



Kodiak Island Borough School District

Social Studies Curriculum Kindergarten-5th Grade

Board of Education Adoption: May 18, 2015
Next Revision Due: 2020

KIBSD Social Studies Curriculum Overview

Social studies, as defined by the National Council for Social Studies, is the interdisciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues. At Kodiak Island Borough School District the disciplines of geography, history, government and citizenship are incorporated into the curriculum. The primary purpose of social studies is to provide students with the tools and strategies to make informed decisions for the public good, as global citizens in a culturally diverse and interdependent world.

Awareness of and acceptance for all cultures begins with developing an understanding of the diversity within families, the school setting, and local community. This understanding is deepened at the secondary level through the study of the history of Alaska, the United States and its government as well as the world. Instructional practices are encouraged to incorporate art, song, technology, reading, writing, and oral speaking. The integration of the social studies content and reading standards is essential in allowing teachers to effectively streamline teaching and learning in order to meet the rigor of the Alaska state standards. The essential learnings for each grade level are designed around the Alaska State content and cultural standards in Social Studies in the areas of: geography, government and citizenship, history, and world languages.

Educators are encouraged to connect with the rich variety of available resources on Kodiak Island to support the social studies curriculum. KIBSD values its relationships within the community and recognizes the wealth of information and resources available to enhance learning experiences for all students.

The social studies curriculum document contains the essential learnings for each grade level with vertical alignment from grade to grade. Online and text resources are noted, along with activities that correspond to each essential learning. Effective instructional practices paired with community resources and educator collaboration will enhance student learning experiences in social studies.

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Kodiak Island Borough School District

Social Studies Continuum

Kindergarten – 12th Grade

Kindergarten	Families, Learning and Working Together
Grade 1	Classroom and School Communities
Grade 2	Neighborhoods
Grade 3	Kodiak Island: Local History, Culture and Community
Grade 4	Alaska, The Changing State
Grade 5	US Geography and History
Grade 6	Geography of the Western Hemisphere
Grade 7	Geography of the Eastern Hemisphere
Grade 8	US History: The Development of a Nation
Grade	Civics (semester)
Grade 9-12	Alaska History and Cultures (semester)
Grade 10-12	World History
Grade 10-12	US History
Grade 10-12	General Psychology

Note: November is Alutiiq Studies Month

Social Studies Curriculum

Kindergarten: Families, Learning and Working

Essential Learnings:

1. Recognize that families are unique and special. Individuals within families have specific roles.
2. Recognize we are all different but special. It is important to respect and accept the diversity of families.
3. Practice appropriate social interactions and skills and take responsibility for good citizenship within a family.
4. Exposure to important national and local figures, holidays, and their significance.
5. Demonstrate that maps and globes are tools for locating places on Earth.

Classroom Resources:

CD:

- *Start Each Day with a Song*: Music with Mar.
- *Singable Songs for the Very Young*: Raffi

Text Resources:

- Junior Achievement Curriculum-contact Curriculum Office
- Alutiiq Word of the Week, Steffian & Counceller
- Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak
- See additional resources listed by grade level*

Online Resources:

- Liicugtukut Alutiiq (“We Want to Learn Alutiiq”), <http://www.alutiiqlanguage.org/>, audio of Alutiiq words and language, resources, downloadable books
- Alutiiq Education (<http://www.alutiiqeducation.org/>)
- Songs for Teaching (<http://songsforteaching.com/>)
- Acoustic Family Song (<https://www.youtube.com/watch?t=54&v=GiRUF7hvWuM>)
- *It's a Small World*: song,video and lyrics (<https://www.youtube.com/watch?v=7jiaU0xbOKs>)
- International Children’s Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- Foreign Language iPad App: *Gus on the Go*
- Alutiiq Interactive Storytelling iPad App: Search ‘Native Village of Afognak’ in App store

Text Resources:	Activities/How:
<p>1. Recognize that families are unique and special. Individuals within in families have specific roles.</p> <ul style="list-style-type: none">• <u>Everybody Says Poem</u>, Treasures, Big Book of Explorations Vol.1, p. 12• <u>Family Fun</u>, Treasures, Big Book of Explorations Vol. 1, p. 17• <u>Family Book</u>-Parr*• <u>Me and My Family Tree</u>-Sweeney*• <u>My Family Community</u>-Kalman• <u>Families in Many Cultures</u>-Adamson	<ul style="list-style-type: none">• Family Tree-Draw and label your immediate family• Family photo album-Bring in pictures of your family. Label and share out with class to explore different family structures.• Learn words for family (Mom, Dad, Brother, Sister) in a different language.• Sing songs about family: Music with Mar ed: Start Each Day with a Song, Raffi: Singable Songs for the Very

	<p>Young: The More We Get Together, The Sharing Song, Brush Your Teeth http://www.songsforteaching.com/</p> <ul style="list-style-type: none"> • Read songs in poem form about family: http://www.songsforteaching.com/ • Learn about your family. Draw a picture of a family member. Interview them, ask their favorite color, middle name, favorite food. Share with class • Hold a class ‘family picnic’. Invite a family member to join and bring a healthy food to share. Introduce your family member to the class.
<p>2. Recognize we are all different but special. It is important to respect and accept the diversity of families.</p> <ul style="list-style-type: none"> • <u>Friends All Around</u> (Treasures Big Book) • <u>Nama Amitatuk</u> by Native Village of Afognak (available as Q Book)* • <u>I Like Myself</u>- Beaumont • <u>What I Like About Me</u>- Nolan • <u>It's OK to be Different</u>-Parr* 	<ul style="list-style-type: none"> • Learn how to say “hello” and “goodbye” or count in different languages from classmates. Also see Alutiiq reference. • Sing songs: Raffi: Singable Songs for the Very Young: “My Dreidel”, “Must Be Santa”, also Google: “Round the World with Ways to Say Hello” by Hap Palmer (google), “The Hello Song” by LeapFrog-Youtube video, “Hello Song” Dave Moran-YouTube • Classroom potluck. Kids bring in food from family’s cultural background. • Classroom cooking: cook different foods from cultural backgrounds. • Draw self-portraits using little mirrors for children to view themselves. What is the color of your hair, eyes, skin? • Students trace and cut-out their handprint on a piece of construction paper that is similar to their skin color, make a class wreath of ‘holding hands’ or around a globe. • Download familiar and cultural books in different languages for students to listen to on iPad, “We Want to Learn Alutiiq”: http://www.alutiiqlanguage.org/, International Children’s Digital Library: https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8 (app) • Read and listen to Alutiiq story: <i>Nama Amitatuk</i> as Q book on iPad. “Hide” the otter (picture of puppet) around the classroom. Practice language.
<p>3. Practice appropriate social interactions and skills and take responsibility for good citizenship within a</p>	<ul style="list-style-type: none"> • Introduce Kelso’s wheel • As a class, establish classroom rules

<p>family.</p> <ul style="list-style-type: none"> • <u>Helping Hands</u>, Treasures, Big Book of Explorations, Vol. 1, p. 29 • <u>The Feeling Book</u>-Parr • <u>The Way I Act</u>-Metzger • <u>Mind Your Manners in School</u>-Candell • <u>How to be a Friend</u>-Brown* 	<p>focusing on positive language. ‘Walk’ instead of ‘Don’t run’.</p> <ul style="list-style-type: none"> • List of responsibilities/chores students have in their families. • Sentence starters for problem solving. ‘I feel....when you.... I’d like you to stop.’ ‘I’m sorry I.... it made you feel....’ • Standing in a circle, students turn to a partner and practice saying ‘Hello, my name is...’, shaking hands, making eye contact • Role-playing when establishing classroom routines. ‘If someone is standing in your way...you say excuse me.’ • YouTube Clip: Sesame Street, ‘Monster Manners’ • Host a class ‘lunch party’. Students set the table and practice their manners at the table. Students can make placemats • Make a class video/iMovie of students saying ‘polite words’ and using manners.
<p>4. Exposure to important national and local figures, holidays, and their significance.</p> <ul style="list-style-type: none"> • <u>What Does the President Do?</u>-Miller* • <u>American Flag</u>-Monroe • <u>Bald Eagle</u>-Monroe* • <u>National Geographic Kids</u>: George Washington-Gilpin* • My 1st Biography: Martin Luther King, Jr.-Bauer 	<ul style="list-style-type: none"> • Read about and discuss: Martin Luther King, Jr., Abe Lincoln, George Washington, current president, etc. Make art projects: tear art, hats for students, directed drawing, puppets, a log cabin from popsicle sticks. • Learn about national holidays as they occur and discuss their significance. • Make an American flag using construction paper strips of red, and dot white paint on blue paper for the stars. • Examine a penny and one dollar bill. Students make ‘play money’ with their picture on it from template, watercolors, markers. • Host a class vote or election. ‘Our class’s favorite pet, food or color’. • Learn the Pledge of Allegiance, ‘Grand Ole’ Flag’ song • Host a ‘Thanksgiving Feast’ • Draw and write New Year’s resolutions/goals. Celebrate with confetti hole-punched by students.
<p>5. Demonstrate that maps and globes are tools for locating places on Earth.</p> <ul style="list-style-type: none"> • <u>Let’s Look at Maps</u>, Treasures, Big Book of Explorations, Vol. 2, p. 4 • <u>Follow that Map</u>-Ritchie* • <u>Looking at Maps and Globes</u>-Olien 	<ul style="list-style-type: none"> • Explore and reference classroom maps and globes throughout school day when appropriate and in connection to all content areas. • Draw a map of your home, classroom, or playground • Create a ‘treasure hunt’ map using

Texts noted with a * are for both town and rural schools.

- symbols for mountains, water, trees, islands, trails, etc
- Use paper maché to create a globe. World is made of land and water.

Social Studies Curriculum

First Grade: The Classroom and School Communities

Essential Learnings:

1. Describe how individuals in classrooms and school communities have specific roles.
2. Respect and accept the importance of diversity within the classroom.
3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within a school community.
4. Exposure to important national and local figures, holidays, and their significance.
5. Demonstrate that maps and globes are tools for locating places on Earth.

Classroom Resources:

CD:

- o *Today's Children, Tomorrow's Future*: Music with Mar.

Text Resources:

- o Junior Achievement Curriculum-contact Curriculum Office
- o Alutiiq Word of the Week, Steffian & Counceller
- o Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak
- o See additional resources listed by grade level*

Online Resources:

- o Alutiiq Education (<http://www.alutiiqeducation.org/>)
- o Liicugtukut Alutiiq: "We Want to Learn Alutiiq" (<http://www.alutiiqlanguage.org/>)
- o *Hello to All the Children of the World*, Song and Video (https://www.youtube.com/watch?v=GpTR1wF4M6k&feature=player_embedded)
- o Pete the Cat Rockin' in his School Shoes (<https://www.youtube.com/watch?t=23&v=lUVgSWsyIE8>)
- o The Wheels on the Bus-Pete the Cat (<https://www.youtube.com/watch?v=-0icbqvmehs>)
- o Songs for Teaching (<http://www.songsforteaching.com/>)
- o International Children's Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- o Foreign Language iPad App: *Gus on the Go*
- o Alutiiq Interactive Storytelling iPad App: Search 'Native Village of Afognak' in App store

Text Resources:	Activities/How:
<p>1. Describe how individuals in classrooms and school communities have specific roles.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none">• <u>When You Mail a Letter</u>, 1.3, p.32• <u>A Job For You</u>, 1.5, p.228• <u>Family Fun</u>, 1.3, p.114• <u>A Job for You</u>, 1.5, p.228• <u>Job's at School</u>, 1.5, p.238• <u>Write About a Vet</u>, 1.5, p.274• <u>A Fine, Fine School</u>-Creech	<ul style="list-style-type: none">• Write a letter to a classmate or somebody in the school. Have a school pen-pal!• Interview someone at school. Share your results with the class. What is your role? Where is your office? What is your favorite part of the job?• Create a bulletin/photo board and display your findings from the school interviews around the school. Include pictures and interview questions with responses.• Apply for classroom jobs. Understand that certain jobs require certain skills/responsibilities.

<ul style="list-style-type: none"> • <u>Schools in Many Cultures</u>-Adamson* • <u>My School Community</u>-Kalman* • <u>At School</u>-Kalman 	<ul style="list-style-type: none"> • Sing songs and read lyrics to ‘School Days Songs’ by Cherry Carl (downloadable songs at: songsforteaching.com) • Sing or read lyrics to “Do You Know Your Community Helpers?”, Music with Mar. (google lyrics/poem to tune of Muffin Man)
<p>2. Respect and accept the importance of diversity within the classroom.</p> <p>Treasures:</p> <ul style="list-style-type: none"> • <u>Shake a Rattle</u>, 1.2, p.112 • <u>When Kids Can Play</u>, 1.3, p.43 • <u>Kids Can Help</u>, 1.3, p.48 • <u>Celebrate Chinese New Year</u>, 1.3, p.148 • <u>Little Rabbit</u>, 1.4, p.114 • <u>A Winning Swimmer</u>, 1.5, p.120 • <i>Yaki</i> by Native Village of Afognak • <u>Whoever You Are, Wherever You Are</u>-Fox* • <u>A Rainbow of Friends</u>-Hallinan • <u>Making Friends</u>-Call • <u>Shades of People</u>-Rother* 	<ul style="list-style-type: none"> • Sing along to ‘Happy Holiday to You’ from Start Each Day with a Song by Music with Mar. –downloadable, google • Listen to and Sing: ‘Hello to All the Children of the World’, youtube. • Learn about the holidays and traditions students in the classroom celebrate. • Family reports-include family tress, stories, photos and traditions. • Compare and contrast opinions of classmates. What is your favorite _____? Make graphs. • Draw a classmate’s portrait. Write a compliment about that person. • Alutiiq word of the week • Interview a classmate. • Share food and clothing from students’ cultures. • Star of the Week posters. Students present a poster (i.e. <u>Read About Me Poster</u> by Scholastic) about themselves. • Play ‘People Bingo’. Use sight words and pictures, for example: Find someone who...is 6 years old, Has a fish, Can swim. • Download familiar and cultural books in different languages for students to listen to on iPad or computer, “We Want to Learn Alutiiq”: <ul style="list-style-type: none"> http://www.alutiqlanguage.org/, International Children’s Digital Library: https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8 (app) • Read Alutiiq Story: <i>Yaki</i>. Discuss commands. Have students write stories of their pets using simple sentences. Have each student use tear art to create their own ‘Yaki’.

<p>3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within a school community.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Old Stuff, New Stuff, Used Stuff</u>, 1.4, p.34 • <u>June Robot Cleans Up</u>, 1.4, p.36 • <u>A Bottle Takes a Trip</u>, 1.4, p. 56 • <u>Stand in My Shoes</u>-Sornson • <u>Time to Say Please</u>-Hemingway • <u>Being a Good Citizen</u>-Vigliano* 	<ul style="list-style-type: none"> • Make a class video/iMovie of students being good citizens in the school community. • Make classroom rules. Encourage positive language ('Walk' instead of 'Don't run.') • "Hands Can" make a list of the things students can do to be a helping hand in the classroom and school. • Classroom or school service project: invite a guest speaker in from Threshold Recycling. Recycle in class or around the school. • Make a Recycled Art Project (RAP): http://artprojectsforkids.org/category/view-by-theme/recycle http://character.org/lessons/lesson-plans • Have a class pet (fish, frog) discuss care and responsibility for the class pet. • Partner with the school counselor and/or teach good character skills. Study or highlight one character skill a month. • Give 'Caught Being Good' tickets for demonstrating good character in the classroom or around the school. Have a drawing at the end of the week for a pencil. • Role playing in various social scenarios (i.e. bullying, telling the truth, KELSO) • Make a chart of "Healthy Ways". Discuss how students can take care of themselves: brush teeth, wash hands, cover mouth when coughing, blow nose, etc. • Sing or chant a 'clean up song' during transitions: http://www.songsforteaching.com/transitions.htm • Listen to and sing "Mind Your Manners" song by Teresa Jennings, Google
<p>4. Exposure to important national and local figures, holidays, and their significance.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Meet Ben Franklin</u>, 1.4, p.84 • <u>Meet Ellen Ochoa</u>, 1.5, p.218 • <u>F is for Flag</u>-Lewison* • <u>US Symbols</u>-Kishel • <u>Picture Book of George Washington</u>-Adler • <u>Abe Lincoln the Boy Who Loved Books</u>-Winters* • <u>Martin Luther King, Jr.</u>-McNamara 	<ul style="list-style-type: none"> • Identify school symbols and landmarks (i.e. mascot, song, events) • Exposure to national symbols and patriotism: Pledge of Allegiance, state and national flag, learn a patriotic song (i.e. "America", "Yankee Doodle") • Make portraits (directed drawing or tear art) of important national figures: current president, Martin Luther King, Jr., Abe Lincoln • Compare and contrast Abraham Lincoln and George Washington • Read articles from Scholastic News

5. Demonstrate that maps and globes are tools for locating places on Earth.

Treasures:

- The Town That Grew, 1.5, p.279
- Build with Sand and Ice, 1.5, p.306
(reference a map)
- Maps and Globes-Barton*
- Map Keys-Olien

- Draw a map of the classroom, school, home, bedroom, or community in which you live and describe it.
- Using a venn diagram or double bubble, compare and contrast a globe and map.
- Construct a 3D map of your school/playground.
- Create a school scavenger hunt using clues hidden throughout the school and a map.

Texts noted with a * are for both town and rural schools.

Social Studies Curriculum

Second Grade: Neighborhoods

Essential Learnings:

1. Recognize that individuals in neighborhood communities have specific roles.
2. Begin to understand that diversity is a unique aspect of community by exploring family and cultural traditions.
3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within our local neighborhoods.
4. Recognize important national and local figures, holidays, and their significance.
5. Begin to develop a worldview through exposure to maps and globes.

Classroom Resources:

CD:

- o *Sing-Along Songs and Lullabies from Curious George*: Jack Johnson

Text Resources:

- o Junior Achievement Curriculum-contact Curriculum Office
- o Alutiiq Word of the Week, Steffian & Councillor
- o Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak
- o See additional resources listed by grade level*

Online Resources:

- o Alutiiq Education (<http://www.alutiiqeducation.org/>)
- o City of Kodiak: <http://www.city.kodiak.ak.us/Home/Pages/Home2.aspx>
- o Liicugtukut Alutiiq: "We Want to Learn Alutiiq" (<http://www.alutiiqlanguage.org/>)
- o Songs for Teaching: Downloadable songs and lyrics (<http://Songsforteaching.com>)
- o Watch, Now, Learn: Community Helpers Video Clip (<http://www.watchknowlearn.org/Video.aspx?VideoID=20711>)
- o Sesame Street: What Makes You Special? Video Clip (<https://www.youtube.com/watch?t=71&v=LrPm7BasRBo>)
- o International Children's Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- o Foreign Language iPad App: *Gus on the Go*
- o Alutiiq Interactive Storytelling iPad App: Search 'Native Village of Afognak' in App store

Text Resources:	Activities/How:
<p>1. Recognize that individuals in neighborhood communities have specific roles.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none">• <u>Who's Who at School?</u>, 2.1, p.32• <u>Firehouse Friendships</u>, 2.1, p.72• <u>A Ride to Help</u>, 2.1, p.220• <u>Fire Safety</u>, 2.1, p. 362• <u>On the Town</u>-Caseley	<ul style="list-style-type: none">• Discuss roles in community (firefighters, dentist, vet, paramedic, banker), invite individuals to visit classroom (write invitations as a class) and discuss what they do.• Make a community map, brochure, or iMovie highlighting police department, hospital, library, police station, parks, and other community areas. Kids can dress up and explain responsibilities of different jobs

<ul style="list-style-type: none"> • <u>Helpers in my Community</u>-Kalman* • <u>Places in my Community</u>-Kalman • <u>Living in Rural Communities</u>-Sterling* • <u>Living in Urban Communities</u>-Sterling* 	<ul style="list-style-type: none"> • Students write letters to community members requesting more information about their job for a report. • Plan fieldtrips to various community places: library, post office, police station, vet • Learn about the roles and responsibilities of community members, dress up as them, and present information to class. • Make a community 'phone book', guide or posters. List service, contact person, address, phone number and describe their role/responsibility and a quote about what their role is in the community and display.
<p>2. Begin to understand that diversity is a unique aspect of community by exploring family and cultural traditions.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>A Special Camp</u>, 2.1, p. 84 • <u>My Name is Yoon</u>, 2.1, p. 116 • <u>New Americans</u>, 2.1, p. 144 • <u>Telling Tales</u>, 2.1, p. 328 • <u>Make a Piñata</u>, 2.1, p. 444 • <u>My Home in Alaska</u>, 2.2, p.126 • <u>Pushing Up the Sky</u>, 2.2, p. 199 • <u>Soups from Around the Globe</u>, 2.1, p. 258 • <i>Una Taquka'angcuk</i> by Native Village of Afognak (also available as Q Book) • <u>Crayon Box That Talked</u>-DeRolf • <u>The Skin You Live In</u>-Tyler • <u>Aurora-Tale of the Northern Lights</u>-Dwyer • <u>Too Many Tamales</u>-Soto 	<ul style="list-style-type: none"> • Students interview family members and share family traditions. Read <u>Too Many Tamales</u>. • Self-portraits to share external identity/traits accompanied by poems to share internal identity/traits-guided lesson on identity/traits (suggested text: <i>The Skin You Live In</i> by Michael Tyler) • Have students research their family background. Create paper dolls dressed in traditional cultural clothing. Display in classroom. • Invite family members of various cultural backgrounds to share a story, song, piece of art, or tradition with the class. • Contact the Alutiiq Museum to have an elder Alaskan native storytelling experience in your classroom or on video. • Connect with a rural school via Skype, email, or pen pals to share cultural traditions between the classrooms. • Study a holiday (New Years) and how the same holiday is celebrated in many ways by different cultures. • Students share family recipes and write these as procedural text, then have a potluck celebration inviting families to attend. • Read traditional fairy tales from around the world and compare/contrast using a Venn Diagram or double bubble chart. • Read folktales from the Philippines (suggested text: <i>Filipino Children's Favorite Stories</i>) • Sing and learn lyrics to Sesame Street song: <i>You are Special</i> available on YouTube, Jack Johnson: We're Going to be Friends, The Sharing Song, People Watching • Make a dictionary. Draw a picture, of a

	<p>classroom item, word, or number write the word in English and in another language.</p> <ul style="list-style-type: none"> Download familiar and cultural books in different languages for students to listen to on iPad or computer, “We Want to Learn Alutiiq”: http://www.alutiiqlanguage.org/, International Children’s Digital Library: https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8 (app) Read and listen to the Alutiiq story: <i>Una Taquka’angcuk</i> ‘This Little Bear...’. Compare to rhyme ‘This Little Piggy’. Students write and illustrate their own story following the pattern: ‘This little _____...’
<p>3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within our local neighborhoods.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Rules of Friendship</u>, 2.1, p.66 • <u>A Way to Help Planet Earth</u>, 2.1, p.84 • <u>Do Unto Otters</u>-Keller* • <u>We Live Here Too</u>-Loewen • <u>What if Everybody Did that Too?</u>-Javernick 	<ul style="list-style-type: none"> Write thank you cards following each classroom guest visit, field trip, etc Practice appropriate greetings each morning meeting: eye contact, hand shake, kind words, etc. Practice greetings in different languages, and gestures from different cultures (instead of handshake) Watch/sing song “Hello to All the Children of the World” Monik Steyawan on YouTube Lead a community or school-service project. Playground clean up, recycling in building, a ‘be kind’ or ‘think positive’ campaign, food drive, recycling. Watch <i>A Pep Talk from Kid President and Grover</i> (service project example) https://www.youtube.com/watch?v=eCtVlNcmCgw Listen to, read lyrics, and sing: <i>Reduce, Reuse, Recycle</i> and <i>With My Own Two Hands</i> by: Jack Johnson Discuss problems in our neighborhood and brainstorm solutions. T-chart Make signs to post around school and classroom-reminders of good citizenship, rules, manners, etc. T-Chart: Students make a list of “Things I NEED help with” and “Things I CAN help with”. Each student chooses one thing they can help to write on a paper square, decorate and compile to make a class quilt to display in classroom. Establish classroom rules together. Focus on positive language (i.e. ‘Walk’ instead of ‘Don’t run’) Make a collage of what a good citizen is/does using magazine cutouts, newspapers,

	<ul style="list-style-type: none"> drawings and computer printouts. Write a class manual on 'How to Shine at _____ School'. Include how-to writing of processes specific to the school, i.e. how to play recess games, checkout books at library, be a good friend, get your lunch, go the nurse. Publish and keep in classroom or school office.
<p>4. Recognize important national and local figures, holidays, and their significance.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> <u>Columbus Explores New Lands</u>, 2.2, p.222 <u>African-American Inventors</u>, 2.2, p. 383 <u>O'Say Can You See?</u>-Boyajian <u>Martin's Big Words</u>-Rappaport* <u>The Story of Ruby Bridges</u>-Coles* <u>Amelia Earhart</u>-Meltzer <u>Honest Abe</u>-Kunhardt <u>Martin Luther King</u>, <u>National Geographic Reader</u>-Jazynka 	<ul style="list-style-type: none"> Christmas Around the World-research how families around the world celebrate Christmas. Choose two to compare and contrast using Venn Diagram or double bubble chart as a class. Then students choose one to compare with their own family tradition. Chinese New Year-Share the story of the zodiac. Create red paper lanterns and discuss tradition of lighting lanterns and the color red during the Chinese New Year. Watch video: Lion Dance. Make fortune cookie fortunes. Discuss Dr. Martin Luther King, Jr., read biography on his life. Talk about he fought for equality using nonviolence. Teacher can make a sign on water fountain to demonstrate what segregation is: Only 7 year olds may get water. Or only the girls can play with the blocks. Give students time to explore the classroom with these signs up. Teacher and class discuss feelings of students. Make a circle chart of feeling words. Talk about why this is not fair or equal. (Sugggested Texts: <u>Martin's Big Words</u>, <u>Sneetches</u>, Kid President YouTube video on Dr. King.) Write a letter to the President of the United States
<p>5. Begin to develop a worldview through exposure to maps and globes.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> <u>Continents and Oceans</u>, 2.2, p.220 <u>Where in the World is Tanzania</u>, 2.2 p.442 <u>Mapping Penny's World</u>-Leedy <u>Me On the Map</u>-Seeney* <u>Where do I Live?</u>-Chesanow 	<ul style="list-style-type: none"> Contact Chamber of Commerce for maps of Kodiak. Have students locate school, home, roads, library, police station, etc Students memorize home address and phone number. Make a class phone book. Write letters or make postcards and address them to their families inviting them to the Winter Concert, Back to School Night, Conferences or Open House. Me on the Map-Read text <u>Me on the Map</u>, each week students draw a page in their booklet starting with: My House-My Street-My Community-My State-My Country-World. As a class explore GoogleEarth, Google Maps

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| | <ul style="list-style-type: none">and any other online resources.Students draw maps of their community/neighborhood or route to school. |
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Texts noted with a * are for both town and rural schools.

Social Studies Curriculum

Third Grade: Local History, Culture and Community

Essential Learnings:

1. Recognize how communities and people are dependent on others and their environment.
2. Understand that our island communities have unique historical and cultural aspects.
3. Explain how members of our island communities have personal, social, and civic responsibilities.
4. Understand important national and local figures, holidays, and their significance.
5. Understand that Kodiak Island's location and geography influences its climate and natural resources.

Resources on Island:

Kodiak Island has a wealth of resources available to educators to support their instruction on the rich history, cultures, plants and wildlife of Kodiak. Please visit the following websites for information on the checkout of kits, visits to classrooms by museum staff, and fieldtrips.

Online Resources:

- Alutiiq Museum: 907.486.7004 <http://alutiiqmuseum.org/education.html>
- City of Kodiak: <http://www.city.kodiak.ak.us/Home/Pages/Home2.aspx>
- Baranov Museum: 907.486.5920 <http://www.baranovmuseum.org/>
- Kodiak Wildlife Refuge Center: 907.487.2600 <http://www.fws.gov/refuge/kodiak/>
- Alaska Fisheries Science Center (Touch Tank) 907.481.1800 <http://www.afsc.noaa.gov/kodiak/facilities/aquarium.htm>
- Alaska Department of Fish and Game: <http://www.adfg.alaska.gov/index.cfm?adfg=educators.teacherresources>
- Alaska Department of Natural Resources: <http://dnr.alaska.gov/parks/units/kodiak/index.htm>
- Discover Kodiak: <https://www.kodiak.org>
- Fort Abercrombie: Kodiak Alaska Military History <http://www.kodiak.org/museum/museum.html>
- Alutiiq Education (<http://www.alutiiqeducation.org/>)
- Liicugtukut Alutiiq: "We Want to Learn Alutiiq" (<http://www.alutiiqlanguage.org/>)
- International Children's Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- Foreign Language iPad App: *Gus on the Go*
- Alutiiq Interactive Storytelling iPad App: Search 'Native Village of Afognak' in App store

Text Resources:

- Junior Achievement Curriculum-contact Curriculum Office
- Alutiiq Word of the Week, Steffian & Counceller
- Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak
- KIBSD: 3rd Grade Kodiak Unit Guide and Resource Materials
- See additional resources listed by grade level*

CDs and DVDs:

- Native Alutiiq Music: Alutiiq Museum

Text Resources:	Activities/How:
<p>1. Recognize how communities and people are dependent on others and their environment.</p> <p>Treasures:</p> <ul style="list-style-type: none"> • <u>Community Works</u>, 3.2, p.48 • <u>Neighbors</u> (Poem), 3.2, p. 108 • <u>How to Earn Money</u>, 3.2, p. 178 • <u>What Should I Be?</u>, 3.2, p. 292 • <u>Homes for Families</u>, 3.2, p. 316 • <u>The Red Cedar of Afognak:Driftwood Journey</u>-Drabeck and Adams* • <u>Introducing Landforms</u>-Kalman* • <u>Bald Eagles</u>-Dobear • <u>Energy Island</u>-Drummond • <u>Hey Bear, Ho Bear</u>-Studebaker* • <u>Pocket Guide Plants & Animals</u>* • <u>Alaska's Emerald Isle</u>-Sturgulweski* 	<ul style="list-style-type: none"> • Make a nature guide of local plants and animals on the island. • Go on a hike identifying local plants and animals. • Invite a local fisherman to come in and share about their dependence on the environment/ocean/weather. • Invite local and native people to share about their connection to the environment (fishing, gardening). • Grow a school garden and harvest plants. • Make fireweed honey or rhubarb/blueberry pie picked from berries. Make salmon dip or a fish recipe. • Make fish prints. • Take a field trip to the beach. Go tidepooling, student's sketch what they see/find and identify. • Write to the visitor's center requesting literature on Kodiak. • Make a list of renewable and nonrenewable resources. Choose a few resources and make a mobile. • Check out a kit on Native Land Mammals of Kodiak from Kodiak National Wildlife Refugee Center: 907.487.2600 http://www.fws.gov/refuge/Kodiak/visit/for_educators.html • View digital text: <u>Photographic Tour of Kodiak</u> by Keith Rogan on amazon (Kindle download)
<p>2. Understand that our island communities have unique historical and cultural aspects.</p> <p>Treasures:</p> <ul style="list-style-type: none"> • <u>Saving a Language</u>, 3.1, p.77 • <u>Stone Soup</u> (oral traditions), 3.1, p. 287 • <u>What's for Lunch</u>, 3.1, p.309 • <u>Angayumeng-Ilu</u> by Native Village of Afognak (also available as Q Book) • <u>Magic Babuska-Tildes</u>* • <u>First Book of Tagalog Words</u>-Romulo • <u>Spotlight on the Philipenes</u>-Kalman • <u>Uswitusqaq's Dream</u>-Leighton* • <u>Stories of the Aleutians and Kodiak</u> 	<ul style="list-style-type: none"> • Visit the Baranov Museum and/or Alutiiq Museum. • Choose a street name/mountain (Rezanof, Shelikof, Baranov, etc), research the significance behind the name. Share findings with the class or make a class book. • Map out immigration routes from various cultural groups to Kodiak. • Call or write letters to the borough to find out population breakdown of the island. Graph results. • Make a timeline of the significant historical events of Kodiak. • Invite in community members to share oral traditions. Contact Alutiiq/Baranov Museuems.

	<ul style="list-style-type: none"> • Visit Fort Abercrombie and the Kodiak Military History Museum. • Read Alutiiq Story: <i>Angayumeng</i> ‘Kayaking with Friends’ Have students ‘kayak’ through Kodiak identifying different areas, plants and animals around the island through their story. • Invite students in the Alutiiq Languages course at the high school to visit. • Learn about the history of masks on Kodiak Island and the Alutiiq culture. Reach out to Alutiiq Museum for a classroom visit. Students can illustrate masks or carve them from soap bars. • Read aloud <u>Uswitusqaq’s Dream</u> by Leighton. Compare life in 1800s in Kodiak to life today. Watercolor Kodiak landscape with sea otters. Invite Baranov Museum or Refuge Center to speak about sea otters with a traveling kit.
<p>3. Explain how members of our island communities have personal, social, and civic responsibilities.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Making New Friends</u>, 3.1, p.34 • <u>All Are Equal: It’s the Law</u>, 3.1, p.82 • <u>Kids Guide to Local Government</u>-Giesecke* • <u>What’s City Council</u>-Harris • <u>What are Elections?</u>-Harris • <u>Why Do We Have Laws?</u>-Gormon 	<ul style="list-style-type: none"> • Take a fieldtrip to the Kodiak Courthouse, connect with the ‘Teen Court’. • Follow a local election. Hold a class vote. • Invite a local Politian to visit the class. • Make posters of our local leaders. • Study a current local issue. Follow it in the media. Hold class debate (4 corners). • Write a letter to the newspaper editor about something the class has a strong opinion on. Offer a solution. • Participate in a community-service project (can drive, recycling, animal shelter, jacket/sock collection, toy drive). • Watch ‘Kid President’ (i.e.; <i>Awesome Looks Like You</i>) on YouTube videos for inspiration. • Skype with a local village school. Compare life in town to life in a village. How do we depend on one another? • Watch Youtube video on ‘Pay it Forward’. http://www.teachertube.com/video/pay-it-forward-video-clip-108000
<p>4. Understand important national and local figures, holidays and their significance.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Susan B. Anthony: A Pioneer for Women’s Rights</u>, 3.2, p. 146 • <u>Helen’s Big Words</u>-Rappaport* • <u>Thomas Jefferson</u>-Kalman • <u>Ben Franklin</u>-Time for Kids 	<ul style="list-style-type: none"> • Research and write biographies on National/Historical figures: Martin Luther King, Jr., Abraham Lincoln, George Washington, Thomas Jefferson, Ben Franklin, Thomas Edison, Helen Keller, Christopher Columbus, Amelia Earhart, Ruby Bridges, Rosa Parks, current president • Discuss national holidays, why they are

<ul style="list-style-type: none"> • <u>Rosa Parks</u>-Time for Kids* • <u>Harriet Tubman</u>-Time for Kids* • <u>Jackie Robinson</u>-Time for Kids* • <u>Christopher Columbus</u>-Time for Kids 	<ul style="list-style-type: none"> observed, and their importance • View video clips on above figures: TeacherTube.com • Learn national, patriotic songs • View national monuments online through virtual tour and discuss importance
<p>5.Understand that Kodiak Island's location and geography influences its climate and natural resources.</p> <p>Treasures:</p> <ul style="list-style-type: none"> • <u>Pledging Allegiance</u>, 3.2, p.348 • <u>Earth's Resources</u>-Harman* • <u>Sustaining Our Natural Resources</u>-Green* • <u>National Geographic: Everything Weather</u> 	<ul style="list-style-type: none"> • Contact Chamber of Commerce or visitors center (or print from internet) maps of Kodiak Island. As a class, draw in landmarks, school, villages throughout island, city buildings, regions • Reference class map of Kodiak as necessary throughout instructional day • Make a list of Kodiak's natural resources. Transfer to a T-char of renewable and nonrenewable • Track Kodiak weather patterns for a month. Have students keep a journal. Record the hours of daylight, temperature, climate. Make a graph. Using the school announcement system, give a weather prediction or report at the beginning of each day. Discuss how clothing is dependent on weather conditions. (iPad app: Living Earth Clock and Weather) • Visit the Fisheries/Touch Tank on Near Island • Hike Pillar Mountain view the windmills

Texts noted with a * are for both town and rural schools.

Social Studies Curriculum Fourth Grade: Alaska, The Changing State

Essential Learnings:

1. Understand how people, events and the environment continue to shape Alaska's history.
2. Compare Alaska's unique regions and their diverse cultures.
3. Identify the personal, social and civic responsibilities members of Alaska share.
4. Understand how Alaska's differing geographic regions and natural resources influence Alaska's economy.
5. Explore the government of Alaska, its structure, and its impact on the lives of Alaskans.

Online Resources:

- Alaska Department of Natural Resources: <http://dnr.alaska.gov/>
- The Alaska State Legislature: <http://w3.legis.state.ak.us/>
- Alaska Resource Education (Kits free with order online!): <http://www.akresource.org/are/>
- Alaska Department of Fish and Game:
<http://www.adfg.alaska.gov/index.cfm?adfg=educators.teacherresources>
- University of Alaska, Anchorage: <http://www.uaa.alaska.edu/acrh-ahec/frontier/alaska.cfm>
- LitSit Alaska (storytelling): <http://www.litsite.org/index.cfm?section=History-and-Culture&page=Art-of-Storytelling>
- Alaskool (storytelling):
<http://www.alaskool.org/resources/audiovisual/StoriesOfOurPeople.intro.htm>
- Alaska Native Center for Digital Storytelling: <http://www.andigitalstories.com/>
- PBS video library: Alaska Native Perspectives: <http://www.pbslearningmedia.org/collection/ean/>
- Alaska Kid's Corner: <http://alaska.gov/kids/>
- Online Gallery of Alaskan Artifacts: <http://www.alaskanartifacts.com/>
- Alaska Fur Exchange (photos of artifacts/art): <http://www.alaskafurexchange.com/artifacts.shtml>
- Alaska Public Lands Information Center: <http://alaskacenters.gov/index.cfm>
- Alutiiq Education (<http://www.alutiiqeducation.org/>)
- Liicugtukut Alutiiq: "We Want to Learn Alutiiq" (<http://www.alutiiqlanguage.org/>)
- International Children's Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- Foreign Language iPad App: *Gus on the Go*
- Alutiiq Interactive Storytelling iPad App: Search 'Native Village of Afognak' in App store

Text Resources:

- Junior Achievement Curriculum-contact Curriculum Office
- Alutiiq Word of the Week, Steffian & Counceller
- Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak
- Alaska in Motion-Ferrell (textbook)
- The Alaska Report-Niebergall
- Living in Alaska-Barr and Frey
- See additional resources listed by grade level*

CDs and DVDs:

- Alaska Tales and Tunes, by Stacey Studebaker

Text Resources:	Activities/How:
<p>1. Understand how people, events and the environment continue to shape Alaska's history.</p> <ul style="list-style-type: none"> • <u>Alaska-Gill</u>* • <u>Togo-Blake</u>* • <u>A is for Alaska-Pederson</u>* • <u>Encounter-Yolen</u> • <u>Surviving Bear Island-Paul Greci</u>* • <u>Neeluk: An Eskimo Boy in the Days of the Whaling Ships- Kittredge</u>* 	<ul style="list-style-type: none"> • Research Benny Benson and make an Alaskan flag. • Listen to or read lyrics to "Alaska's Flag" by Marie Drake and Elinor Dusenbury, audio available at: http://alaska.gov/kids/learn/statesong.htm • Make a timeline of significant historical events in Alaskan history • Read <u>Call of the Wild</u> by Landon, <u>Neeluk</u> or <u>Surviving Bear Island</u> by Paul Greci (literacy circles or as a read aloud/shared reading) • Research and write a biography on a significant historical figure/group of Alaskan people. • Have a 'Gold Rush' day. Students dress up as minors and participate in activities to simulate the Gold Rush. Write a journal entry of a typical day, mine for gold, math story problem totaling money made, sing songs. • Map the immigration routes for the Fur Trading, Gold Rush and/or other significant eras • Make a class newspaper around a certain time period, include articles, advertisements, editorials, pictures/photographs • Examine the interactions between groups of people throughout Alaskan history. Have students take on different perspectives and write a diary entry or give a class presentation "through their eyes". • View authentic photographs of whale hunts, ships, people and have students discuss/write observations. Baranov museum has some on display. • Compare and contrast the lifestyle of a Native group/region from then and now using a Venn Diagram. • Follow and map out the Iditarod race. • View pictures and video clips on the Klondike Gold Rush: http://www.watchknowlearn.org • Read <u>Survivng Bear Island</u> aloud to class. Chart survival techniques and analyze character development. • As a class read <u>Neeluk</u> follow his journey on the map. View photographs of whaling. Make a replica of an artifact mentioned in text.

<p>2. Compare Alaska's unique regions and their diverse cultures.</p> <ul style="list-style-type: none"> • <i>Ikuwitti</i> by Native Village of Afognak • <u>Arctic Lights, Arctic Nights</u>-Miller* • <u>Children of Midnight Sun</u>-Brown* • A Children's Alaska-Murphy • <u>Recess at 20 Below</u>-Ailluad 	<ul style="list-style-type: none"> • Map out the different regions of Alaska. Suggested Resource: UAA http://www.uaa.alaska.edu/acrh-ahec/frontier/alaska.cfm • Research and make a poster of an Alaskan cultural group. Display in classroom. Use Venn-Diagrams to compare regions and cultures, language, shelter, clothing. • Use mixed media to create an artifact from a Native Alaskan culture: mask, net, pottery, instrument, clothing, decoration/tradition • Create a diorama representing the shelter and environment of an Alaskan region/culture. • Listen to and analyze a traditional oral storytelling. What does it mean? Why is it significant? Why pass this message down for generations? (http://www.litsite.org/index.cfm?section=History-and-Culture&page=Art-of-Storytelling, http://www.andigitalstories.com/) • Understand subsistence living by researching an example within a region of Alaska. PBS video: http://www.pbslearningmedia.org/resource/ean08.sci.life.eco.hepa/taqulik-hepa-north-slope-natural-resources/ • Skype with a class in a different region of Alaska. Compare and contrast their lifestyle with that of the students in the class: climate, hobbies, shelter, food, clothing, education, etc. • Listen to Storytelling on <i>Alaska Animal Tales and Tunes</i>. Write a summary. Draw illustrations or make children's book. Identify/discuss significance to native culture. • Read and listen to Alutiiq Text: <i>Ikuwitti</i>. Story on the return of the salmon. Read <i>Salmon Summer</i> by Bruce McMillan. Compare texts. Map lifecycle of a salmon. • Listen to <u>Recess at 20 Below</u>-Read aloud by students at: https://www.youtube.com/watch?v=fzVo70rY_lQ • Participate in shared reads from <u>Living in Alaska</u> and <u>The Alaska Report</u> teacher resources to compare regions throughout Alaska. Make a grid mapping out different regions comparing climate, animals, landforms, native cultures.
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<p>3. Identify the personal, social and civic responsibilities members of Alaska share.</p> <ul style="list-style-type: none"> • <u>Making a Law</u>-Scholastic True Book • <u>Knowing Civil Rights</u>-Scholastic True Books* • <u>Why are Elections Important?</u>-Giesecke* • <u>Serving on a Jury</u>-DeCapua 	<ul style="list-style-type: none"> • Research current issues in Alaska. Create a problem and solution chart. Write letters to representatives outlining solutions. • Sponsor a school, district or community-wide project/fundraiser to support a state issue. Save/adopt an endangered animal, recycle, donate raised money to a legitimate group in need. • Hold a class election on a ballot item at the state level. • Research the responsibilities and privileges of being an Alaskan resident. Make a T-Chart.
<p>4. Understand how Alaska's differing geographic regions and natural resources influence Alaska's economy.</p> <ul style="list-style-type: none"> • <u>Oil, Gas and Coal</u>-Benduhn* • <u>Mining</u>-Love • <u>Exxon Valdez Spill</u>-Scholastic True Book* 	<ul style="list-style-type: none"> • Make a travel brochure, advertisement or commercial for the State of Alaska. What natural resources support the travel industry/economy of Alaska? • List all of Alaska's renewable and non-renewable resources. Sort and propose solutions for protecting the state's resources. (Suggested Resource: <u>Wump World</u> by: Bill Peet or <u>Just a Dream</u> by: Chris Van Alsburg, <u>The Lorax</u>, by: Dr. Seuss) • Make a poster of the Alaskan resources you use daily. Explain in writing how you use each natural resource/dependence. • Using a map locate and outline which regions of Alaska supply with natural resources.
<p>5. Explore the government of Alaska, its structure, and its impact on the lives of Alaskans.</p> <ul style="list-style-type: none"> • <u>State Government</u>-Giesecke* • <u>State Governor</u>-Firestone 	<ul style="list-style-type: none"> • Make a flowchart of Alaskan government systems/branches. Include important people and their roles. • Examine an Alaska State Law. How does it impact the life of its residents? Write an opinion piece. Do you agree or disagree with it? • Follow current government issues in the news. Complete a quick report on the 5 W's. • Prepare a newscast/newspaper article with a group on a current issue, vote or election.

Texts noted with a * are for both town and rural schools.

Social Studies Curriculum

Fifth Grade: United States History and Geography

Essential Learnings:

1. Understand how people and historical events have impacted our nation's development.
2. Describe the unique cultures of the US and their role in American history.
3. Explain United States citizen's basic rights and responsibilities.
4. Describe the regions of the US, their distinct features and the impact on American settlement.
5. Understand the development of the US government and its structure.

Online Resources:

- Congress for Kids: <http://www.congressforkids.net/>
- History In Pictures: <http://www.picturehistory.com/>
- Ballad of America: Downloadable songs and lyrics from American History: <http://www.balladofamerica.com/americanhistorythroughmusic/index.htm>
- Ben's Guide to US Government for Kids: <http://bensguide.gpo.gov/3-5/index.html>
- PBS: Learning Media: <http://www.pbslearningmedia.org/>
- Kids Gov: <http://kids.usa.gov/index.shtml>
- Alutiiq Education (<http://www.alutiiqeducation.org/>)
- Liicugtukut Alutiiq: "We Want to Learn Alutiiq" (<http://www.alutiiqlanguage.org/>)
- International Children's Digital Library (<https://itunes.apple.com/us/app/icdl-free-books-for-children/id363731638?mt=8>)
- Tour the States Video/Song: https://www.youtube.com/watch?v=_E2CNZIIVIg
- Foreign Language iPad App: *Gus on the Go*
- Alutiiq Interactive Storytelling iPad App: Search 'Native Village of Afognak' in App store

Text Resources:

- The United States: Early Years, MacMillan/McGraw Hill
- Junior Achievement Curriculum-contact Curriculum Office
- Alutiiq Word of the Week, Steffian & Counceller
- Kodiak Alutiiq Heritage Thematic Units, Grades K-5, Native Village of Afognak

Text Resources:	Activities/How:
<ul style="list-style-type: none">• Understand how people and historical events have impacted our nation's development. <p><u>Treasures:</u></p> <ul style="list-style-type: none">• <u>Davey Crockett Saves the World</u>, p. 52• <u>The Tales are Getting Taller</u>, p. 72• <u>Ultimate Field Trip</u>, p. 95• <u>The Story of a Radio</u>, p. 256• <u>Paul Revere's Ride</u>, p. 284• <u>Robot's Today and Tomorrow</u>, p. 384• <u>Lunch Counter Encounter</u>, p. 394	<ul style="list-style-type: none">• Conduct research projects on historical figures and students write biographies or give oral presentations (living museum)• Write a tall-tale based on the life of a significant person in US History• Make a timeline over the course of the year adding significant events.• Write a diary through the eyes of a person on the Oregon Trail.• Act out or simulate a historical event. For example, students 'sail to America' in teams. Name their ships, make a supply list, navigate, roll a dice each day for how

<ul style="list-style-type: none"> • <u>We the Kids</u>-Catrow • <u>Declaration of Independence</u>-Scholastic True Books • <u>The Constitution</u>-Scholastic True Books • <u>Little House on the Prairie</u>-Ingalls-Wilder • <u>The Last Brother: A Civil War Tale</u>-Noble • <u>Gold Fever</u>-Tales from the California Gold Rush-Schanzer 	<p>far they travel on a gameboard made by teacher. Write a reflection.</p> <ul style="list-style-type: none"> • Watch video clips on people and events. Write observations: clothes, transportation, technology, etc. Compare and contrast. • View and analyze historical photos. What can you learn about the people and time period through the photograph? History In Pictures: http://www.picturehistory.com/
<p>2. Describe the unique cultures of the US and their role in American history.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Maya Lin: Architect of Memory</u>, p. 196 • <u>Islands of the Caribbean</u>, p.222 • <u>Navajo Code Talkers</u>, p. 600 • <u>Mountain of Fire: A Native American Myth</u>, p. 754 • <u>Cuqllirpaaq</u> by Native Village of Afognak (available as Q Book) • <u>Sign of the Beaver</u>, Speare • <u>When Jessie Came Across the Sea</u>-Hest • <u>Immigrant Kids</u>-Foresman 	<ul style="list-style-type: none"> • Compare and contrast Native groups across America. Examine: Regions, Clothing, Shelter, Use of Resources, Language • Study cultural groups within the US, complete a 'Long Ago and Now' T-Chart • Read stories (folktales, legends) and discuss their significance/tie to a culture. • Complete art projects (dream catchers, pottery, make candles) from different cultures across US. • View and analyze historical pieces of art from different cultures. What does it tell us about this culture? • Listen to songs and music from different time periods and regions throughout US history. Discuss significance of songs. Ballad of America: Downloadable songs and lyrics from American History. • Read and listen to Alutiiq Story: <u>Cuqllirpaaq</u> on iPad app (see resources). Discuss storytelling, significance of message to the culture. Compare to other oral traditions of groups across US. • Read <u>Sign of the Beaver</u>. Analyze the different cultural backgrounds of the characters.
<p>3. Explain United State's citizen's basic rights and responsibilities.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Toward Freedom</u>, p. 194 • <u>Salute to Service Women</u>, p. 200 • <u>Your Vote, Your Voice</u>, p. 292 • <u>Sufferage for Women</u>, p. 308 • <u>Through My Eyes</u>, p. 414 • <u>Getting Out the Vote</u>, p. 452 • <u>Bill of Rights</u>-Scholastic True Books 	<ul style="list-style-type: none"> • Make a classroom constitution. • Have a classroom government: assign jobs to each student weekly so everyone gets a turn. • Hold a class election on a policy for the classroom. Make 'I voted' Stickers. • Learn about the procedure to become a citizen. • Follow a national or local election. • Compare and contrast Women's Sufferage and the Civil Rights movement. • Review a primary source (speeches, letters,

<ul style="list-style-type: none"> • <u>Freedom Summer</u>-Wiles 	<p>laws, posters) create your own version.</p> <ul style="list-style-type: none"> • Read Freedom summer. Discuss segregation and Civil Rights movement. • List student's rights and responsibilities in the classroom on a T-chart.
<p>4. Describe the regions of the US, their distinct features and the impact on American settlement.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>When Ester Morris Headed West</u>, p. 294 • <u>The Best Place to Be</u>, p. 328 • <u>Our National Parks</u>, p. 692 • <u>National Parks: Our National Treasures</u>, p. 760 • <u>Kid's United States Atlas</u>-National Geographic • <u>Smart About the 50 States</u>-Buller 	<ul style="list-style-type: none"> • Map out the regions of the US. Identify landforms, climate, settlement patterns. • Make postcards representing different regions throughout the US. • Map settlement patterns and trails. • Simulate the Oregon Trail: Given a certain amount of money how would students pack for survival. What obstacles might they have to anticipate? • View photographs in text or online of historical events. Write a historical narrative 'through their eyes'. Primary sources can be found at: http://www.picturehistory.com/
<p>5. Understand the development of the US government and its structure.</p> <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • <u>Letters from the Revolution</u>, p. 262 • <u>Sleds on Boston Commons</u>, p. 265 • <u>The Congress of the US</u>-Scholastic True Books • <u>The Presidency</u>-Scholastic True Books • <u>The Supreme Court</u>-Scholastic True Books 	<ul style="list-style-type: none"> • Make a 3-circle venn diagram comparing and contrasting the 3 branches of government. • Write a letter to the state representative on an issue the class is following. • Take a virtual tour of the White House https://www.whitehouse.gov/about/tours-and-events • Learn about the Federal Court System: http://www.uscourts.gov/educational-resources.aspx • Pass a 'law'. Divide students into groups to represent 3 branches of government. Walk them through the process of passing a law.

Texts noted with a * are for both town and rural schools.

Additional Suggested Resources:

Text Resources:

- *Scholastic News* or *Time for Kids* Magazine Classroom Subscription
- *Fiesta Babies* by Carmen Taffola – about celebrations and holidays in Hispanic cultures
- *Dear Primo, A Letter to My Cousin* by Duncan Tonatiuh
- *10 Things I Can Do to Help My World* by Melanie Walsh
- *Bringing in the New Year* by Grace Lin
- *The First Tortilla: A Bilingual Story* by Rudolpho Anaya
- *Quinito's Neighborhood* by Ina Cumpiano
- *All Kinds of Children* by Norma Simon
- *Same, Same But Different* by Jenny Sue Kostecki-Shaw
- *Filipino Children's Books:*
 - *Abadeha* – Philippine Cinderella story
 - *Cora Cooks Pancit*
 - *Filipino Children's Favorite Stories* – 13 folktales
 - *Lakas and the Manilatown Fish*
 - *Filipino Friends*
 - *Filipino Celebrations: A Treasury of Feasts and Festivals*

Online Resources:

- Kid World Citizen – activities from around the world organized by topic and by country
Kidworldcitizen.org
- Teaching Tolerance: Www.tolerance.org
- Library of Congress – Education resources: Www.loc.gov/education/
- Zinn Education Project – U.S. History units and resources: Zinnedproject.org
- Smithsonian Education: Smithsonianeducation.org
- Tiki-Toki- Create interactive timelines: Www.tiki-toki.com
- National Geographic Education- Activities, Interactives, Mapmaker Kits, etc.:
Education.nationalgeographic.com
- EDSITEment – lesson plans, resources, activites, search by grade level and topics:
Edsitement.neh.gov
- El Salvador resource: Author Jorge Argueta has many children's books, great for author study
- [The Yukon Goldrush](#), by Minshull. Online/kindle edition teacher resources with lessons.

Social Studies Content and Cultural Standards Alignment

Kindergarten	
Essential Learning:	Alaska State Standards:
1. Recognize that families are unique and special. Individuals within families have specific roles.	Geography D5, Government & Citizenship A1-2, History A4, D4, Cultural A, D, E1
2. Recognize we are all different but special. It is important to respect and accept the diversity of families.	Geography B3, B7, Cultural A1-3, B1-4, C2-4, D1, 3, 4, World Languages B1-4, C4
3. Practice appropriate social interactions and skills and take responsibility for good citizenship within a family.	Government & Citizenship A1-2, B2-3, E1-3, 6, History D3, Cultural A, C2,3, E8,
4. Exposure to important national and local figures, holidays, and their significance.	Geography F1, Government & Citizenship B2-3, History A7, B3, C3, D1,
5. Demonstrate that maps and globes are tools for locating places on Earth.	Geography A1,2,4, E1,4,5,6, Cultural A7, E2

1 st Grade	
Essential Learning:	Alaska State Standards:
1. Describe how individuals in classrooms and school communities have specific roles.	Geography D5, Government & Citizenship A1-2, History A4, D4, Cultural A, D, E1
2. Respect and accept the importance of diversity within the classroom.	Geography B3, B7, Cultural A1-3, B1-4, C2-4, D1, 3, 4, World Languages B1-4, C4
3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within a school community.	Government & Citizenship A1-2, B2-3, E1-3, 6, History D3, Cultural A, C2,3, E8
4. Exposure to important national and local figures, holidays, and their significance.	Geography F1, Government & Citizenship B2-3, History A7, B3, C3, D1,
5. Demonstrate that maps and globes are tools for locating places on Earth.	Geography A1,2,4, E1,4,5,6, Cultural A7, E2

2 nd Grade	
Essential Learning:	Alaska State Standards:
1. Recognize that individuals in neighborhood communities have specific roles.	Geography D5, Government & Citizenship A1-2, History A4, D4, Cultural A1, 4, D, E1
2. Begin to understand that diversity is a unique aspect of community by exploring family and cultural traditions.	Geography B3, B7, Cultural A1-3, 5 B1-4, C2-4, D1, 3, 4, World Languages B1-4, C4
3. Demonstrate appropriate social interactions and skills, and take responsibility for good citizenship within our local neighborhoods.	Government & Citizenship A1-2, B2-3, E1-3, 6, History D3, Cultural A, C2,3, E8
4. Recognize important national and local figures, holidays, and their significance.	Geography F1, Government & Citizenship B2-3, History A7, B3, C3, D1,
5. Begin to develop a worldview through exposure to maps and globes.	Geography A1,2,4, E1,4,5,6, Cultural A7, E2

3 rd Grade	
Essential Learning:	Alaska State Standards:
1. Recognize how communities and people are dependent on others and their environment.	Geography D5, F2 Government & Citizenship A1-2, D4, Cultural A1-6, C1-4, D1-6, E1
2. Understand that our island communities have unique historical and cultural aspects.	Geography B1-8, C1, F2, History B1, 2, 4, C1, 3, 4, D1, 2, Cultural A1-3, 5 B1-4, C2-4, D1, 3, 4, World Languages B1-4, C4
3. Explain how members of our island communities have personal, social, and civic responsibilities.	Government & Citizenship A1-2, B2-3, E1-3, 6, History D3, Cultural A, C2,3, E8
4. Understand important national and local figures, holidays and their significance.	Geography F1, Government & Citizenship B2-3, History A7, B3, C3, D1,
5. Understand that Kodiak Island's location and geography influences its climate and natural resources.	Geography A1, 2, 4, E1,4,5,6,F2, 5 Cultural A7, E2

4 th Grade	
Essential Learning:	Alaska State Standards:
1. Understand how people, events and the environment continue to shape Alaska's history.	Geography F1, 2, History A1, 5, 6, B1, 2, 3, 4, C1, 2, 3, 4 D1-6
2. Compare Alaska's unique regions and their diverse cultures.	Geography A1, 2, 4, 5, B1-8, F1, 2, 4, Cultural A1-7, B1-4, C 1-4, D 1-6, E1-8, World Languages B1-4, C4
3. Identify the personal, social and civic responsibilities members of Alaska share.	Government & Citizenship C7, E1-7
4. Understand how Alaska's differing geographic regions and natural resources influence Alaska's economy.	Geography A1-6, B1-8, C3, D1, 4, 5, E1-6, F1-6,
5. Explore the government of Alaska, its structure, and its impact on the lives of Alaskans.	Government & Citizenship A1,2, B5, C1, 2, 6, D5, E1, 2, 6, 7

5 th Grade	
Essential Learning:	Alaska State Standards:
1. Understand how people and historical events have impacted our nation's development.	Geography F1, 2, History A1, 5, 6, B1, 2, 3, 4, C1, 2, 3, 4 D1-6
2. Describe the unique cultures of the US and their role in American history.	Geography A1, 2, 4, 5, B1-8, F1, 2, 4, Cultural A1-7, B1-4, C 1-4, D 1-6, E1-8, World Languages B1-4, C4
3. Explain United State's citizen's basic rights and responsibilities.	Government & Citizenship B1, 2, 5, C7, E1-7, Cultural C2, 4
4. Describe the regions of the US, their distinct features and the impact on American settlement.	Geography A1-6, B1-8, C3, D1, 4, 5, E1-6, F1-6, Cultural A7, B1, 2, E7
5. Understand the development of the US government and its structure.	Government & Citizenship A1,2, B2, 3, 4, 5, 7, C1, 2, 6, D5, E1, 2, 6, 7