skills imperative for active civic participation and discourse through connections to their community, state, nation, and world.

The standards are rigorous and flexible in design to address the diversity of students' experiences. They integrate the Alaska context throughout, ensuring that knowledge, skills, and dispositions progress from kindergarten through 12th grade (K–12). They interweave components of the Alaska Cultural Standards to make sure that social studies learning is relevant, meaningful, and purposeful for all students in Alaska. They were developed by a diverse and experienced group of Alaskan educators, Tribal representatives, and other community partners guided by current evidence-based best practices in social studies education.

## Process for Creating the Draft Standards

### *Identifying Representatives for the Work*

In order to meet the vision of the standards revision work, the Alaska Department of Education and Early Development (DEED) identified the need for three workgroups of diverse education professionals and/or leaders to support the work: the Guiding Principles Workgroup (GPWG), Alaska History Workgroup (AHWG), and Educator Workgroup (EWG).

The GPWG was composed of approximately 9 individuals, including representatives from organizations such as the Alaska Municipal League, Institute of the North, and Alaska Association of School Boards, along with a superintendent and social studies curriculum coordinator. The function of the GPWG was to develop guiding principles for the standards revision process.

The AHWG was composed of 8 individuals, including educators, education leaders, and representatives of Alaska tribes. This included representation from the Sitka Tribe of Alaska, Goldbelt Heritage Foundation, and Alaska Native Heritage Center. The function of the AHWG was to develop guidance for the inclusion of state history, Tribal government, and Indigenous histories.

The EWG was composed of 18 educators in Alaska with a wide variety of experience in K–12 social studies education. The function of the EWG was to refine, revise, and develop appropriate standards to meet Alaska's current needs that align with current national standards and reflect the cultural perspectives of Alaska. When choosing writers, the selection committee considered statewide representation for public elementary, middle, and high school educators

across Alaska, particularly from different locales and district sizes. Due to natural attrition during the standards revision process, the EWG was composed of 13 main individuals. The demographics of the 13 team members were as follows:

**Regions:** 4 from Interior, 6 from Southcentral, 1 from Southwest, 2 from Southeast

**District Sizes:** Ranges from 3–100 schools in a district serving anywhere from 200–42,000 students

**Years of Experience in Education:** 2 with 0–5 years; 4 with 6–10 years; 4 with 11–15 years; 1 with 16–20 years; 2 with 20+ years

**Years of Experience in Teaching/Supporting Social Studies:** 4 with 1–5 years; 7 with 6–10 years; 2 with 16 + years

### *Developing the Draft Standards*

Prior to drafting the standards, the GPWG and AHWG convened virtually to craft guiding principles that would serve as a guide for the standards revision work. For this process, each group built their background knowledge on national and state trends, and state policies impacting the social studies standards in Alaska in order to review and identify strengths and gaps in the current Alaska social studies standards. They engaged in a visioning activity in which they brainstormed criteria for determining high-quality social studies standards and identified key knowledge, skills, and dispositions (KSDs) that all students need to master in Alaska.

Next, the groups reviewed current research/best practices, the national landscape of social studies, and various state standards in order to identify key components or “must haves” that could inform the social studies revision work in Alaska. The “must haves” were organized into themes and then written as draft action statements to guide the EWG’s revision of the social studies standards. The EWG had the opportunity to review the preliminary action statements and provide feedback. The action statements, later referred to as guiding principles, underwent two rounds of review by the GPWG and AHWG. Notably, one of the AHWG members shared the guiding principles with the Sitka Tribe of Alaska’s Education Committee for feedback.

Armed with the guiding principles, the EWG began the standards revision process by engaging in tasks similar to those of the GPWG and AHWG, including a review of current research/trends in social studies, visioning activity, identifying key KSDs, and identifying strengths and gaps in the current Alaska standards. Following this review, the EWG was divided into three grade-band groups (K–5, 6–8, 9–12) to revise the standards based on the guiding principles, which were grounded in research and best practices. The EWG worked asynchronously and synchronously within their grade-band groups on revising the standards both in person and virtually. During the process, the grade bands also reviewed standards across the groups to ensure vertical alignment of the standards.



Once an initial draft version of the standards was developed, the GPWG, AHWG, and reflective friends were invited to provide feedback on the standards. Reflective friends were identified by DEED and included educators from different school districts who were not part of the standards revision process, including Anchorage School District, Bering Strait School District, Bristol Bay Borough School District, Lower Kuskokwim School District, and Petersburg City School District.

After another round of revisions per the GPWG, AHWG, and reflective friends' feedback, a focus group was conducted with additional key community partners interested in the work. These key community partners included a superintendent, two state board members, and an Alaska House representative, along with staff representatives for an Alaska Senator, homeschool superintendent, Association of Alaska School Boards, and Alaska Christians United for Israel. Feedback from the GPWG, AHWG, reflective friends, and community partners was used to update and revise the standards to produce the current version.

## Guiding Principles

To assist in the development of the standards, the GPWG developed a series of overarching statements called guiding principles. The guiding principles are subdivided by content and structure. Content guiding principles focus on what students should be able to know and do as a result of studying a specific content area, while structure guiding principles focus on how the standards should be set up (e.g., learning progressions, grade bands).

### *Content Guiding Principles*

- A. Standards should advocate cultural awareness and incorporate diverse cultures, multiple perspectives, and voices that include Indigenous ways of knowing and local Indigenous cultures.
- B. Alaska Native culture, history, perspectives, values, and practices should be thoughtfully incorporated throughout the social studies standards and contextualized within a contemporary global indigeneity framework.
- C. Standards should be grounded in inquiry-based learning opportunities that incorporate various experiential, real-world contexts for students (home, classroom, school, community) and utilize Indigenous ways of learning.
- D. Content standards should employ historical and critical thinking skills, such as knowledge, contextualization, perspective, chronological thinking, synthesis, analysis, research, and interpretation to develop student agency in learning.
- E. Standards should provide opportunities for cross-curricular connections, such as the relationships among science, technology, and society in global and historical contexts, which allow students to explore the development of diverse knowledge.

- F. Standards should provide students with place-based content, including themes related to geographic location, human engagement with and impact on the environment, and a nexus of perspectives within a location, and historic and contemporary movement.
- G. Civics content should incorporate different systems of government (local, state, federal, sovereign tribal) and an analysis of politics and procedures in order for students to become meaningfully engaged citizens in a representative democracy.
- H. Standards should include an economic strand that presents diverse economic systems, including state, federal, sovereign tribal, and unique economies in Alaska, and that analyzes the ecological impact of these systems.
- I. Economic standards should include opportunities to build on students' personal financial literacy and provide them the skills and knowledge necessary to make informed decisions relevant to their lives, communities, and economic systems.

### *Structure Guiding Principles*

- A. Standards are presented with straightforward language that lacks ambiguity, and the structure of the document is easy to navigate.
- B. Standards are developmentally appropriate; grade banded (K–2, 3–5, 6–8, 9–12); and progress students' knowledge, skills, and dispositions of each discipline from K–12.
- C. Skills and content standards are arranged under disciplinary strands (history, civics/government, economics, geography), focusing on core concepts or big ideas in each discipline that help students understand and contextualize their community, region, state, nation, and world.
- D. Skills and content standards are arranged under common themes across grade bands.
- E. Standards incorporate and connect to the dimensions and indicators in the College, Career, and Civic Life Framework for Social Studies State Standards (C3 Framework) throughout K–12.
- F. Standards are grounded in inquiry-based practices and use fundamental or enduring questions that allow students to think critically, demonstrate learning through critical perspectives, and synthesize information in new ways.
- G. Standards within each grade band provide clear performance expectations or benchmarks to guide students' mastery of skills and content knowledge in multiple domains.
- H. Standards ensure a focus on student agency through inquiry and authentic learning opportunities that honor students' intellectual capacity to foster skill development and comprehension that have real-world connections.

## Foundational Documents of the Alaska Social Studies Standards

Several documents served as a foundation for the Alaska Social Studies Standards. Among these was the C3 Framework, a national social studies framework published by the National Council for the Social Studies (NCSS) in 2013 that is aligned with the Common Core State Standards. The C3 Framework highlights an Inquiry Arc that is informed by inquiry skills and four major disciplines in social studies: civics, economics, geography, and history. A full copy of the C3 Framework can be accessed at <http://www.socialstudies.org/C3>.

Additional foundational documents that informed the standards include the following:

Center for Civic Education. (2014). National Standards for Civics and Government. Retrieved from <http://www.civiced.org/standards>

Council for Economic Education. (2010). Voluntary National Content Standards in Economics, 2nd Edition. Retrieved from <https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>

Downs, R., & Heffron, S. (Eds.). Geography for Life: The National Geography Standards, Second Edition. (2012).

Geography Education National Implementation Project. Retrieved from <https://www.nationalgeographic.org/standards/nationalgeography-standards/>

National Center for History in the Schools. (1996). United States history content standards for grades 5–12. In National Standards for History. Los Angeles, CA: University of California, Los Angeles. Retrieved from <https://phi.history.ucla.edu/nchs/united-states-history-content-standards/>

Social Studies or Social Science standards and frameworks from the following states: Hawaii, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Montana, Nebraska, New Mexico, Oregon, and Washington state

## Overview of the Standards

The standards outline the minimum standards that students in Alaska should learn in each grade band. The standards address a foundational framework of what is to be learned, but they do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade band. The instructional program should emphasize the development of students' abilities to acquire and apply the

standards. The curriculum must ensure that appropriate accommodations are made for the diverse populations of students found within Alaska schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. The curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Alaska law.

## How to Read the Standards

There are three unique types of standards in the Alaska Social Studies Standards: anchor standards, inquiry standards, and content standards.

**Anchor Standards:** Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards remain the same through all grades and courses and align closely with the dimensions of the C3 Framework. Adopted by NCSS, the C3 Framework is a framework for social studies education that is inquiry based. The C3 Framework notes that it uses the Inquiry Design Model, a distinctive approach to creating curriculum and instructional materials that honors teachers’ knowledge and expertise, avoids over-prescription, and focuses on the main elements of the instructional design process.

**Table 1: Inquiry Anchor Standards**

<b>Anchor Standard 1</b>	Develop Questions and Plan Inquiries
<b>Anchor Standard 2</b>	Evaluate Sources and Evidence
<b>Anchor Standard 3</b>	Develop Claims
<b>Anchor Standard 4</b>	Communicate and Critique Conclusions
<b>Anchor Standard 5</b>	Informed Civic Discourse and Engagement

**Table 2: Content Anchor Standards**

<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Anchor Standard 6</b> Civic and Political Institutions and Systems	<b>Anchor Standard 11</b> Economic Systems, Models, and Markets	<b>Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<b>Anchor Standard 21</b> Perspectives

Civics	Economics	Geography	History
<b>Anchor Standard 7</b> Participation and Deliberation	<b>Anchor Standard 12</b> Decision-Making and Personal Finance	<b>Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<b>Anchor Standard 22</b> Historical Sources and Evidence
<b>Anchor Standard 8</b> Processes, Rules, and Laws	<b>Anchor Standard 13</b> The National Economy	<b>Anchor Standard 18</b> Geographic Representations and Reasoning	<b>Anchor Standard 23</b> Change, Continuity, and Context
<b>Anchor Standard 9</b> Alaska’s Governments	<b>Anchor Standard 14</b> The Global Economy	<b>Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<b>Anchor Standard 24</b> Historical Thinking
<b>Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<b>Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	<b>Anchor Standard 20</b> Geography of Alaska	<b>Anchor Standard 25</b> Alaskan History

**Table 3: Anchor Standards Definitions**

Anchor Standard: Civics	Anchor Standard Definition
Civic and Political Institutions and Systems	Knowledge of law, politics, and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect.
Participation and Deliberation	Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement— their own and that of other people from the past and present.

Anchor Standard: Civics	Anchor Standard Definition
Processes, Rules, and Laws	Determining how groups of people make decisions, govern themselves, and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems.
Alaska's Governments	Alaska's government influenced the history and culture of the citizens of Alaska. These standards promote understanding of the functions of local government, where applicable.
Rights, Roles, and Responsibilities of Citizens	Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers. It also includes civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, which citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and founding documents and their meanings.

Anchor Standard: Economics	Anchor Standard Definition
Economic Systems, Models, and Markets	Economic systems include developing an understanding of how people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit, foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.
Decision-Making and Personal Finance	People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision-making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Because most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision-making.

Anchor Standard: Economics	Anchor Standard Definition
The National Economy	Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standard of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed at reducing inflationary or deflationary pressures, increasing employment or decreasing unemployment levels, and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.
The Global Economy	Economic globalization occurs with the cross-border movement of goods, services, technology, and information; and human, physical, and financial capital. Understanding why people specialize and trade and how that leads to increased economic interdependence are fundamental steps in understanding how the world economy functions. Although trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.
Alaska Economies: State, Local, and Tribal	Alaska’s economy is diverse, including a combination of metropolitan, rural, and Tribal economies. The state economy is primarily driven by the goods and services produced in the state, including oil production, fishing, federal and state (both civilian and military) expenditures, research and development, and tourism. These standards promote economic skills and reasoning, where applicable.

Anchor Standard: Geography	Anchor Standard Definition
Human Environment Interaction: Place, Regions, and Culture	Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations.

Anchor Standard: Geography	Anchor Standard Definition
Global Interconnections: Changing Spatial Patterns	Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.
Geographic Representations and Reasoning	Creating maps and using geospatial technologies require a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.
Human Populations: Spatial Patterns and Movement	The size, composition, distribution, and movement of human populations are fundamental and active features on Earth’s surface. The causes and consequences of migration are influenced by cultural, economic, and environmental factors. Past, present, and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of the human population.
Geography of Alaska	The promotion of geographic knowledge and skills specific to Alaska is essential to understand the places and environments throughout Alaska. These standards promote investigative and problem-solving skills both inside and outside the classroom, where applicable.



Anchor Standard: History	Anchor Standard Definition
Perspectives	History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.
Historical Sources and Evidence	Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, and even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date. The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.
Change, Continuity, and Context	Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors.
Historical Thinking	Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

<b>Anchor Standard: History</b>	<b>Anchor Standard Definition</b>
Alaskan History	Alaskan history has been influenced by and influenced many factors throughout history. The focus of Alaskan history is on the study of the environment, Indigenous and immigrant residents, and institutions of Alaska, with specific study of the social, economic, and political history of Alaska, and educational institutions and laws that affect the people of Alaska. The Alaska history standards give perspective and meaning to the people, ideas, and events that shaped the state. These standards address clear Alaska connections in the history standards, where applicable.

<b>Anchor Standard: Inquiry</b>	<b>Anchor Standard Definition</b>
Develop Questions and Plan Inquiries	The development of enduring questions is essential to the study of each social studies discipline. Enduring questions are open-ended, compelling, and centered on significant unresolved issues. Enduring questions focus on real-world issues and concerns; these questions deal with curiosity about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer.
Evaluate Sources and Evidence	Whether students are constructing opinions, explanations, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task. They also need to understand that there are general Common Core literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
Develop Claims	In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve more deeply into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Anchor Standard: Inquiry	Anchor Standard Definition
Communicate and Critique Conclusions	A student’s ability to communicate their own conclusions effectively and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations, and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different.
Informed Civic Discourse and Engagement	Civic discourse focuses on developing the skills regarding how to communicate with one another around the challenges of public issues in order to enhance both individual and group understanding. It also involves enabling effective decision-making aimed at finding consensus, compromise, or—in some cases—confronting social injustices through dissent. Civic engagement involves working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values, and motivation to make that difference.

**Inquiry Standards:** The inquiry standards define key skills within social studies by grade bands (i.e., K–2, 3–5, 6–8, and 9–12). These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. Working both individually and collaboratively, students engage in inquiry about important issues in social studies classes. Students utilize the inquiry process to analyze foundational knowledge, develop questions, apply tools to engage in research, weigh evidence, develop and communicate conclusions, and take informed action. How these standards will be integrated into the curriculum is a collaborative decision made by the state, districts, and schools.

### Sample 6th through 8th Grade Inquiry Standard

<b>Anchor Standard 1</b> Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> <li>• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.</li> <li>• SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts.</li> <li>• SS.6-8.1.3 Develop inquiries that address real-world problems.</li> <li>• SS.6-8.1.4 Analyze complex issues from multiple perspectives.</li> </ul>
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**Content Standards:** Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational

knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K–5 and course specific in grades 6–12.

### Sample 4th Grade Content Standard

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.

# Kindergarten through Grade 2 Standards

The kindergarten through grade 2 standards are guided by the following grade-level themes:

Grade	Theme
Kindergarten	Me and My World
First	My Place in the World
Second	My Local Community

## *Kindergarten through Grade 2 Inquiry Standards*

<b>Anchor Standard 1</b> Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> <li>• SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</li> <li>• SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</li> </ul>
<b>Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>• SS.K-2.2.1 Interact with a variety of primary and secondary sources.</li> <li>• SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</li> <li>• SS.K-2.2.3 Determine whether a source is primarily fact or opinion.</li> </ul>
<b>Anchor Standard 3</b> Develop Claims	<ul style="list-style-type: none"> <li>• SS.K-2.3.1 With support, identify sources that address a specific topic.</li> <li>• SS.K-2.3.2 With support, classify statements as facts or opinions.</li> <li>• SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</li> </ul>
<b>Anchor Standard 4</b> Communicate and Critique Conclusions	<ul style="list-style-type: none"> <li>• SS.K-2.4.1 Respectfully ask and answer questions.</li> <li>• SS.K-2.4.2 Differentiate their own opinion from others.</li> <li>• SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</li> <li>• SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.</li> </ul>
<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>• SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</li> <li>• SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.</li> <li>• SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.</li> </ul>

## Kindergarten through Grade 2 Civics Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.K-2.6.1 Describe roles and responsibilities of people in authority.	By the end of K: SS.K.1.6.1 Identify leaders in the student’s life and describe their roles.
		By the end of 1: SS.1.1.6.1 Identify leaders in the student’s local community and describe their roles and responsibilities.
		By the end of 2: SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities.
	SS.K-2.6.2 Explain how all people, not just official leaders, play important roles in a community.	By the end of K: SS.K.2.6.1 Explain and provide examples of important roles of society.
		By the end of 1: SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community.
		By the end of 2: SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.
	SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	By the end of K: SS.K.3.6.1 Identify rules for different settings.
		By the end of 1: SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school.	By the end of 2: SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.
	SS.K-2.6.4 Explain what governments are and some of their functions.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.4.6.1 Explain what governments are and some of their functions.
	SS.K-2.6.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	By the end of K: SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.
		By the end of 1: SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.
By the end of 2: SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.		
<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.K-2.7.1 Apply civic virtues when participating in school settings.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.1.7.1 Apply civic virtues when participating in school settings.
	SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	By the end of K: SS.K.2.7.1 Demonstrate respect for people in the school community.
		By the end of 1: SS.1.2.7.1 Describe examples of equality and fairness.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules.	By the end of 2: SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.
	SS.K-2.7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	By the end of K: SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.
		By the end of 1: SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.
		By the end of 2: SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.
	SS.K-2.7.4 Compare their own point of view with others' perspectives.	By the end of K: SS.K.4.7.1 Identify the student's own point of view on a topic.
		By the end of 1: 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.
By the end of 2: SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.		
<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.K-2.8.1 Explain how people can work together to make decisions in the classroom.	By the end of K: SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise.
		By the end of 1: SS.1.1.8.1 Summarize why rules may be needed to solve a problem.



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.K-2.8.1 Explain how people can work together to make decisions in the classroom.	By the end of 2: SS.2.1.8.1 Explain how people can work together to make decisions in the classroom.
	SS.K-2.8.2 Identify and explain how rules function in public (classroom and school) settings.	By the end of K: SS.K.2.8.1 Evaluate consequences of following or not following rules.
		By the end of 1: SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school.
		By the end of 2: SS.2.2.8.1 Identify and explain how rules function in public settings.
	SS.K-2.8.3 Describe how people have tried to improve their communities over time.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.
By the end of 2: SS.2.3.8.1 Describe how people have tried to improve the local community over time.		
<b>Civics Anchor Standard 9</b> Alaska's Governments	SS.K-2.9.1 Describe local and state symbols.	By the end of K: SS.K.1.9.1 Identify symbols used at home and school.
		By the end of 1: SS.1.1.9.1 Identify symbols used locally.
		By the end of 2: SS.2.1.9.1 Determine the meaning and importance of local and state symbols.
	SS.K-2.9.2 Identify and explain the roles of Alaska's government systems.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.9.1 Explain that government systems determine the rules of a society.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 9</b> Alaska's Governments	SS.K-2.9.2 Identify and explain the roles of Alaska's government systems.	By the end of 2: SS.2.2.9.1 Describe the government systems in place in the students' local community.
<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.K-2.10.1 Explain and participate in the rights and responsibilities of citizens.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.1.10.1 Identify some of the rights of American citizens and residents.
		By the end of 2: SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way.

### *Kindergarten through Grade 2 Economics Standards*

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.K-2.11.1 Describe the skills and knowledge required to produce certain goods and services.	By the end of K: SS.K.1.11.1 With support, identify examples of goods and services.
		By the end of 1: SS.1.1.11.1 With support, explain the difference between producers and consumers.
		By the end of 2: SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.K-2.11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.	By the end of K: SS.K.2.11.1 Participate in discussions about goods and services in the local community.
		By the end of 1: SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere.
		By the end of 2: 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.K-2.11.3 Identify prices of products in a local market.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.11.1 Identify prices of products in a local market.
		By the end of 2: SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.
	SS.K-2.11.4 Explain how people earn income.	By the end of K: SS.K.4.11.1 Participate in discussions about how people work to support their families.
		By the end of 1: SS.1.4.11.1 Define income.
		By the end of 2: SS.2.4.11.1 Explain how and why people earn money.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.K-2.11.5 Describe examples of costs of production.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.5.11.1 Describe examples of costs of production for local goods and services.
	SS.K-2.11.6 Describe the role of banks in an economy.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.6.11.1 Participate in discussions about the role of banks in the local economy.
<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	SS.K-2.12.1 Explain how scarcity necessitates decision-making.	By the end of K: SS.K.1.12.1 With support, explain the difference between needs and wants.
		By the end of 1: SS.1.1.12.1 Identify situations where goods are in high or low demand.
		By the end of 2: SS.2.1.12.1 Define scarcity and explain how it affects decision-making.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	SS.K-2.12.2 Identify the benefits and costs of making various personal decisions.	By the end of K: SS.K.2.12.1 Explain why people have to make choices between needs and wants.
		By the end of 1: SS.1.2.12.1 Explain how and why households make choices between needs and wants.
		By the end of 2: SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.
<b>Economics Anchor Standard 13</b> The National Economy	SS.K-2.13.1 Explain why people save.	By the end of K: SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature.
		By the end of 1: SS.1.1.13.1 Examine decisions that people make about spending and saving money.
		By the end of 2: SS.2.1.13.1 Classify savings goals as short-term or long-term.
	SS.K-2.13.2 Describe examples of the goods and services that governments provide.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.
		By the end of 2: SS.2.2.13.1 Identify examples of the goods and services that local governments provide.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 13</b> The National Economy	SS.K-2.13.3 Describe examples of capital goods and human capital.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.3.13.1 Describe local examples of capital goods and human capital.
<b>Economics Anchor Standard 14</b> The Global Economy	SS.K-2.14.1 Describe why people in one country trade goods and services with people in other countries.	By the end of K: SS.K.1.14.1 Describe goods that are produced in the local geographic region.
		By the end of 1: SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.
		By the end of 2: SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.
	SS.K-2.14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.14.1 Sort resources into categories based on location of origin.
		By the end of 2: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	SS.K-2.15.1 Explain different economic systems used by groups of Alaskans locally across time.	By the end of K: SS.K.1.15.1 Demonstrate how sharing and bartering are basic economic systems.
		By the end of 1: SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.
		By the end of 2: SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.

### Kindergarten through Grade 2 Geography Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 16</b> Human-Environment Interaction: Place, Regions, and Culture	SS.K-2.16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	By the end of K: SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.
		By the end of 1: SS.1.1.16.1 Describe local weather and how it affects individuals and their activities.
		By the end of 2: SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in the local region.
	SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.2.16.1 Identify human activities that affect the local environment.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 16</b> Human-Environment Interaction: Place, Regions, and Culture	SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions.	By the end of 2: SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.
	SS.K-2.16.3 Identify some cultural and environmental characteristics of specific places.	By the end of K: SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.
		By the end of 1: SS.1.3.16.1 Identify cultural characteristics of the local community.
		By the end of 2: SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.
<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.K-2.17.1 Describe changes in the physical and cultural characteristics of various world regions.	By the end of K: SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.
		By the end of 1: SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.
		By the end of 2: SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.K-2.17.2 Explain how the consumption of products connects people to distant places.	By the end of K: SS.K.2.17.1 With support, explain that products come from both local and distant places.
		By the end of 1: SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities.
		By the end of 2: SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places.
	SS.K-2.17.3 Identify ways that a catastrophic disaster may affect people living in a place.	By the end of K: SS.K.3.17.1 Identify types of natural disasters.
		By the end of 1: SS.1.3.17.1 Describe types of natural disasters common to the local region.
		By the end of 2: SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region.
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.K-2.18.1 Construct maps, graphs, and other representations of familiar places.	By the end of K: SS.K.1.18.1 With support, create a map of the classroom.
		By the end of 1: SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.
		By the end of 2: SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.K-2.18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	By the end of K: 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.
		By the end of 1: SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.
		By the end of 2: SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
	SS.K-2.18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	By the end of K: [standard not addressed at this grade]
		By the end of 1: SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics.
		By the end of 2: SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe.
<b>Geography Anchor Standard 19</b> Human Population: Spatial Patterns and Movements	SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place.	By the end of K: SS.K.1.19.1 With support, discuss how and why goods travel to the local community.
		By the end of 1: SS.1.1.19.1 Identify people and goods that travel from the local community to another place.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 19</b> Human Population: Spatial Patterns and Movements	SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place.	By the end of 2: 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.
	SS.K-2.19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.	By the end of K: SS.K.2.19.1 Identify different types of communities.
		By the end of 1: SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.
		By the end of 2: 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.K-2.19.3 Describe the connections between the physical environment of a place and the economic activities found there.	By the end of K: SS.K.3.19.1 With support, describe the physical environment of the local community.
		By the end of 1: SS.1.3.19.1 Describe local economic activities.
		By the end of 2: SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.K-2.20.1 Identify what makes Alaska geographically unique.	By the end of K: SS.K.1.20.1 Locate the local community on a map.
		By the end of 1: SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.
		By the end of 2: SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.

### Kindergarten through Grade 2 History Standards

Anchor Standard <i>The student demonstrates an understanding of...</i>	Grade-Band Standard	Leveled Content Standard <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 21</b> Perspectives	SS.K-2.21.1 Compare perspectives of people in the past to those of people in the present.	By the end of K: SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground.
		By the end of 1: SS.1.1.21.1 Describe an event from two different perspectives.
		By the end of 2: SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.
	SS.K-2.21.2 Compare different accounts of the same historical event.	By the end of K: SS.K.2.21.1 Describe an event from the student's own perspective.
		By the end of 1: SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 21</b> Perspectives	SS.K-2.21.2 Compare different accounts of the same historical event.	By the end of 2: SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.
<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.K-2.22.1 Identify different kinds of historical sources.	By the end of K: SS.K.1.22.1 Identify different types of documents.
		By the end of 1: SS.1.1.22.1 Review various types of historical documents.
		By the end of 2: SS.2.1.22.1 Differentiate between primary and secondary sources.
	SS.K-2.22.2 Explain how historical sources can be used to study the past.	By the end of K: [standard not addressed at this grade]
		By the end of 1: [standard not addressed at this grade]
		By the end of 2: SS.2.2.22.1 Explain how historical sources can be used to study the local community’s past.
	SS.K-2.22.3 Generate questions about a particular historical source as it relates to a particular historical event or development.	By the end of K: SS.K.3.22.1 With support, engage with historical sources.
		By the end of 1: SS.1.3.22.1 With support, use historical sources to ask questions about events.
		By the end of 2: SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.K-2.23.1 Create a chronological sequence of multiple events.	By the end of K: SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.
		By the end of 1: SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.
		By the end of 2: SS.2.1.23.1 Create and explain a chronological sequence of multiple events.
	SS.K-2.23.2 Compare life in the past to life today.	By the end of K: SS.K.2.23.1 Describe a past event.
		By the end of 1: SS.1.2.23.1 Illustrate how communities change over time.
		By the end of 2: SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.
	SS.K-2.23.3 Generate questions about individuals and groups who have shaped a significant historical change.	By the end of K: SS.K.3.23.1 Ask questions about local and school history.
		By the end of 1: SS.1.3.23.1 Ask questions about significant figures in local history.
		By the end of 2: SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 24</b> Historical Thinking	SS.K-2.24.1 Generate possible reasons for an event or development in the past.	By the end of K: SS.K.1.24.1 Explain how the student’s own actions may affect others.
		By the end of 1: SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom.
		By the end of 2: SS.2.1.24.1 Generate possible reasons for an event or development in the local community’s past.
	SS.K-2.24.2 Select which reasons might be more likely than others to explain a historical event or development.	By the end of K: SS.K.2.24.1 Describe a time when the student’s own actions affected others.
		By the end of 1: SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.
		By the end of 2: SS.2.2.24.1 Analyze likely reasons for an event or development in the local community’s past and identify implausible options.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 25</b> Alaskan History	SS.K-2.25.1 Describe and compare the various cultures of Alaska.	By the end of K: SS.K.1.25.1 Explore traditions of local cultural groups.
		By the end of 1: SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.
		By the end of 2: 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.



## Grade 3 through 5 Standards

The grade 3 through grade 5 standards are guided by the following grade-level themes:

Grade	Theme
<b>Third</b>	Alaska’s Past, Present, and Future
<b>Fourth</b>	U.S. Cultures and Regions
<b>Fifth</b>	Foundations and History of the U.S.

### Grade 3 through 5 Inquiry Standards

<b>Anchor Standard 1</b> Develop Questions and Plan Inquiries	<ul style="list-style-type: none"> <li>• SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</li> <li>• SS.3-5.1.2 Categorize questions according to the social studies disciplines.</li> <li>• SS.3-5.1.3 Create supporting questions to help answer compelling questions.</li> <li>• SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</li> </ul>
<b>Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>• SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</li> <li>• SS.3-5.2.2 Determine whether a source is primary or secondary.</li> <li>• SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</li> </ul>
<b>Anchor Standard 3</b> Develop Claims	<ul style="list-style-type: none"> <li>• SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</li> <li>• SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</li> <li>• 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.</li> </ul>
<b>Anchor Standard 4</b> Communicate and Critique Conclusions	<ul style="list-style-type: none"> <li>• SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</li> <li>• SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.</li> <li>• SS.3-5.4.3 Critique the motives behind different perspectives.</li> <li>• SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</li> </ul>

<b>Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>• 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.</li> <li>• SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</li> <li>• 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.</li> </ul>
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*Grade 3 through 5 Civics Standards*

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.3-5.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	By the end of 3: SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.
		By the end of 4: 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.
		By the end of 5: 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.
	SS.3-5.6.2 Explain how a democracy relies on people’s responsible participation and draw implications for how individuals participate in democracy.	By the end of 3: SS.3.2.6.1 List ways that people participate in democracy.
		By the end of 4: SS.4.2.6.1 Explain how democracies rely on responsible participation.
		By the end of 5: SS.5.2.6.1 Assess the importance of participation in democracy.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.3-5.6.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	By the end of 3: SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them.
		By the end of 4: SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles.
		By the end of 5: SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.
	SS.3-5.6.4 Explain how groups of people make rules to create responsibilities and protect freedoms.	By the end of 3: SS.3.4.6.1 Describe how rules can create responsibilities.
		By the end of 4: SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.
		By the end of 5: SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.
	SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	By the end of 3: SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska.
		By the end of 4: SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	By the end of 5: SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.
	SS.3-5.6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	By the end of 3: SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations.
		By the end of 4: SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces.
		By the end of 5: SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.
<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.3-5.7.1 Apply civic virtues and democratic principles in school settings.	By the end of 3: SS.3.1.7.1 Describe how civic virtues can be applied in school settings.
		By the end of 4: SS.4.1.7.1 Demonstrate civic virtues in school settings.
		By the end of 5: SS.5.1.7.1 Apply civic virtues and democratic principles in school settings.
	SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	By the end of 3: SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska.
		By the end of 4: SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 7</b> Participation and Deliberation	SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities.	By the end of 5: SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities.
	SS.3-5.7.3 Use deliberative processes when making decisions or reaching judgments as a group.	By the end of 3: SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group.
		By the end of 4: SS.4.3.7.1 With teacher guidance, create a process for group decision-making.
		By the end of 5: SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group.
	SS.3-5.7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	By the end of 3: SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.
		By the end of 4: SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue.
		By the end of 5: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.3-5.8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	By the end of 3: 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.
		By the end of 4: SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have.
		By the end of 5: SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
	SS.3-5.8.2 Explain how rules and laws change society and how people change rules and laws.	By the end of 3: SS.3.2.8.1 Describe how Alaska’s laws are created and changed at multiple organizational levels.
		By the end of 4: 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.
		By the end of 5: SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.
	SS.3-5.8.3 Explain how policies are developed to address public problems.	By the end of 3: SS.3.3.8.1 Identify and participate in ways that people can influence the local community and organize solutions through action.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	SS.3-5.8.3 Explain how policies are developed to address public problems.	By the end of 4: SS.3.4.8.1 Explain how policies are developed to address public problems.
	SS.3-5.8.4 Illustrate historical and contemporary means of changing society.	By the end of 5: SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.
		By the end of 3: SS.3.4.8.1 Illustrate historical and contemporary means of changing society in Alaska.
		By the end of 4: SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.
By the end of 5: 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.		
<b>Civics Anchor Standard 9</b> Alaska’s Governments	SS.3-5.9.1 Explain and analyze the roles of government systems that influence and impact Alaska.	By the end of 3: SS.3.1.9.1 Explore and describe various government structures within Alaska.
		By the end of 4: SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.
		By the end of 5: SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	SS.3-5.10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens.	By the end of 3: SS.3.1.10.1 Describe and define the rights, roles, and responsibilities of residents of Alaska.
		By the end of 4: SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.
		By the end of 5: SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.

### Grade 3 through 5 Economics Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.3-5.11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	By the end of 3: SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska.
		By the end of 4: SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.
		By the end of 5: 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.



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.3-5.11.2 Explain why individuals and businesses specialize and trade.	By the end of 3: SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.
		By the end of 4: SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.
		By the end of 5: SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.
	SS.3-5.11.3 Explain the role of money in making exchange easier.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.3.11.1 Explain the role of money in making exchange easier.
		By the end of 5: SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.
	SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes.	By the end of 5: SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.
	SS.3-5.11.5 Explain how profits influence sellers in markets.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: SS.4.5.11.1 Determine how profits influence sellers in markets.
		By the end of 5: SS.5.5.11.1 Explain how profits influenced sellers in early American markets.
	SS.3-5.11.6 Identify examples of external benefits and costs.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.6.11.1 Identify examples of external benefits and costs.
	SS.3-5.11.7 Describe the role of other financial institutions in an economy.	By the end of 3: [standard not addressed at this grade]
		By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.7.11.1 Describe the role of other financial institutions in an economy.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	SS.3-5.12.1 Compare the benefits and costs of individual choices.	By the end of 3: SS.3.1.12.1 Examine various ways that people in Alaska have met their needs for food, clothing, and shelter, and how they have changed over time.
		By the end of 4: SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.
		By the end of 5: 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.
	SS.3-5.12.2 Identify positive and negative incentives that influence the decisions people make.	By the end of 3: SS.3.2.12.1 With support, generate a list of factors that influence the way people make a particular decision.
		By the end of 4: SS.4.2.12.1 Define positive and negative incentives.
		By the end of 5: SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.
<b>Economics Anchor Standard 13</b> The National Economy	SS.3-5.13.1 Explain what interest rates are.	By the end of 3: SS.3.1.13.1 With support, generate a list of scenarios that may include borrowing money.
		By the end of 4: SS.4.1.13.1 Explain that interest is the price of using someone else's money.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 13</b> The National Economy	SS.3-5.13.1 Explain what interest rates are.	By the end of 5: SS.5.1.13.1 Explain what interest rates are and how they work.
	SS.3-5.13.2 Explain the meaning of inflation, deflation, and unemployment.	By the end of 3: SS.3.2.13.1 Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.
		By the end of 4: SS.4.2.13.1 Determine the difference between inflation and deflation.
		By the end of 5: SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.
	SS.3-5.13.3 Explain the ways in which the government pays for the goods and services it provides.	By the end of 3: SS.3.3.13.1 Explain the ways in which Alaska’s government pays for the goods and services it provides.
		By the end of 4: SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.
		By the end of 5: SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States.
	SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	By the end of 3: SS.3.4.13.1 Define and illustrate examples of capital goods and human capital.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 13</b> The National Economy	SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital.	By the end of 4: SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.
		By the end of 5: 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.
<b>Economics Anchor Standard 14</b> The Global Economy	SS.3-5.14.1 Explain how trade leads to increasing economic interdependence among nations.	By the end of 3: SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska’s history.
		By the end of 4: SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.
		By the end of 5: SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries.
	SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	By the end of 3: SS.3.2.14.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.
By the end of 4: SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.		

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 14</b> The Global Economy	SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	By the end of 5: SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.
<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	SS.3-5.15.1 Explain different economic systems used by groups of Alaskans across the state and across time.	By the end of 3: SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.
		By the end of 4: SS.4.1.15.1 Explore the significance of various industries in Alaska.
		By the end of 5: SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state’s history.

### Grade 3 through 5 Geography Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 16</b> Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments.	By the end of 3: SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.
		By the end of 4: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 16</b> Human-Environment Interaction: Place, Regions, and Culture	SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments.	By the end of 5: SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.
	SS.3-5.16.2 Explain how the cultural and environmental characteristics of places change over time.	By the end of 3: SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time.
		By the end of 4: SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.
		By the end of 5: SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.
	SS.3-5.16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	By the end of 3: SS.3.3.16.1 Describe how environmental and cultural characteristics influence population distribution in Alaska.
		By the end of 4: SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.
		By the end of 5: SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.3-5.17.1 Explain why environmental characteristics vary among different world regions.	By the end of 3: SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.
		By the end of 4: SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.
		By the end of 5: SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.
	SS.3-5.17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	By the end of 3: 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.
		By the end of 4: 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.
		By the end of 5: 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.
	SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	By the end of 3: SS.3.3.17.1 Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.).



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places.	By the end of 4: 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.
		By the end of 5: 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.
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	By the end of 3: SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States.
		By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.
		By the end of 5: SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region.
	SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	By the end of 3: 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.
		By the end of 4: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	By the end of 5: 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.
	SS.3-5.18.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.	By the end of 3: SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.
		By the end of 4: SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.
		By the end of 5: SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.
<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 3: SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska.
		By the end of 4: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	By the end of 5: 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.
	SS.3-5.19.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	By the end of 3: SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.
		By the end of 4: 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.
		By the end of 5: 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.
	SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	By the end of 3: SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska.
		By the end of 4: 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.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	By the end of 5: SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.
<b>Geography Anchor Standard 20</b> Geography of Alaska	SS.3-5.20.1 Describe connections within Alaska and between Alaska and other places.	By the end of 3: <ul style="list-style-type: none"> <li>• SS.3.1.20.1 Identify and explain the relationship between the resources found in Alaska and becoming a state.</li> <li>• SS.3.1.20.2 Describe how the Alaska Native population came to Alaska.</li> </ul>
		By the end of 4: <ul style="list-style-type: none"> <li>• SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.</li> <li>• SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state’s economic development.</li> </ul>
		By the end of 5: SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.

## Grade 3 through 5 History Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 21</b> Perspectives	SS.3-5.21.1 Explain why individuals and groups during the same historical period differed in their perspectives.	By the end of 3: SS.3.1.21.1 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state’s history.
		By the end of 4: SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.
		By the end of 5: 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.
	SS.3-5.21.2 Explain connections among historical contexts and people’s perspectives at the time.	By the end of 3: SS.3.2.21.1 Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.
By the end of 4: 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.		

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 21</b> Perspectives	SS.3-5.21.2 Explain connections among historical contexts and people’s perspectives at the time.	By the end of 5: SS.5.2.21.1 Analyze connections among historical context and people’s perspectives in the American colonies.
	SS.3-5.21.3 Describe how people’s perspectives shaped the historical sources they created.	By the end of 3: SS.3.3.21.1 Describe how people’s perspectives shaped the historical sources they created in Alaska.
		By the end of 4: SS.4.3.21.1 Describe how people’s perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.
		By the end of 5: SS.5.3.21.1 Compare how people’s perspectives shaped the historical sources they created, including the foundational documents of the United States.
<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.3-5.22.1 Summarize how different kinds of historical sources are used to explain events in the past.	By the end of 3: SS.3.1.22.1 Use a variety of primary and secondary sources to explain significant historical events in Alaska.
		By the end of 4: 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.
		By the end of 5: SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.3-5.22.2 Compare information provided by different historical sources about the past.	By the end of 3: SS.3.2.22.1 Gather information from multiple historical sources about major events in Alaska’s history.
		By the end of 4: SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.
		By the end of 5: SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.
	SS.3-5.22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	By the end of 3: SS.3.3.22.1 Generate questions about multiple historical sources surrounding a single historical event or development in Alaska’s history.
		By the end of 4: SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.
		By the end of 5: SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.
	SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	By the end of 3: SS.3.4.22.1 Describe the purpose of an Alaska historical document.
		By the end of 4: SS.4.4.22.1 Infer the intended audience of a historical source.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 22</b> Historical Sources and Evidence	SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself.	By the end of 5: SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.
	SS.3-5.22.5 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.	By the end of 3: SS.3.5.22.1 Identify the maker, date, and place of origin of sources about a historical topic.
		By the end of 4: 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.
		By the end of 5: 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.
<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.3-5.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	By the end of 3: SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras.
		By the end of 4: SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.
		By the end of 5: 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.



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 23</b> Change, Continuity, and Context	SS.3-5.23.2 Compare life in specific historical time periods to life today.	By the end of 3: SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.
		By the end of 4: 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.
		By the end of 5: SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.
	SS.3-5.23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	By the end of 3: SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history.
		By the end of 4: SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.
		By the end of 5: SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 24</b> Historical Thinking	SS.3-5.24.1 Explain probable causes and effects of events and developments.	By the end of 3: SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history.
		By the end of 4: 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.
		By the end of 5: SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.
	SS.3-5.24.2 Use evidence to develop a claim about the past.	By the end of 3: SS.3.2.24.1 Identify and gather relevant evidence in support of a claim about an event in Alaska history.
		By the end of 4: 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.
		By the end of 5: SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.
	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 3: [standard not addressed at this grade]

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Grade-Band Standard</b>	<b>Leveled Content Standard</b> <i>Therefore, the student is able to...</i>
<b>History Anchor Standard 24</b> Historical Thinking	SS.3-5.24.3 Summarize the central claim in a secondary work of history.	By the end of 4: [standard not addressed at this grade]
		By the end of 5: SS.5.3.24.1 Summarize the central claim in a secondary work of early American history.
<b>History Anchor Standard 25</b> Alaskan History	SS.3-5.25.1 Explore Alaska’s past and connect it to the present.	By the end of 3: SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.
		By the end of 4: SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.
		By the end of 5: SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.

# Grade 6 through 8 Standards

## Grade 6 through 8 Inquiry Standards

<p><b>Anchor Standard 1</b> Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> <li>• SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.</li> <li>• SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts.</li> <li>• SS.6-8.1.3 Develop inquiries that address real-world problems.</li> <li>• SS.6-8.1.4 Analyze complex issues from multiple perspectives.</li> </ul>
<p><b>Anchor Standard 2</b> Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> <li>• SS.6-8.2.1 Differentiate between reliable and unreliable sources.</li> <li>• SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content.</li> <li>• SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives.</li> </ul>
<p><b>Anchor Standard 3</b> Develop Claims</p>	<ul style="list-style-type: none"> <li>• SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument.</li> <li>• SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments.</li> <li>• SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes.</li> </ul>
<p><b>Anchor Standard 4</b> Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> <li>• SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures.</li> <li>• SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends.</li> <li>• SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present.</li> </ul>
<p><b>Anchor Standard 5</b> Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> <li>• SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms.</li> <li>• SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully.</li> <li>• SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions.</li> <li>• SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues.</li> </ul>

## Grade 6 Alaska Studies and Geography Standards

### Theme 1: Physical Environment

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Our Location in the World	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>• SS.6.1.18.1 Define absolute and relative location using real-world examples.</li> <li>• SS.6.1.18.2 Draft and utilize a variety of maps to communicate information.</li> <li>• SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes.</li> </ul>
Geographic Regions of Alaska	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>• SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the physical regions of Alaska.</li> </ul>
Physical Features of Alaska	<b>Geography Anchor Standard 20</b> Geography of Alaska	<ul style="list-style-type: none"> <li>• SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants.</li> <li>• SS.6.1.20.2 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.</li> </ul>
Geohazards of Alaska	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>• SS.6.1.16.1 Demonstrate an understanding of how humans impact their environment.</li> <li>• SS.6.1.16.2 Analyze the impact of natural disasters and human-induced hazards on human populations.</li> <li>• SS.6.1.16.3 Evaluate the human response to current and historical disasters, both human-made and natural.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Physical History of Alaska	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.6.1.17.1 Examine the causes of historical and continuing conflicts in Alaska.</li> <li>SS.6.1.17.2 Analyze how the geography of Alaska’s regions influences the conflicts and alliances that arise during war.</li> <li>SS.6.1.17.3 Evaluate the impact of war on Alaska’s ecosystems, resources, and landscapes, recognizing the environmental changes caused by military activities.</li> </ul>
Migration Patterns to and Within Alaska	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.6.1.19.1 Examine the distribution of human populations over time, including population density, migration trends, and urbanization.</li> </ul>

*Theme 2: Peoples of Alaska*

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Movement	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.</li> <li>SS.6.2.19.2 Describe the characteristics of civilizations using real-world examples.</li> </ul>
The First Alaskans	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.6.2.22.1 Examine multiple explanations for how people came to Alaska.</li> <li>SS.6.2.22.2 Investigate how the climate and physical features of Alaska influenced migration and settlement.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Alaska Native Groups	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>• SS.6.2.21.1 Research Alaska Native groups through examination of oral histories, primary sources, and contributions over time.</li> <li>• SS.6.2.21.2 Explain the connection between culture and geography.</li> </ul>
Human Environment Interactions	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>• SS.6.2.16.1 Describe characteristics of historical and current human populations and determine how they vary by location.</li> </ul>
Impact of Colonialism	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>• SS.6.2.23.1 Identify the factors that led to initial Russian and European contact.</li> <li>• SS.6.2.23.2 Evaluate the immediate and long-term effects of colonization on Alaska Native groups.</li> </ul>
Continued Immigration to Alaska	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>• SS.6.2.14.1 Identify historical and contemporary populations that have migrated to Alaska in the past 200 years.</li> <li>• SS.6.2.14.2 Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska.</li> <li>• SS.6.2.14.3 Engage in discussions of factors that could lead to future immigration to Alaska.</li> </ul>

Theme 3: Resources and Economics

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Alaska’s Resources	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled.</li> </ul>
Historical Use of Natural Resources	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses.</li> <li>SS.6.3.16.2 Explain how Alaska’s geographic location and resources have affected the state and the world.</li> <li>SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska’s resources.</li> <li>SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska.</li> <li>SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska’s resources.</li> <li>SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives.</li> <li>SS.6.3.16.7 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</li> <li>SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions.</li> </ul>
Subsistence and Commercial Economics	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska’s residents.</li> </ul>



<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Alaska's Role in the National Economy	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand.</li> </ul>
State, Local, and Tribal Economies	<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	<ul style="list-style-type: none"> <li>SS.6.3.15.1 Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska.</li> </ul>

### Theme 4: Community Awareness

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Your Financial Decisions	<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	<ul style="list-style-type: none"> <li>SS.6.4.12.1 Investigate methods of personal finance.</li> <li>SS.6.4.12.2 Devise a plan for making informed financial decisions.</li> <li>SS.6.4.12.3 Define cost-benefit analysis, trade-offs, and opportunity costs.</li> <li>SS.6.4.12.4 Investigate how choices impact personal financial security.</li> </ul>
Government Institutions	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.6.4.6.1 Examine the major components and roles of local, Tribal, and state governments.</li> </ul>
Decision-Making Processes	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.6.4.8.1 Evaluate and compare procedures for making decisions at the Tribal, local, state, and national levels.</li> <li>SS.6.4.8.2 Assess specific rules and laws (both actual and proposed) as means of addressing public concerns.</li> <li>SS.6.4.8.3 Identify the interconnectivity of local, Tribal, and state processes, rules, and laws.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Local, Tribal, and State Governments	<b>Civics Anchor Standard 9</b> Alaska's Governments	<ul style="list-style-type: none"> <li>SS.6.4.9.1 Describe essential characteristics of Alaska's local, Tribal, and state governments and their roles both locally and statewide.</li> <li>SS.6.4.9.2 Identify key components of political relationships between the federal government and Alaska Native groups.</li> </ul>
Your Rights and Responsibilities as a Citizen	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.6.4.10.1 Describe the roles and responsibilities of people in the United States.</li> </ul>
The Value of Participation	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.6.4.7.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.</li> <li>SS.6.4.7.2 Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> </ul>

## Grade 7 World History and Geography Standards

### Theme 1: Human Beginnings to Early River Civilizations

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Prehistory (formerly human environment interaction)	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.7.1.24.1 Locate primary and secondary sources to investigate perspectives regarding prehistory.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.7.1.21.1 Analyze multiple points of view to create a multifaceted interpretation of prehistory.</li> </ul>
	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.7.1.22.1 Analyze contradictory or conflicting sources and synthesize information to develop well-reasoned conclusions.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Human Migration Theory	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.7.1.16.1 Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another.</li> <li>SS.7.1.16.2 Analyze how geographical features, climate, and available resources influenced the development of distinct cultures and societies.</li> <li>SS.7.1.16.3 Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.</li> </ul>
Earth's Systems	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>SS.7.1.18.1 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.</li> <li>SS.7.1.18.2 Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.</li> <li>SS.7.1.18.3 Identify the components and characteristics of the earth's physical systems, and explain how they affect each other.</li> <li>SS.7.1.18.4 Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes.</li> </ul>
Geographic Regions	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.7.1.16.4 Demonstrate an understanding of the defining characteristics and placement of global regions.</li> </ul>
Culture and Societies	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.7.1.10.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Agricultural Revolution and Technological Innovations	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.7.1.2.1 Evaluate the impact of the Agricultural Revolution and early technological innovations using a variety of primary and secondary sources.</li> <li>SS.7.1.2.2 Compare and contrast hunter-gatherer societies and early farming societies.</li> </ul>

### *Theme 2: Ancient Civilizations and the Development of World Religions*

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Historical Significance	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.7.2.24.1 Analyze the causes and effects of events and societal developments in the past.</li> <li>SS.7.2.24.2 Construct arguments utilizing new evidence that allows for new interpretations.</li> </ul>
Evolution of Governance	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.7.2.8.1 Assess how people address public problems through the use of rules and laws.</li> <li>SS.7.2.8. Compare and contrast modern rules and laws with historical systems.</li> </ul>
World Religions	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>SS.7.2.18.1 Construct and use different types of maps and graphs to represent and analyze religions.</li> <li>SS.7.2.18.2 Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.</li> </ul>

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Rise and Fall of Civilizations	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.7.2.19.1 Construct maps to represent the spread of people and ideas over time.</li> <li>SS.7.2.19.2 Describe the characteristics of a civilization and connect that information to real-world examples.</li> <li>SS.7.2.19.3 Display knowledge of complex and diverse characteristics of cultures across time and place.</li> <li>SS.7.2.19.4 Investigate the arrangement and distribution of populations over time.</li> <li>SS.7.2.19.5 Demonstrate an understanding of how humans impact their environment.</li> <li>SS.7.2.19.6 Create and interpret timelines that clearly demonstrate key periods in the development of human societies.</li> </ul>

### Theme 3: Post-Classical (Medieval and Mesoamerica)

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Politics and Religion	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.7.3.23.1 Identify patterns of continuity and change over time in various aspects of human history.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.7.3.21.1 Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies.</li> </ul>
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.7.3.7.1 Explain the connection between politics and religion in complex early societies.</li> </ul>
Human Systems	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.7.3.10.1 Identify rights and responsibilities of citizens and noncitizens within different forms of government.</li> </ul>

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Conflict and Wars	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>• SS.7.3.16.1 Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars.</li> <li>• SS.7.3.16.2 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.</li> <li>• SS.7.3.16.3 Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.</li> <li>• SS.7.3.16.4 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.</li> </ul>

#### Theme 4: Globalization and Exploration

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Conquest and Conquer	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>• SS.7.4.16.1 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.</li> <li>• SS.7.4.16.2 Analyze the relationships between countries and regions in the global economy.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Conquest and Conquer	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.7.4.17.1 Detect patterns in how Earth’s physical features and biomes are distributed across its surface.</li> <li>SS.7.4.17.2 Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth’s surface.</li> <li>SS.7.4.17.3 Investigate the interconnectedness of ecosystems of the Earth.</li> </ul>
	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>SS.7.4.14.1 Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.7.4.23.1 Analyze the factors that contribute to the evolution of societies and civilizations.</li> </ul>
Consequences	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.7.4.22.1 Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.7.4.24.1 Develop skills in chronological reasoning and understanding cause-and-effect relationships in history.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.7.4.23.2 Explore the cultural and societal implications of cultural diffusion.</li> </ul>

## Grade 8 U.S. History and Civics

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

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

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Early Human Migration	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.8.1.19.1 Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America.</li> </ul>
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.8.1.16.1 Analyze the push and pull factors that influenced early people to migrate.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.1.23.1 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</li> </ul>
	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.1.24.1 Describe the technical limitations of historians and archeologists studying the distant past.</li> </ul>
Physical Geography of the Americas	<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>SS.8.1.18.1 Identify on a map the major physical features of North, Central, and South America.</li> <li>SS.8.1.18.2 Research and locate on a map Indigenous place names, landmarks, and sacred sites throughout North, Central, and South America.</li> </ul>



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

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

### Time Period: 1400s–1750s

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Gathering and Evaluating Sources	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias.</li> <li>SS.8.2.2.2 Analyze a variety of primary sources about exploration routes, encounters, and cultural exchanges.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.2.21.1 Compare and contrast perspectives through primary and secondary source research.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Exploration and Exploitation	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.2.21.2 Compare the economic, technological, and cultural factors that motivated exploration.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.2.23.1 Examine the impacts of encounters between explorers and Indigenous populations.</li> </ul>
	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.8.2.17.1 Evaluate the long-term impact of the Columbian Exchange.</li> </ul>
Global Interconnections	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.8.2.19.1 Identify trade routes and networks that facilitated the exchange of goods, ideas, and cultures between continents.</li> </ul>
	<b>Economic Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.8.2.11.1 Analyze how the exchange of goods contributed to the development of global trade.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.2.23.2 Investigate the ways in which cultural diffusion occurred in cross-cultural interactions.</li> </ul>
Civic Participation	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.2.24.1 Investigate the impacts of European colonization on Indigenous populations.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.2.23.3 Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships.</li> <li>SS.8.2.23.4 Research the connections between the origins and outcomes of colonization in today's world.</li> </ul>
	<b>Inquiry Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>SS.8.2.5.1 Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environmental impact, and global cooperation.</li> </ul>

## Theme 3: Establishment of European Colonies

### Time Period: 1490–1750

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Analyzing Primary Sources	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.3.2.1 Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America.</li> </ul>
Understanding Historical Context	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America.</li> </ul>
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America.</li> </ul>
Cause and Effect	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies.</li> </ul>
	<b>Economic Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.8.3.11.1 Examine the economic systems of different colonial regions.</li> </ul>
	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> <li>SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade.</li> </ul>

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Civic Participation and Decision-Making	<b>Inquiry Anchor Standard 3</b> Develop Claims	<ul style="list-style-type: none"> <li>SS.8.3.3.1 Analyze the contributions of key individuals to the development of colonial societies and ideas.</li> </ul>
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.8.3.7.1 Investigate the impact of events on colonial governance and social structures.</li> </ul>
	<b>Inquiry Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>SS.8.3.5.1 Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society.</li> </ul>

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

##### Time Period: 1750 CE–1814 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Analyzing Historical Documents	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.4.2.1 Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution.</li> <li>SS.8.4.2.2 Examine secondary sources to understand differing interpretations of events and their significance.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.4.21.1 Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic.</li> </ul>

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Understanding Historical Context	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.4.21.2 Investigate the economic, political, and social factors that contributed to tensions between American colonies and the British government leading up to the Revolution.</li> <li>SS.8.4.21.3 Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.4.23.1 Analyze the challenges faced by the newly independent United States.</li> </ul>
Cause and Effect	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.4.23.2 Identify the key events of the American Revolution and their significance in the fight for independence.</li> </ul>
	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.8.4.6.1 Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government.</li> </ul>
	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.4.24.1 Evaluate the consequences of the American Revolution on various groups.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Civic Participation and Decision-Making	<b>Inquiry Anchor Standard 3</b> Develop Claims	<ul style="list-style-type: none"> <li>SS.8.4.3.1 Analyze the contributions of individuals to the development of American democracy and the New Republic.</li> </ul>
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.8.4.7.1 Investigate the role of social movements and protests in shaping American society and politics.</li> </ul>
	<b>Inquiry Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>SS.8.4.5.1 Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society.</li> </ul>

*Theme 5: Civic and Political Institutions of the U.S.*

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Understanding Civic Life and Government	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.8.5.6.1 Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights.</li> <li>SS.8.5.6.2 Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing, and interpreting laws.</li> <li>SS.8.5.6.3 Analyze the role of state, local, and Tribal governments and their relationship to the federal government.</li> <li>SS.8.5.6.4 Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Analyzing Political Institutions	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>• SS.8.5.6.5 Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy.</li> <li>• SS.8.5.6.6 Examine the structure and functions of the U.S. Congress in making laws and representing constituents.</li> <li>• SS.8.5.6.7 Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government.</li> <li>• SS.8.5.6.8 Examine the structure and function of the judicial branch in interpreting the meaning of laws.</li> </ul>
Engaging in Civic Participation	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>• SS.8.5.10.1 Explore the rights and responsibilities of people in a representative democracy.</li> <li>• SS.8.5.10.2 Analyze the significance of civic participation through activities such as voting, community service, and advocacy.</li> <li>• SS.8.5.10.3 Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.</li> <li>• SS.8.5.10.4 Reflect on the responsibilities of active citizenship and the potential for individual and collective impact.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Examining Democratic Processes	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.8.5.8.1 Investigate the election process and its impact on representation.</li> <li>SS.8.5.8.2 Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions.</li> </ul>
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.8.5.7.1 Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process.</li> <li>SS.8.5.7.2 Evaluate the impact of public policies on various groups within society.</li> </ul>

### *Theme 6: Manifest Destiny and Indian Removal*

#### **Time Period: 1815 CE–1860 CE**

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Analyzing Multiple Perspectives	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.6.2.1 Examine primary sources to understand the viewpoints on Manifest Destiny.</li> <li>SS.8.6.2.2 Compare and contrast the perspectives on issues related to land ownership and sovereignty.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.6.21.1 Evaluate how different groups viewed westward expansion and the policies of Indian Removal.</li> </ul>



<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Understanding Historical Context	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.6.23.1 Investigate the economic, social, and political factors that contributed to the idea of Manifest Destiny and westward expansion.</li> <li>SS.8.6.23.2 Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier.</li> </ul>
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.8.6.8.1 Examine the conflicting interests between Native American tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies.</li> </ul>
Cause and Effect	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.8.6.8.2 Identify key events and policies related to westward expansion.</li> </ul>
	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.6.24.1 Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government.</li> </ul>
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.8.6.16.1 Evaluate the impact of westward expansion on different regions and its contribution to the Civil War.</li> </ul>
Ethical Decision-Making	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.6.21.2 Investigate the historical and contemporary impacts of westward expansion on people and the environment.</li> <li>SS.8.6.21.3 Investigate the role of individuals and groups in shaping responses to Indian Removal policies.</li> </ul>
	<b>Inquiry Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>SS.8.6.5.1 Reflect on lessons from history to engage in discussions about the impact of history on modern society.</li> </ul>

Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE–1877 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Analyzing Primary and Secondary Sources	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.7.2.1 Identify and analyze primary sources to gain insights into the experiences of individuals during this era.</li> <li>SS.8.7.2.2 Examine secondary sources to understand how interpretations of events differ.</li> </ul>
Analyzing Primary and Secondary Sources	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.7.21.1 Analyze viewpoints from different time periods to evaluate changing perspectives.</li> </ul>
Understanding Historical Context	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.7.21.2 Investigate the economic, political, and social factors that contributed to the sectional tensions leading to secession and the outbreak of the Civil War.</li> </ul>
	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.7.4.1 Examine slavery as a central issue in the Civil War, its role in regional economies, and the arguments for its abolition.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Cause and Effect	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.7.22.1 Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.7.23.2 Examine the social and political changes brought about by the Emancipation Proclamation, and the 13th, 14th, and 15th Amendments.</li> <li>SS.8.7.23.3 Evaluate the impact of reform movements on historical and contemporary societies.</li> </ul>
Civic Participation and Decision-Making	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.8.7.23.4 Analyze the contributions of key individuals to the advancement of civil rights and social change.</li> <li>SS.8.7.23.5 Investigate the role of social movements in shaping political and cultural landscapes.</li> </ul>
	<b>Inquiry Anchor Standard 5</b> Informed Civic Discourse and Engagement	<ul style="list-style-type: none"> <li>SS.8.7.5.1 Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society.</li> </ul>

## Theme 8: Reconstruction

### Time Period: 1865–1877

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Analyzing Primary and Secondary Sources	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.8.22.1 Identify and analyze primary sources to gain insights into the experiences of African Americans during Reconstruction.</li> </ul>
	<b>Inquiry Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.8.2.1 Examine secondary sources to understand differing interpretations of the Reconstruction era.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.8.21.1 Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights.</li> </ul>
Understanding Historical Context	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.8.8.22.2 Investigate the social, economic, and political conditions that led to Reconstruction.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.8.8.21.1 Examine the lingering effects of slavery on the lives of newly freed African Americans.</li> <li>SS.8.8.21.2 Analyze the resistance to change and the rise of white supremacist ideologies as significant challenges during Reconstruction.</li> </ul>
Cause and Effect	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.8.8.8.1 Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights.</li> <li>SS.8.8.8.2 Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Ethical Decision-Making	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.8.8.24.1 Investigate the historical and contemporary impact of Reconstruction.</li> </ul>
	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.8.8.7.1 Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society.</li> </ul>

# Grade 9 through 12 Standards

## Grade 9 through 12 Inquiry Standards

<b>Anchor Standard 1</b> Develop Questions and Plan Inquiries	<ul style="list-style-type: none"><li>• SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.</li><li>• SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions.</li><li>• SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question.</li><li>• SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.</li></ul>
<b>Anchor Standard 2</b> Evaluate Sources and Evidence	<ul style="list-style-type: none"><li>• SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li><li>• SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.</li><li>• SS.9-12.2.3 Evaluate the credibility of an expert.</li><li>• SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.</li><li>• SS.9-12.2.5 Recognize author or expert bias.</li></ul>
<b>Anchor Standard 3</b> Develop Claims	<ul style="list-style-type: none"><li>• SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.</li><li>• SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.</li><li>• SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence.</li><li>• SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.</li></ul>

<p><b>Anchor Standard 4</b> Communicate and Critique Conclusions</p>	<ul style="list-style-type: none"> <li>• SS.9-12.4.1 Tailor the argument to the audience.</li> <li>• SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums.</li> <li>• SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.</li> <li>• SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• SS.9-12.4.5 Revise ideas based on new knowledge and feedback.</li> <li>• SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.</li> <li>• SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech.</li> <li>• SS.9-12.4.8 Listen to understand.</li> </ul>
<p><b>Anchor Standard 5</b> Informed Civic Discourse and Engagement</p>	<ul style="list-style-type: none"> <li>• SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.</li> <li>• SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.</li> <li>• SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.</li> <li>• SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.</li> <li>• SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.</li> <li>• SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts.</li> </ul>

## Grade 9 through 12 Civics Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>• SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.</li> <li>• SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.</li> <li>• SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.</li> <li>• SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions.</li> <li>• SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.</li> <li>• SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</li> <li>• SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good.</li> <li>• SS.9-12.6.8 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.</li> <li>• SS.9-12.6.9 Identify overlapping forms of citizenship and noncitizenship that people can hold in the United States.</li> <li>• SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history.</li> </ul>



<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>• SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.</li> <li>• SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.</li> <li>• SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify noncredible sources.</li> <li>• SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.</li> <li>• SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy.</li> <li>• SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.</li> <li>• SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.</li> <li>• SS.9-12.7.8 Examine different electoral systems in the United States and explain how to register to vote.</li> <li>• SS.9-12.7.9 Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>• SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process.</li> <li>• SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues.</li> <li>• SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.</li> <li>• SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.</li> <li>• SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.</li> <li>• SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.</li> <li>• SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.</li> <li>• SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.</li> <li>• SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time.</li> <li>• SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time.</li> <li>• SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.</li> <li>• SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 9</b> Alaska's Governments	<ul style="list-style-type: none"> <li>• SS.9-12.9.1 Explain how the Alaska constitution creates a system of government with three branches, limited powers, and federalism, and evaluate the unique features of Alaska's constitution.</li> <li>• SS.9-12.9.2 Evaluate the efficacy of Alaska's government and political systems in meeting the needs of Alaska's diverse population.</li> <li>• SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels.</li> <li>• SS.9-12.9.4 Take informed action to create and implement solutions to a local issue, incorporating perspectives from local experts.</li> <li>• SS.9-12.9.5 Identify and evaluate the contributions of Alaskans who have played a role in promoting civic virtues and founding principles.</li> <li>• SS.9-12.9.6 Evaluate the historic and ongoing impact of the Alaska Native Claims Settlement Act (ANCSA) on Alaskans and the governance of Alaska.</li> <li>• SS.9-12.9.7 Evaluate the role of natural resources and resource development on the development of Alaska's government.</li> <li>• SS.9-12.9.8 Express the unique challenges in governing Alaska due to its geography.</li> <li>• SS.9-12.9.9 Compare and contrast the services provided by local, state, and Tribal governments.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Content Standard</b> <i>Therefore, the student is able to...</i>
<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>• SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy.</li> <li>• SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.</li> <li>• SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world.</li> <li>• SS.9-12.10.4 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels.</li> <li>• SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.</li> <li>• SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.</li> <li>• SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them.</li> </ul>

## Grade 9 through 12 Economics Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>• SS.9-12.11.1 Compare and contrast market, command, and traditional economies.</li> <li>• SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies.</li> <li>• SS.9-12.11.3 Critique inequities in different economic systems.</li> <li>• SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets.</li> <li>• SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy.</li> <li>• SS.9-12.11.6 Describe the consequences of competition in specific markets.</li> <li>• SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market.</li> <li>• SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy.</li> <li>• SS.9-12.11.9 Explain the various roles that governments play in the market.</li> <li>• SS.9-12.11.10 Articulate the government’s role in market economies when market inequities and/or inefficiencies occur, including historical actions.</li> <li>• SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	<ul style="list-style-type: none"> <li>• SS.9-12.12.1 Explain the various types of currency.</li> <li>• SS.9-12.12.2 Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends.</li> <li>• SS.9-12.12.3 Relate the way that intangible job benefits can affect a person’s personal life, career choices, and income.</li> <li>• SS.9-12.12.4 Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute in the economic workforce.</li> <li>• SS.9-12.12.5 Calculate tax contributions to local, state, and federal governments and describe the benefits that the taxes may provide to individual and societal structures.</li> <li>• SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts.</li> <li>• SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving.</li> <li>• SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained.</li> <li>• SS.9-12.12.9 Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</li> <li>• SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option.</li> <li>• SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate.</li> <li>• SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</li> <li>• SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>• SS.9-12.13.1 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>• SS.9-12.13.2 Use economic indicators to analyze the current and future state of the economy.</li> <li>• SS.9-12.13.3 Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.</li> <li>• SS.9-12.13.4 Explain how the relationship between capital investments and the means of production contribute to the size and development of national economies.</li> <li>• SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.</li> <li>• SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time.</li> <li>• SS.9-12.13.7 Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states.</li> </ul>
<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>• SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries.</li> <li>• SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> <li>• SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.</li> <li>• SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade.</li> <li>• SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations.</li> <li>• SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	<ul style="list-style-type: none"> <li>• SS.9-12.15.1 Explain the impact of common resource ownership and resource management on Alaska’s economy.</li> <li>• SS.9-12.15.2 Develop a claim for the management of the Permanent Fund using evidence to support its impact on Alaska’s economy.</li> <li>• SS.9-12.15.3 Explain the relationship between the Alaska Permanent Fund Corporation and the Permanent Fund Dividend.</li> <li>• SS.9-12.15.4 Compare and contrast the state tax structures of Alaska with other states.</li> <li>• SS.9-12.15.5 Evaluate the effects on local and state economies that would result in increases and decreases in state taxes on resource development.</li> <li>• SS.9-12.15.6 Compare and contrast the varying points of view and opinions regarding global and federal factors in Alaska’s resource management, such as increases in global supply.</li> <li>• SS.9-12.15.7 Describe the economic differences between ANCSA regional and local village corporations and Tribal and local governments.</li> <li>• SS.9-12.15.8 Construct an argument about the benefits and/or drawbacks of the profit-sharing structure of ANCSA regional corporations.</li> <li>• SS.9-12.15.9 Evaluate the impact of Tribal, local, state, and federal governmental policies on the economic well-being of Alaska citizens.</li> </ul>



## Grade 9 through 12 Geography Standards

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>• SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.</li> <li>• SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.</li> <li>• SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.</li> <li>• SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth’s surface and resources.</li> <li>• SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.</li> <li>• SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</li> </ul>
<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>• SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>• SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> <li>• SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.</li> <li>• SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration.</li> </ul>
<b>Geography Anchor Standard 18</b> Geographic Representations and Reasoning	<ul style="list-style-type: none"> <li>• SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.</li> <li>• SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>• SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions.</li> </ul>

<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>9-12 Standard</b> <i>Therefore, the student is able to...</i>
<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>• SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.</li> <li>• SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.</li> <li>• SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
<b>Geography Anchor Standard 20</b> Geography of Alaska	<ul style="list-style-type: none"> <li>• SS.9-12.20.1 Compare and contrast geographic regions of Alaska.</li> <li>• SS.9-12.20.2 Examine the reciprocal relationship between Alaska Native peoples and Alaska’s environment.</li> <li>• SS.9-12.20.3 Create maps to display and explain the spatial patterns of culture and environment in a student’s community and region.</li> <li>• SS.9-12.20.4 Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska.</li> <li>• SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska.</li> <li>• SS.9-12.20.6 Examine how national and international economic and political decisions impact Alaska’s environment.</li> <li>• SS.9-12.20.7 Assess how human-imposed and natural borders have influenced Alaska’s cultural identities, resource development, and economic and political decision-making.</li> </ul>

## Grade 9 through 12 Alaska History Standards

The grade 9–12 Alaska History standards are guided by the following time periods and timeframes:

Time Periods	Timeframe
Alaska Before Western Contact	Time Immemorial–1741 CE
Russian Colonial Period	1741 CE–1867 CE
American Colonial Period	1867 CE–1912 CE
American Territorial Period	1912 CE–1959 CE
Statehood	1959 CE–Present

### Theme 1: Alaska’s Land and People

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Significant Persons	<b>History Anchor Standard 25</b> Alaskan History	<ul style="list-style-type: none"> <li>SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska’s history.</li> </ul>
Epidemics and Society	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska’s history.</li> </ul>
Alaska and the World	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska’s strategic location in the circumpolar north.</li> </ul>
Change and Sustainability	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Land and People	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.AKH.1.19.3 Understand and contextualize the various perspectives on the peopling of Alaska before contact with the West.</li> </ul>
	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures.</li> </ul>
	<b>Geography Anchor Standard 20</b> Geography of Alaska	<ul style="list-style-type: none"> <li>SS.AKH.1.20.1 Explain the reciprocal relationships between Alaska’s geography and the development of Alaska Native societies, including the role and importance of Alaska Native place names.</li> </ul>
Tribal Conceptions	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time.</li> </ul>

### Theme 2: Land Claims Throughout Time

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Claims and Stewardship	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.AKH.2.21.1 Compare and contrast Indigenous, Russian, and American understandings of land claims and land stewardship.</li> </ul>
Colonialism and Western Expansion	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska.</li> </ul>
Federal Impact	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.AKH.2.6.1 Analyze the role of the federal government’s claims to Alaska’s lands for military use, resources, trade, and infrastructure over time.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Claims and Stewardship	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.2.8.1 Analyze the legal contexts of Alaska’s Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and governments.</li> </ul>
Land and People	<b>Geography Anchor Standard 20</b> Geography of Alaska	<ul style="list-style-type: none"> <li>SS.AKH.2.20.1 Assess the cultural-political development of Alaska’s Indigenous societies as a means of thriving on the land and its resources.</li> </ul>
Claims and Stewardship	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from Indigenous, Russian, and American perspectives.</li> </ul>

### Theme 3: Resource Stewardship Throughout Time

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Conceptions of Resources	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.AKH.3.16.1 Compare and contrast Indigenous and Western understandings of resources.</li> </ul>
Federal Impact	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States’ goals in relation to resource extraction in Alaska.</li> </ul>
Claims and Stewardship	<b>Civics Anchor Standard 9</b> Alaska’s Governments	<ul style="list-style-type: none"> <li>SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska’s oil and natural resources.</li> </ul>
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Alaska and the World	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska’s geopolitical importance and the exploitation of Alaska’s resources.</li> </ul>
Claims and Stewardship	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska.</li> </ul>
Land and People	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska.</li> </ul>

#### *Theme 4: The Myth of the Last Frontier*

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
“The Last Frontier”	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion.</li> </ul>
Colonialism and Western Expansion	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska.</li> </ul>
Colonial Decline	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska’s history.</li> </ul>
Colonial Legacy	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.4.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Colonial Assimilation	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.4.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities.</li> </ul>
Religion and Society	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska’s history.</li> </ul>
Resistance and Reform	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations’ ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty.</li> </ul>
Climate Change	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska’s landscapes and societies.</li> </ul>

### Theme 5: Civics and Government

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Statehood	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.5.23.1 Evaluate Alaskans’ arguments for self-determination and full citizenship rights through the statehood movement.</li> </ul>
Elections	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.AKH.5.10.1 Examine Alaska’s electoral system and the responsibilities of individuals within the system.</li> </ul>
Civic Responsibility	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.AKH.5.7.1 Identify federal, state, Tribal, and local powers, and explore the student’s personal role in their local community by taking informed action.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Civil Rights	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities.</li> </ul>
Alaska Constitution	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska.</li> </ul>
Tribal Sovereignty	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs.</li> </ul>
Federal Impact	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents, and laws on Alaska.</li> </ul>
Tribal, State, and Federal Government	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native corporations as created by ANCSA.</li> </ul>

### Theme 6: Alaska's Economy

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
ANCSA	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.AKH.6.24.1 Describe the formation of ANCSA Corporations (Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy.</li> </ul>



<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Resource Management	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state, and federal policies regarding fish and game management.</li> </ul>
Resources and Statehood	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska’s history.</li> </ul>
Permanent Fund	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent Fund Dividend and how it continues to impact the state economically, politically, and socially.</li> </ul>
Alaskan Industry	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.AKH.6.11.1 Identify Alaska’s markets and industries and analyze their impact on Alaska’s economy.</li> </ul>
Alaska and the World	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.AKH.6.17.1 Describe how Alaska’s place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade.</li> </ul>
Natural Resource Development	<b>Economics Anchor Standard 15</b> Alaska Economies: State, Local, and Tribal	<ul style="list-style-type: none"> <li>SS.AKH.6.15.1 Explain how elements of state, Tribal, and local economies have developed in response to Alaska’s role as a resource developer.</li> </ul>
Federal Role	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.AKH.6.13.1 Analyze the role of the federal government in Alaska’s economy and maintenance of Alaska’s infrastructure.</li> </ul>
Land	<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	<ul style="list-style-type: none"> <li>SS.AKH.6.12.1 Identify Tribal and Western concepts of land ownership and how acting upon those concepts contributes to changes in land use, stewardship, and control.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Markets	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.AKH.6.11.2 Examine the causes and consequences of Alaska’s boom-and-bust economy.</li> </ul>

## Grade 9 through 12 U.S. History Standards

### Theme 1: Manifest Destiny and Indian Removal

#### Time Period: 1815 CE–1860 CE

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Ethnic, Cultural, and Identity Studies	<b>Civics Anchor Standard 9</b> Alaska Government	<ul style="list-style-type: none"> <li>SS.USH.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.</li> </ul>
Federal Relations with Indigenous People	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.USH.1.8.1 Explain the relationship that was developed between federal, state, and Tribal governments through treaties, court decisions, and land acquisition statutes.</li> </ul>
Manifest Destiny	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.USH.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.</li> </ul>
Federal Relations with Indigenous People	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations’ ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty.</li> </ul>
Effects of Manifest Destiny	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. territorial expansion.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Assimilation Experiences	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.1.24.1 Compare and contrast Indigenous and Hispanic peoples' experiences with assimilation and other immigrants' experiences as part of expansion across the territorial United States.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.23.9.1 Read and interpret primary and secondary sources to examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</li> </ul>
Early Industrialization	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.US.1.13.1 Analyze how economic growth and industrialization transformed daily life.</li> </ul>
Changing Transportation	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.US.17.9.1 Explain how innovations in transportation, communication, and production reshaped American society.</li> </ul>
The Market Revolution	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.US.1.11.1 Identify the conditions that gave rise to the market revolution, and evaluate its impacts on labor conflicts and divisions over slavery.</li> </ul>
Mexican-American War	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.1.24.2 Understand and contextualize different approaches to territorial expansion by the federal government.</li> </ul>
Sectionalism	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.1.23.2 Identify and explain the economic, social, and political differences between the North, South, and West.</li> </ul>
Purchase of Alaska	<b>History Anchor Standard 25</b> Alaskan History	<ul style="list-style-type: none"> <li>SS.US.1.25.1 Explain the significance of the purchase of Alaska in relation to lingering ideas of Manifest Destiny.</li> </ul>

## Theme 2: The Civil War and Reconstruction

### Time Period: 1837 CE–1877 CE

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Slavery	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries.</li> </ul>
Cultural Identity	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression.</li> </ul>
Slavery	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.2.21.1 Explain ways in which enslaved people survived within and resisted their enslavement.</li> </ul>
Social Reform Movements	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.2.24.1 Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening.</li> <li>SS.US.2.24.2 Examine the outcomes of 19th-century reform movements.</li> </ul>
Social Activism	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.US.2.7.1 Investigate how identity groups and society address systemic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.</li> </ul>
Causes of the Civil War	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.2.21.2 Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war.</li> </ul>
Border States	<b>Geography Anchor Standard 16</b> Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> <li>SS.US.2.16.1 Explain the role of border states and territories in the U.S. Civil War.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Emancipation Proclamation	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.US.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance.</li> </ul>
The Western Campaign	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.2.21.3 Explain the impact of the Western Campaign on Indigenous peoples.</li> </ul>
End of the Civil War	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.2.23.3 Analyze the major factors that determined the outcome of the Civil War.</li> </ul>
Reconstruction	<b>Civics Anchor Standard 7</b> Participation and Deliberation	<ul style="list-style-type: none"> <li>SS.US.2.7.2 Use primary and secondary sources to contextualize and explain how the political, economic, and social position of Black people changed during Reconstruction.</li> </ul>
Economic Struggles of Reconstruction	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.US.2.13.1 Explain how Union Army strategies, the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.</li> </ul>
Oppression After the War	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.2.24.3 Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.</li> </ul>
Changing Demographics	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.US.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States.</li> </ul>
The Failure of Reconstruction	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.US.2.8.1 Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Modern Connections to the End of Slavery	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth.</li> </ul>

### Theme 3: Conflict at Home and Abroad

#### Time Period: 1877 CE–1920 CE

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Effects of Immigration	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.US.3.19.1 Explain how massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity that developed amid growing cultural diversity.</li> </ul>
Gilded Age	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.US.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870s.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.3.21.1 Compare and contrast the perspectives of monopolists and labor unions about the best way to improve society.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Progressive Era	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.USH.3.24.1 Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.3.23.1 Evaluate major reform movements and reformers during the Progressive Era.</li> <li>SS.USH.3.23.2 Analyze the campaign for, and the opposition to, women’s suffrage in the late 19th and early 20th centuries.</li> </ul>
	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.USH.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements.</li> </ul>
	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.USH.3.8.1 Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.</li> </ul>
	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.USH.3.10.1 Analyze the strategies of Black people, Indigenous people, and people of color to achieve basic civil rights in the early 20th century.</li> <li>SS.USH.3.10.2 Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Imperialism	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.USH.3.17.1 Analyze the factors that enabled the United States to become an imperial power.</li> </ul>
	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.3.23.3 Analyze the factors that enabled the United States to become an imperial power.</li> <li>SS.USH.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad.</li> </ul>
	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.USH.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements.</li> </ul>
World War I	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.USH.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War I.</li> </ul>
Rights, Liberties, and Conflict	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.USH.3.10.3 Evaluate wartime restrictions on civil liberties.</li> </ul>

### Theme 4: Emergence as a Global Power

#### Time Period: 1918 CE–1945 CE

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
American Isolationism After WWI	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.USH.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy.</li> </ul>
Changing Technology	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.USH.4.13.1 Assess how innovations in transportation, communication, and finance changed American society.</li> </ul>



<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
The Roaring '20s	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.US.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920s.</li> </ul>
	<b>History Anchor Standard 22</b> Historical Sources and Evidence	<ul style="list-style-type: none"> <li>SS.US.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.</li> </ul>
Causes of the Great Depression	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse.</li> <li>SS.US.4.24.3 Analyze the conditions and policies that led to the Great Depression.</li> </ul>
Effects of the Great Depression	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities.</li> </ul>
	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.US.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.</li> </ul>
The New Deal	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each.</li> </ul>
Franklin Delano Roosevelt's New Deal and the Changing Role of Government	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, Indigenous people, and people of color.</li> </ul>
Causes of World War II (WWII) Involvement	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.US.4.24.7 Explain the historical developments and policies that resulted in the United States entering WWII.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Atomic Weapons	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.</li> </ul>
WWII Domestic Policies	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.4.23.1 Assess the social, political, and economic transformation of the United States during WWII.</li> </ul>
Rights, Liberties, and Conflict	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans and the Unangax people during the war and assess the implications for civil liberties.</li> <li>SS.USH.4.10.2 Examine the suppression of civil liberties and human rights during times of conflict and war, past and present.</li> </ul>
Holocaust Impacts in the U.S.	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.4.23.2 Use primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights.</li> </ul>
U.S. Role in WWII Turning Points	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.USH.4.24.9 Analyze the role of the United States in the outcome of WWII in the European and the Pacific theaters.</li> </ul>
The United Nations	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.USH.4.6.1 Explain the purposes and organization of the United Nations.</li> </ul>

## Theme 5: Cold War

### Time Period: 1945 CE–1991 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Origin of the Cold War	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Soviet-U.S. arms race.</li> </ul>
Cold War Containment Abroad	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.</li> </ul>
Cold War Containment at Home	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.</li> </ul>
Other Impacts of the Cold War	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States.</li> </ul>

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

### Time Period: 1954 CE–Present

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Civil Rights Legislation and Action	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.USH.6.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation.</li> </ul>
Great Society Programs and Reforms	<b>Economics Anchor Standard 13</b> The National Economy	<ul style="list-style-type: none"> <li>SS.USH.6.13.1 Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions.</li> </ul>
Anti-War and Counterculture Movements	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.USH.6.6.2 Assess the impact of student movements and the counterculture on American politics and society.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
New Movements, New Voices	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.USH.6.6.3 Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras.</li> </ul>
Conservative Movement Development	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.6.23.1 Analyze the rise of modern conservatism in the United States.</li> </ul>
Effects of Conservatism	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.USH.6.8.1 Assess the social and political impact of conservatism in the United States.</li> </ul>
Ethnic, Cultural, and Identity Studies	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.USH.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy.</li> </ul>

## Theme 7: United States in the Global Age

### Time Period: 1991 CE–Present

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Domestic Challenges	<b>Civics Anchor Standard 8</b> Processes, Rules, and Laws	<ul style="list-style-type: none"> <li>SS.USH.7.8.1 Evaluate popular and government responses to emerging domestic challenges.</li> </ul>
Global Challenges	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.USH.7.17.1 Analyze U.S. responses to global challenges and crises.</li> </ul>
Technology	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.USH.7.23.1 Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Challenges to Democracy	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.USH.7.6.1 Analyze the current state and health of U.S. democracy in a global context.</li> </ul>

## Grade 9 through 12 World History Standards

### Theme 1: Post-Classical Societies and Trade Networks

#### Time Period: 600 CE--1450 CE

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
European Feudalism	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism.</li> </ul>
Feudal Hierarchies	<b>Economics Anchor Standard 12</b> Decision-Making and Personal Finance	<ul style="list-style-type: none"> <li>SS.WH.1.12.1 Describe the distribution of resources among classes in the feudal hierarchies of European and Asian societies.</li> </ul>
Trade Networks	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>SS.WH.1.14.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies.</li> </ul>
Characteristics of Mesoamerican Empires	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations.</li> </ul>
Characteristics of African Empires and Kingdoms	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.WH.1.17.2 Analyze cultural diffusion and trade among African empires and kingdoms.</li> </ul>
Spread of Culture and Ideas	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies.</li> </ul>

## Theme 2: The First Global Age

### Time Period: 1450 CE–1750 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Causes of Exploration	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest.</li> </ul>
Effects of Global Exploration	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries.</li> </ul>
Atlantic Slave Trading	<b>Geography Anchor Standard 19</b> Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> <li>SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin.</li> </ul>
Columbian Exchange and Consequences	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas.</li> </ul>

## Theme 3: An Age of Revolutions

### Time Period: 1750 CE–1900 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Causes of the Industrial Revolution	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s.</li> </ul>
Effects of the Industrial Revolution	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa.</li> </ul>

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Economic Motives of Imperialism	<b>Economics Anchor Standard 11</b> Economic Systems, Models, and Markets	<ul style="list-style-type: none"> <li>SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there.</li> </ul>
Causes of Imperialism	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese imperialism.</li> </ul>
Types of Imperialism	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas.</li> </ul>
Effects of Imperialism	<b>Geography Anchor Standard 17</b> Global Interconnections: Changing Spatial Patterns	<ul style="list-style-type: none"> <li>SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania.</li> </ul>
Scientific Revolution	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.3.24.3 Explain the impact of the Scientific Revolution on the rise of the Enlightenment.</li> </ul>
Political Philosophies	<b>Civics Anchor Standard 6</b> Civic and Political Institutions and Systems	<ul style="list-style-type: none"> <li>SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how.</li> </ul>
Revolutions	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.3.23.2 Compare the causes and consequences of political revolutions in the late 18th and early 19th centuries.</li> </ul>
Social Reform Movements	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century.</li> </ul>

## Theme 4: Emergence of Modern Global Conflict

### Time Period: 1900 CE–1945 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Causes of the Great War	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.4.24.1 Explain the short- and long-term causes and consequences of World War I (WWI).</li> </ul>
Interwar Economics	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>SS.WH.4.14.1 Make evidence-based inferences concerning the economic effects of WWI on various geographic regions.</li> </ul>
Post-WWI Period	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.WH.4.21.1 Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-WWI period.</li> </ul>
Holocaust and Genocide	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.WH.4.21.2 Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII and subsequent war crime tribunals.</li> </ul>

## Theme 5: Cold War Era

### Time Period: 1945 CE–1991 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Decolonization After WWII	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII.</li> </ul>
Aftermath of World War II	<b>History Anchor Standard 24</b> Historical Thinking	<ul style="list-style-type: none"> <li>SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII.</li> </ul>
Action for Independence	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.</li> </ul>



<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Resistance and Revolution	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII.</li> </ul>
United Nations Influence	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.</li> </ul>
National Sovereignty After Imperialism	<b>History Anchor Standard 23</b> Change, Continuity, and Context	<ul style="list-style-type: none"> <li>SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty.</li> </ul>
Cold War Global Conflicts	<b>History Anchor Standard 21</b> Perspectives	<ul style="list-style-type: none"> <li>SS.WH.5.21.1 Analyze how the Cold War led to global conflict.</li> </ul>

### Theme 6: Era of Globalization

#### Time Period: 1991 CE–Future

<b>Topic</b>	<b>Anchor Standard</b> <i>The student demonstrates an understanding of...</i>	<b>Content Standard</b> <i>Therefore, the student is able to...</i>
Globalization	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>SS.WH.6.14.1 Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.</li> </ul>
Resources and Sustainability	<b>Economics Anchor Standard 14</b> The Global Economy	<ul style="list-style-type: none"> <li>SS.WH.6.14.2 Analyze the factors affecting climate change and global sustainability.</li> </ul>
Global Human Rights	<b>Civics Anchor Standard 10</b> Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> <li>SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations.</li> </ul>