



**Social Studies
Critical Content Standards
Kindergarten**

Theme: Me and My World

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Civic & Political Institutions and Systems

SS.K.1.6.1 Identify leaders in the student's life and describe their roles.

SS.K.3.6.1 Identify rules for different settings.

Civics Standards: Processes, Rules, and Laws

SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise.

SS.K.2.8.1 Evaluate consequences of following or not following rules.

Economics Standards: Economic Systems, Models, and Markets

SC.2.LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats. (Analysis)

SS.K.4.11.1 Participate in discussions about how people work to support their families.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.

Geography Standards: Geographic Representations and Reasoning

SS.K.1.18.1 With support, create a map of the classroom.

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.

Geography Standards: Geography of Alaska

SS.K.1.20.1 Locate the local community on a map.

History Standards: Historical Sources and Evidence

SS.K.3.22.1 With support, engage with historical sources.

History Standards: Change, Continuity, and Context

SS.K.3.23.1 Ask questions about local and school history.

History Standards: Alaskan History

SS.K.1.25.1 Explore traditions of local cultural groups.



Social Studies
Critical Content Standards
1st Grade
Theme: My Place in the World

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Civic & Political Institutions and Systems

SS.1.3.6.1 Explain the need for rules at home, school, and community.

Civics Standards: Participation and Deliberation

SS.1.2.7.1 Describe examples of equality and fairness.

SS.1.3.7.1 Demonstrate active listening & positive interactions with groups & at class meetings.

Civics Standards: Processes, Rules, and Laws

SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.

Economics Standards: Economic Systems, Models, and Markets

SS.1.4.11.1 Define income.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

SS.1.1.16.1 Describe local weather and how it affects individuals and their activities.

Geography Standards: Global Interactions: Changing Spatial Patterns

SS.1.3.17.1 Describe types of natural disasters common to the local region.

Geography Standards: Geographic Representations and Reasoning

SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose.

SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area.

Geography Standards: Geography of Alaska

SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe.

History Standards: Historical Sources and Evidence

SS.1.3.22.1 With support, use historical sources to ask questions about events.

History Standards: Change, Continuity, and Context

SS.1.2.23.1 Illustrate how communities change over time.

History Standards: Alaskan History

SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.



Social Studies
Critical Content Standards
2nd Grade
Theme: My Local Community

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Civic & Political Institutions and Systems

SS.2.4.6.1 Explain what governments are and some of their functions.

SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.

Civics Standards: Participation and Deliberation

SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.

Civics Standards: Alaska's Government

SS.2.1.9.1 Determine the meaning and importance of local and state symbols.

Economics Standards: Economic Systems, Models, and Markets

SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services.

SS.2.4.11.1 Explain how and why people earn money.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region.

SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.

Geography Standards: Global Interactions: Changing Spatial Patterns

SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region.

Geography Standards: Geographic Representations and Reasoning

SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community.

Geography Standards: Human Population: Spatial Patterns and Movements

SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.

Geography Standards: Geography of Alaska

SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.



History Standards: Historical Sources and Evidence

SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.

History Standards: Change, Continuity, and Context

SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.

SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.

History Standards: Alaskan History

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.



**Social Studies
Critical Content Standards
3rd Grade**

Theme: Alaska's Past, Present, and Future

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Processes, Rules, and Laws

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.

Economics Standards: Economic Systems, Models, and Markets

SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade.

Economics Standards: Decision-Making and Personal Finance

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.

Economics Standards: The National Economy

SS.3.3.13.1 Explain the ways in which Alaska's government pays for the goods and services it provides.

Economics Standards: Alaska Economics: State, Local, and Tribal

SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska.

Geography Standards: Global Interactions: Changing Spatial Patterns

SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska.

Geography Standards: Geography of Alaska

SS.3.1.20.1 Identify and explain the relationship between the resources found in Alaska and becoming a state.

SS.3.1.20.2 Describe how the Alaska Native population came to Alaska.

History Standards: Perspectives

SS.3.3.21.1 Describe how people's perspectives shaped the historical sources they created in Alaska.



History Standards: Change, Continuity, and Context

SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras.

SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today.

History Standards: Alaskan History

SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska.



**Social Studies
Critical Content Standards
4th Grade**

Theme: U.S. Cultures and Regions

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Civic and Political Institutions and Systems

SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.

Economics Standards: Economic Systems, Models, and Markets

SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions.

Economics Standards: Decision-Making and Personal Finance

SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.

Economics Standards: The Global Economy

SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

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.

Geography Standards: Geographic Representations and Reasoning

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.

Geography Standards: Geography of Alaska

SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.

SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.

History Standards: Perspectives

SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.



History Standards: Change, Continuity, and Context

SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time.

History Standards: Alaskan History

SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.



**Social Studies
Critical Content Standards
5th Grade**

Theme: Foundations and History of the U.S.

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target 'must know' skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Civics Standards: Civic and Political Institutions and Systems

SS.5.2.6.1 Assess the importance of participation in democracy.

SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance. (Preamble / Constitution)

Economics Standards: Decision-Making and Personal Finance

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.

Geography Standards: Human-Environment Interactions: Place, Regions, and Culture

SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.

Geography Standards: Geography of Alaska

SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.

History Standards: Perspectives

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.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.

History Standards: Change, Continuity, and Context

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.

SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.

SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.

History Standards: Historical Thinking

SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.