

Instructional Shifts in the Alaska Social Studies Standards

Alaska Department of Education and Early Development

Presenter's Full Name, Title

Presenter's Full Name, Title

Date



Module Guide and Tips

Welcome to the Instructional Shifts in the Alaska Social Studies Standards Module! Follow these steps to ensure a smooth and effective learning experience:

- 1. Download and open the module** – In case there are Wi-Fi or connectivity issues, save an offline copy of the module and notes.
- 2. Download the Note Catcher**– This document will guide you through activities throughout the module: [Module 1 Note Catcher](#)
- 3. Engage with the Activities** – Whenever you see the yellow star symbol (shown on the right) refer to your notes document to complete the associated activity.



Pre-Reflection



In your notes document, respond to the following:

What makes social studies instruction high-quality?

Outcomes

- Identify the instructional shifts of new Alaska Social Studies Standards.
- Examine how you might shift current instruction to align instruction with the new social studies standards.



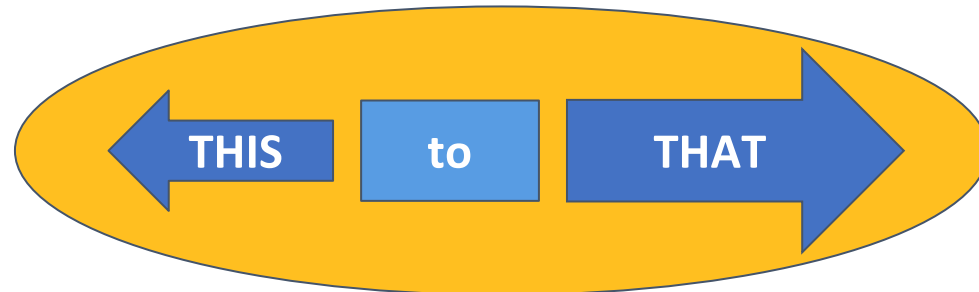
Introduction to the Instructional Shifts

Part 1

What are Instructional Shifts?

Instructional shifts are those changes, or shifts, in instruction necessary in order to best implement the vision of a set of standards.

- Instructional shifts are not just about what content will need to be taught as part of new standards, but about the kind of instruction needed to implement the standards.
- Some shifts might already be existing classroom practice.



Key Instructional Shifts

1. Thematic Social Studies Content and Skills	2. Incorporate and Honor Alaska History and Tribal Government	3. Understand Social Studies through Inquiry	4. Develop Civic Knowledge, Skills, and Dispositions
<p>Students build deep social studies content knowledge and skills by connecting learning thematically across disciplines.</p>	<p>Students engage with content that reflects their state’s diverse communities, cultures, perspectives, and voices across the social studies disciplines.</p>	<p>Students engage in productive struggle by investigating and asking questions grounded in social studies content and skills.</p>	<p>Students consistently develop and engage with civic knowledge, skills, and dispositions to become active and informed citizens.</p>

Reflect on the Instructional Shifts



Take a moment to read and reflect on the 4 instructional shifts.

In your note catcher, answer on the following questions:

- Which of the shifts do you feel the most excited about implementing?
- Which of the shifts do you feel the most nervous about implementing?

1. Thematic Social Studies Content and Skills	2. Incorporate and Honor Alaska History and Tribal Government	3. Understand Social Studies through Inquiry	4. Develop Civic Knowledge, Skills, and Dispositions
Students build deep social studies content knowledge and skills by connecting learning thematically across disciplines.	Students engage with content that reflects their state’s diverse communities, cultures, perspectives, and voices across the social studies disciplines.	Students engage in productive struggle by investigating and asking questions grounded in social studies content and skills.	Students consistently develop and engage with civic knowledge, skills, and dispositions to become active and informed citizens.

Making Connections: Social Studies in Alaska

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.

Let's take a look at each instructional shift to see how this vision was achieved.

Shift 1: Thematic Social Studies Content and Skills

Part 2

Shift: Thematic Social Studies Content & Skills

1. Thematic Social Studies Content and Skills

Students build deep social studies content knowledge and skills by connecting learning thematically across disciplines.

Key Message:

Organizing topics and concepts under themes helps move beyond rote memorization of facts to a recognition of patterns and understanding of connected ideas.

Major Shift:

From encountering siloed information *to* ensuring the **transfer of knowledge and understanding** across interrelated topics and concepts.

Let's Break That Down

FROM a Social Studies Classroom Where..	TO a Social Studies Classroom Where...
Students experience a textbook focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

Source: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-ss-field-guide.pdf>

Organization of K-12 Standards by Themes

Grade	Theme(s)
Kindergarten	Me and My World
First	My Place in the World
Second	My Local Community
Third	Alaska's Past, Present, and Future
Fourth	U.S. Cultures and Regions
Fifth	Foundations and History of the U.S.
Sixth	Physical Environment; Peoples of Alaska; Resources and Economics; Community Awareness
Seventh	Human Beginnings to Early River Civilizations; Ancient Civilizations and the Development of World Religions; Post-Classical (Medieval and Mesoamerica); Globalization and Exploration
Eighth	Geography and Early Civilizations of the Americas; Age of Exploration, Exploitation, and Colonialism; Establishment of European Colonies; American Revolution and the New Republic; Civic and Political Institutions of the U.S.; Manifest Destiny and Indian Removal; The Civil War and Reform Movements; Reconstruction
Ninth-Twelfth	Alaska History Standards Example: Alaska's Land and People; Land Claims Throughout Time; Resource Stewardship Throughout Time; The Myth of the Last Frontier; Civics and Government; Alaska's Economy

Each grade in K-5 is guided by a theme. The standards are organized by content area and themes connect these content areas allowing for cross-content connections.

For grades 6-8, all content standards are categorized under the following themes.

In grades 9-12, Alaska History, U.S. History, and World History content standards are organized by themes. Civics, Economics, and Geography standards are integrated throughout these themes.

Themes: Middle School Example

Sixth	Physical Environment; Peoples of Alaska; Resources and Economics; Community Awareness
Seventh	Human Beginnings to Early River Civilizations; Ancient Civilizations and the Development of World Religions; Post-Classical (Medieval and Mesoamerica); Globalization and Exploration
Eighth	Geography and Early Civilizations of the Americas; Age of Exploration, Exploitation, and Colonialism; Establishment of European Colonies; American Revolution and the New Republic; Civic and Political Institutions of the U.S.; Manifest Destiny and Indian Removal; The Civil War and Reform Movements; Reconstruction

All content standards fall under a theme in grades 6-8.

Theme 2: Peoples of Alaska is **one of four** themes present in the grade 6 social studies standards. Within each theme, more than one discipline is featured (e.g. history, civics, geography, economics) allowing for cross disciplinary connections to be made using a specific guiding theme.

Theme 2: Peoples of Alaska

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

Themes: High School Example

Ninth-Twelfth	Alaska History Standards Example: Alaska's Land and People; Land Claims Throughout Time; Resource Stewardship Throughout Time; The Myth of the Last Frontier; Civics and Government; Alaska's Economy
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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	History Anchor Standard 25 Alaskan History	<ul style="list-style-type: none"> SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history.
Epidemics and Society	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement	<ul style="list-style-type: none"> SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska's history.

Grade 9 through 12 U.S. History Standards

Theme 1: Manifest Destiny and Indian Removal

Time Period: 1815 CE–1860 CE

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Ethnic, Cultural, and Identity Studies	Civics Anchor Standard 9 Alaska Government	<ul style="list-style-type: none"> SS.USH.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence.
Federal Relations with Indigenous People	Civics Anchor Standard 8 Processes, Rules, and Laws	<ul style="list-style-type: none"> 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.

Looking at Your Grade Level/Course

2.1

Open the [AK Social Studies Standards](#) and take about 3 minutes to review the themes present in your grade level(s)/ course(s).*

Select one theme to focus on.

Example theme: “Theme 4: Community Awareness” - Grade 6 AK Studies and Geography Standards (pg. 73)

Answer the following questions:

- What is one major change you see in these standards?
- What is one major takeaway from these standards?
- How would you apply this change into your classroom?

**Remember, the way themes are used in your grade level may vary from the way themes are used in a different grade level/course.*

Classroom Reflection: Shift 1 - Thematic Social Studies Content and Skills



Take about 5 minutes to review the new social studies standards for your grade level(s).

Think about how you have engaged with social studies standards in the past.

- How will the shift to thematic social studies content and skills impact your approach to planning lessons?
- What are some practices you currently use in your classroom that align with the shift to thematic social studies content and skills?
- What are ways you can shift your current planning and classroom practices to align with the shift to thematic social studies content and skills?

Shift 2: Incorporate and Honor Alaska History and Tribal Government

Part 3

Incorporate and Honor Alaska History and Tribal Government

2. Incorporate and Honor Alaska History and Tribal Government

Students engage with content that reflects their state's diverse communities, cultures, perspectives, and voices across the social studies disciplines.

Key Message:

Emphasizing the **Alaska context** ensures an excellent education and equitable representation for every student.

Major Shift:

From limited content on Alaska History, Tribal Government, and Indigenous histories *to* intentionally **recognizing and honoring** Alaska's diverse communities, histories, and unique systems of government throughout K-12.

Example Alaska History-Specific Standards

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

Example Alaska History-Specific Standards

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	Geography Anchor Standard 18 Geographic Representations and Reasoning	<ul style="list-style-type: none"> SS.6.1.18.1 Define absolute and relative location using real-world examples. SS.6.1.18.2 Draft and utilize a variety of maps to communicate information. SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes.
Geographic Regions of Alaska	Geography Anchor Standard 18 Geographic Representations and Reasoning	<ul style="list-style-type: none"> SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the physical regions of Alaska.
Physical Features of Alaska	Geography Anchor Standard 20 Geography of Alaska	<ul style="list-style-type: none"> SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants. SS.6.1.20.2 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.

History Anchor Standard 25 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.

Example Alaska History-Specific Standards

Civics Anchor Standard 9
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.

Natural Resource Development	Economics Anchor Standard 15 Alaska Economies: State, Local, and Tribal	<ul style="list-style-type: none"> 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.
Federal Role	Economics Anchor Standard 13 The National Economy	<ul style="list-style-type: none"> SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure.
Land	Economics Anchor Standard 12 Decision-Making and Personal Finance	<ul style="list-style-type: none"> 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.

Why Cultural Competency?

Many educators across Alaska work in schools and communities that are highly diverse.

Bias and Cultural Competency:

- Bias undermines a teacher's cultural competency.
- The first step in recognizing bias in curricular materials and instructional practices is to recognize biases in ourselves.
- In order to be culturally competent, it is our responsibility as teachers to recognize biases in ourselves through “ongoing effort, reflection and personal humility” ([Learning for Justice](#)).

Moving Away from a Singular Dominant Narrative

3.1

Social studies has often been presented as a singular story. The standards shift away from this approach and require thinking about the layers of history that are often untold.

- **Dominant narratives** are “those stories we understand as ‘common sense,’ told by those in power to maintain the status quo and bolstered by messaging commonly found within institutions like the media and school.”
 - *Examples:* Centering whiteness, able-bodiedness, maleness, Christianity, English speaking, etc.
- **Counter narratives** are “stories with deeper complexity and accuracy that reveal inequities and injustices by offering a broader range of perspectives.”
 - *Examples:* Highlighting Black, Indigenous, and People of Color experiences, histories, and contributions.

Think about the social studies content students learn now. Is it presented as “the story” OR is it presented from multiple perspectives?

Video: The Danger of a Single Story

3.2



Before Watching:

- What comes to mind when you hear the title?
- How does this connect to the instructional shift (Incorporate and Honor Alaska History and Tribal Government)?

In Your Own Words

3.3

After reviewing the vocabulary and viewing *The Danger of a Single Story* on the previous two slides, paraphrase the definitions of “dominant narrative” and “counter narrative” (i.e. write these definitions in your own words).

Dominant narrative:

Counter narrative:

Dominant Narratives: Historical Example

3.4

For example, before the Civil War, a common defense of slavery was:

“If slavery is abolished, former slaves wouldn’t have the means or ability to take care of themselves. Therefore, slavery is necessary for the wellbeing of enslaved people.”

Think about this historical example of a dominant narrative and answer the following questions:

- Who do you suppose would say this?
- Why would they say this?
- Who does this narrative benefit?
- Who does it harm?
- What assumptions are being made?
- What narrative is it attempting to silence?
- Why do you suppose this narrative had power?

After thinking through some of the questions, go back to your own definition of a dominant narrative. Did you have any of the following characteristics?

- Serves the people in power
- Told by the “victor”
- Ignores other perspectives
- Taught as “the truth”
- Most people have heard it (in school, on the news, from families, etc.)

Dominant Narratives: Alaska Historical Example

3.4

For example, a common narrative from Alaskan history is:

“On October 18, 1867, Alaska was purchased by the US from Russia for \$7.2 million dollars.”

Think about this historical example of a dominant narrative and answer the following questions:

- Who do you suppose would say this?
- Why would they say this?
- Who does this narrative benefit?
- Who does it harm?
- What assumptions are being made?
- What narrative is it attempting to silence?
- Why do you suppose this narrative had power?

After thinking through some of the questions, go back to your own definition of a dominant narrative. Did you have any of the following characteristics?

- Serves the people in power
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- Ignores other perspectives
- Taught as “the truth”
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Dominant Narratives: Contemporary Example



For example, The American Dream:

“America is a meritocracy, and anyone can achieve their ambitions through hard work and perseverance.”

Think about this contemporary example of a dominant narrative and answer the following questions:

- How is this narrative perpetuated?
- How is participation in/belief in this narrative enforced?
- How were you taught this narrative and by whom?
- How has this narrative impacted you?
- How do you benefit from it? How does it harm you?
- How have you participated in/resisted this narrative?

After thinking through some of the questions, go back to your own definition of a dominant narrative. Did you have any of the following characteristics?

- Serves the people in power
- Told by the “victor”
- Ignores other perspectives
- Taught as “the truth”
- Most people have heard it (in school, on the news, from families, etc.)

Dominant Narratives: Alaska History

Contemporary Example



For example, The Myth of the Last Frontier:

“Alaska is the ‘Last Frontier’ of the United States.”

Think about this contemporary example of a dominant narrative and answer the following questions:

- How is this narrative perpetuated?
- How is participation in/belief in this narrative enforced?
- How were you taught this narrative and by whom?
- How has this narrative impacted you?
- How do you benefit from it? How does it harm you?
- How have you participated in/resisted this narrative?

After thinking through some of the questions, go back to your own definition of a dominant narrative. Did you have any of the following characteristics?

- Serves the people in power
- Told by the “victor”
- Ignores other perspectives
- Taught as “the truth”
- Most people have heard it (in school, on the news, from families, etc.)

Classroom Reflection #1 Shift 2 - Incorporate & Honor Alaska History and Tribal Government

3.6

Think about a lesson or unit you recently taught or will be teaching soon.

- How much reflected only dominant narratives?
- How much reflected the use of counter narratives?

If needed, go back to the definitions that were shared or to your own definition.

Dominant narratives are “those stories we understand as ‘common sense,’ told by those in power to maintain the status quo and bolstered by messaging commonly found within institutions like the media and school.”

Counter narratives are “stories with deeper complexity and accuracy that reveal inequities and injustices by offering a broader range of perspectives.”

Classroom Reflection #2: Shift 2 - Incorporate & Honor Alaska History and Tribal Government



Review the new social studies standards for your grade level(s).

Think about how you have engaged with social studies standards in the past.

- How will this shift impact your approach to planning lessons?
- What are some practices you are currently implementing in your classroom that align with this shift?
- What are ways you can improve your current practices to align more with this shift?

Resources to Support Shift 2: Incorporate and Honor Alaska History and Tribal Government

<https://education.alaska.gov/standards/social> website from AK DEED with toolkit materials, implementation plans, resources, PD materials, webinar recordings, playlists, exemplar curricula, and more. ****highly recommended****

[Checklist: Alaska Studies & Alaska History](#) resource from AK DEED with links for key first implementation steps and resources. ****start here****

[Crosswalk: Alaska Studies & Alaska History, 1998 to 2024](#) resource from AK DEED that unpacks the changes in AK Studies & AK History standards from 1998 to 2024.

[Playlist: AK Studies and AK Government](#) list from AK DEED with links for free curricula, primary sources, planning tools, and other materials. ****highly recommended****

Shift 3: Understand Social Studies Through Inquiry

Part 4

Understand Social Studies Through Inquiry

3. Understand Social Studies through Inquiry

Students engage in productive struggle by investigating and asking questions grounded in social studies content and skills.

Key Message:

Inquiry is teacher- and/or student-led and focused on compelling social studies content questions.

Major Shift:

From learning about social studies *to* **engaging** in social studies.

Example Inquiry Standards

Kindergarten through Grade 2 Inquiry Standards

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

Grade 9 through 12 Inquiry Standards

<p>Anchor Standard 1 Develop Questions and Plan Inquiries</p>	<ul style="list-style-type: none"> SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines. SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions. 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. SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
<p>Anchor Standard 2 Evaluate Sources and Evidence</p>	<ul style="list-style-type: none"> 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. SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source. SS.9-12.2.3 Evaluate the credibility of an expert. SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing. SS.9-12.2.5 Recognize author or expert bias.
<p>Anchor Standard 3 Develop Claims</p>	<ul style="list-style-type: none"> SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives. SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence. SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence. SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.

Example Inquiry Standards

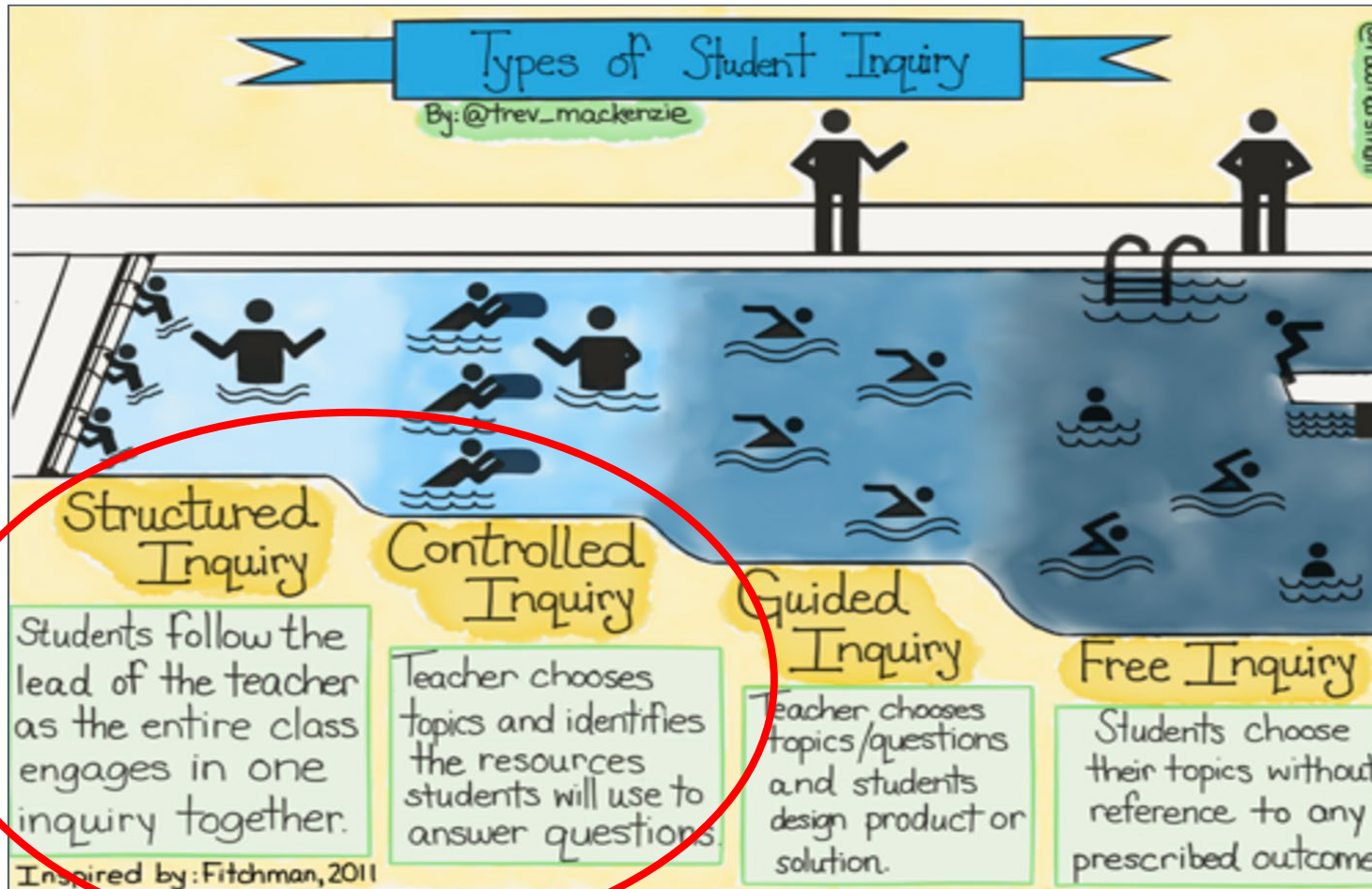
Theme 3: Establishment of European Colonies

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	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	<ul style="list-style-type: none"> SS.8.3.2.1 Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America.
	History Anchor Standard 21 Perspectives	<ul style="list-style-type: none"> SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America.
Understanding Historical Context	History Anchor Standard 21 Perspectives	<ul style="list-style-type: none"> SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none"> SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.

	History Anchor Standard 23 Change, Continuity, and Context	<ul style="list-style-type: none"> SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America.
Cause and Effect	Civics Anchor Standard 6 Civic and Political Institutions and Systems	<ul style="list-style-type: none"> SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies.
	Economic Anchor Standard 11 Economic Systems, Models, and Markets	<ul style="list-style-type: none"> SS.8.3.11.1 Examine the economic systems of different colonial regions.
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none"> SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade.

Types of Student Inquiry

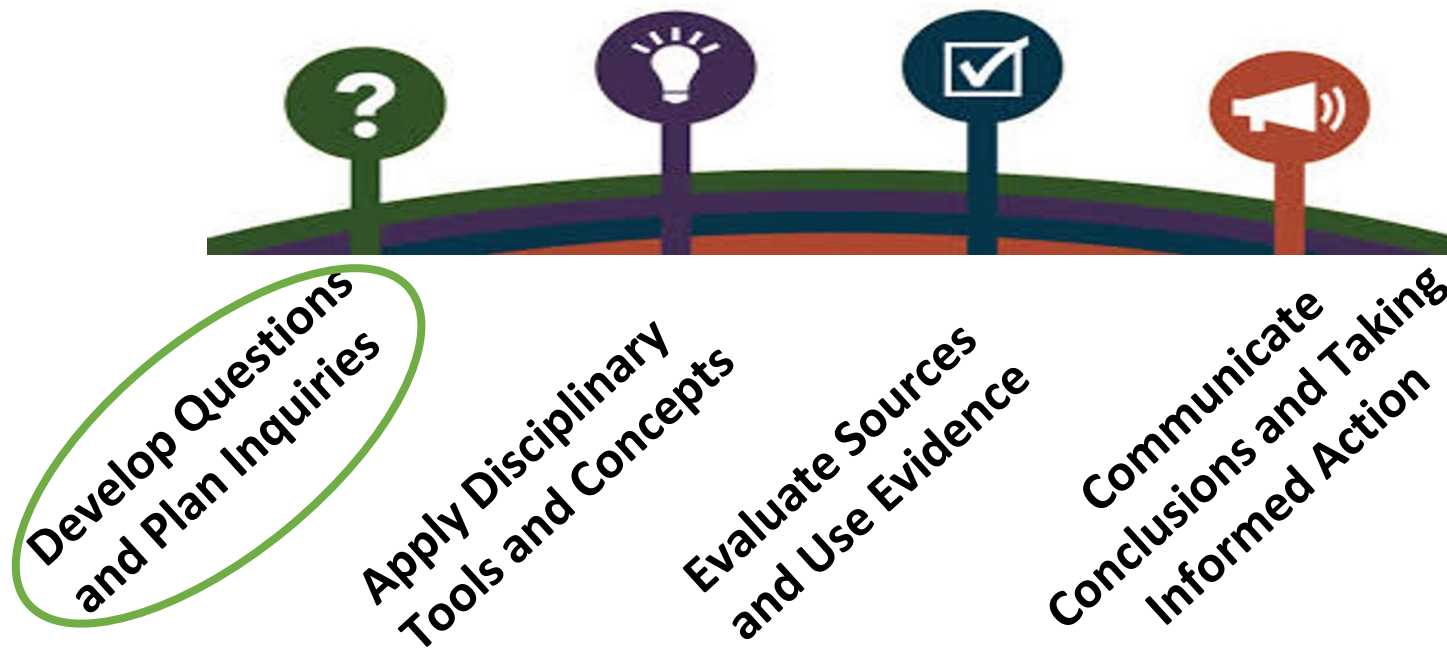


This visual describes types of student inquiry. Sometimes inquiry can be intimidating, but if we think about it as first being in the shallow end of a pool and gradually working our way up to the deeper end of the pool, it can seem less intimidating.

This module will focus on **structured/controlled inquiry**
Source: Trevor Mackenzie <https://www.trevormackenzie.com/resource>

The C3 Inquiry Arc

A successful student inquiry requires the four main components shown below. Crafting questions that spark and sustain an inquiry, our instructional shift, is a key element to starting off the inquiry arc. The questions developed at the start of an inquiry will need to be engaging enough to sustain interest throughout all four components in the process.



Craft Questions that Spark & Sustain Inquiry



Read: [Creating a Culture of Inquiry](#)

Questions:

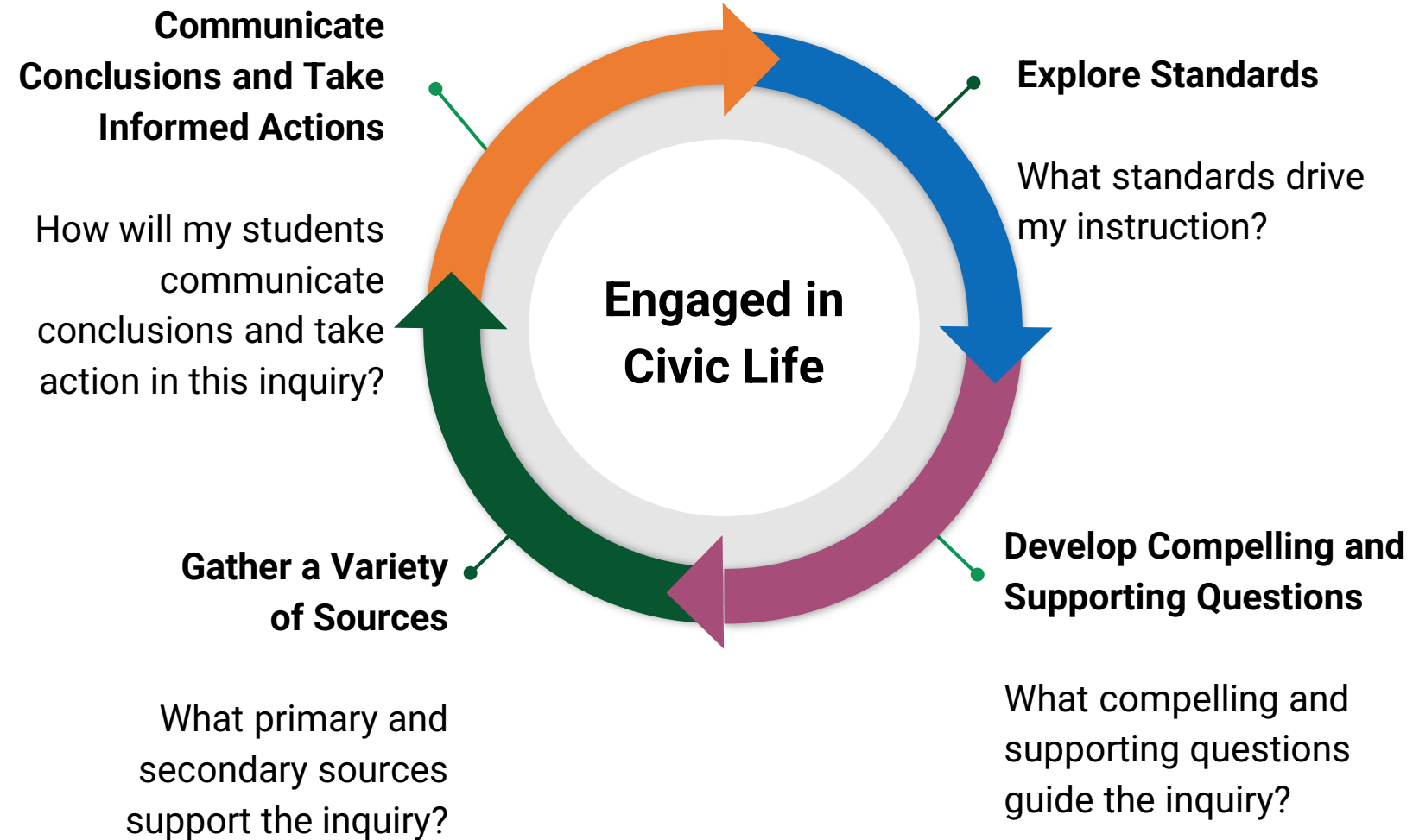
- The article starts out by saying, “A culture of inquiry begins with a welcoming climate of trust and validation where students understand the value of questions and the adventure of seeking answers.” **Why is this so critical in order for this shift to be successful?**
- Social studies is all about questions. It’s what experts in the disciplines do- they inquire. **How can you create a culture of valuing questions in your own classroom?**
- The article discusses how questions can ‘open doors’ for students and how “These types of questions are provocative, open-ended, and aligned to the content, but also allowing space for exploration. **What do you think this looks like in a classroom?**

Planning for Inquiry



Teacher Moves in an Inquiry Centered Classroom

What do you notice about the teacher moves to “plan for inquiry”?

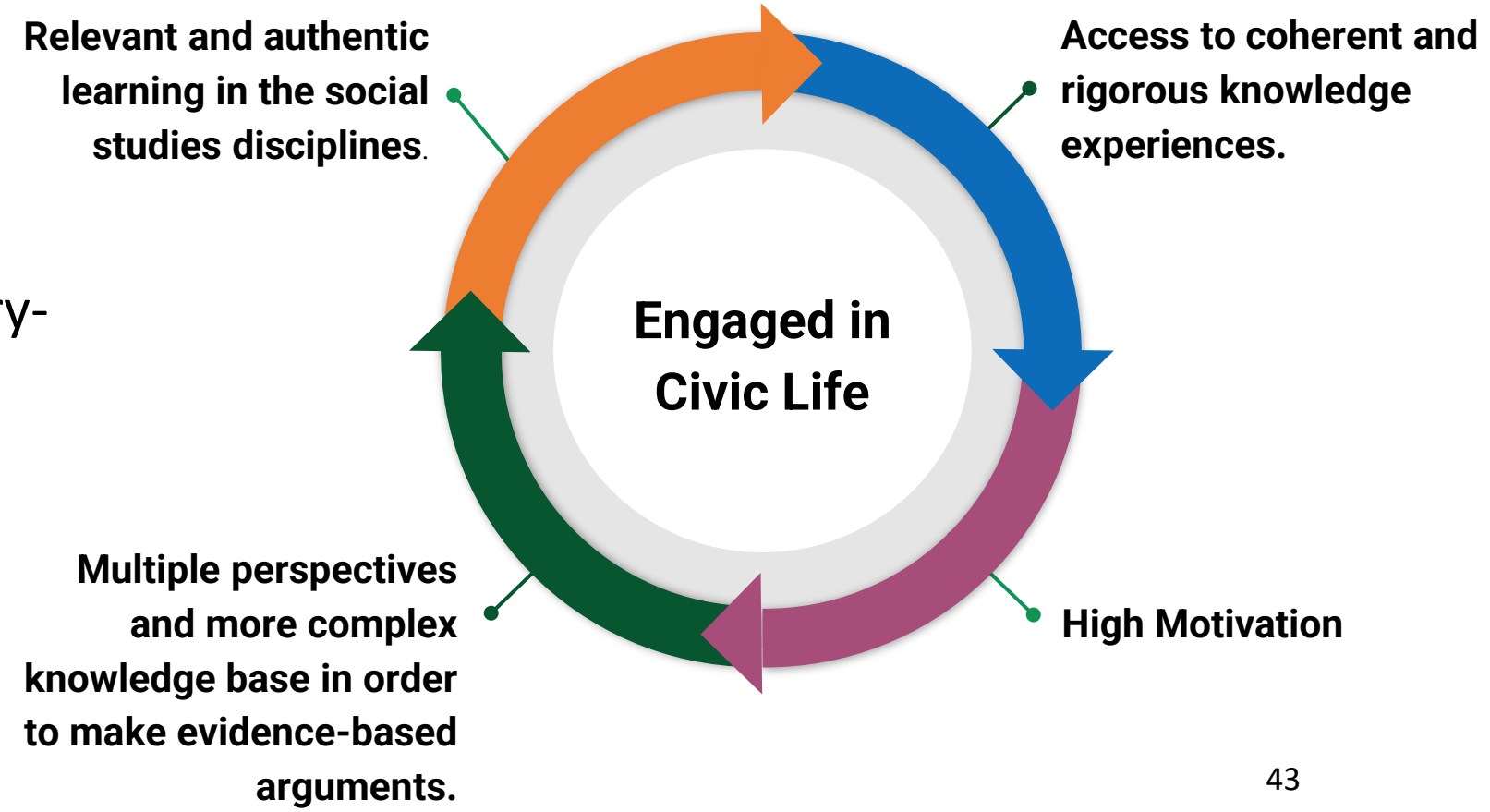


Student Outcomes in an Inquiry-Centered Classroom



Student Outcomes in an Inquiry Centered Classroom

What do you notice about student outcomes in an inquiry-centered classroom?



Compelling vs. Supporting Questions

The standards explicitly call for the use of compelling and supporting questions. All questions are not the same. There are specific uses for both compelling and supporting questions. Examine the definitions of compelling and supporting questions.

Compelling questions are open-ended, enduring, and focus on unresolved human issues. There is generally one compelling question per unit.

- Example: How has Alaska's history shaped the way people live here today?

Supporting questions have answers and generally help “unpack” the compelling question. There are generally 3-4 supporting questions per unit.

- Example: What are the various ways people in Alaska get food?

Article: Questions that Compel and Support

4.4

Read: [Questions that Compel and Support](#)
(Grant, Swan & Lee, 2017)

Think About:

- What is the purpose of compelling and supporting questions?
- Why are both kinds of questions necessary in order to support this shift, spark AND sustain an inquiry?



Ingredients for Compelling Questions

Component	Ingredients for Compelling Questions
Student	<ul style="list-style-type: none">● Does it allow for multiple perspectives?● Will the question resonate with students?● Is it interesting? Important? Intellectually challenging?● Is it in student friendly language?
Thinking	<ul style="list-style-type: none">● Does it allow for multiple possible answers? Open ended?● Does the question require students to argue with evidence?● Does the question raise other important questions? Is it enduring?
Content	<ul style="list-style-type: none">● Does the question require students to apply specific disciplinary concepts and skills?● Does the question focus on a “big idea”?● Does the question content promote the use of student discourse? In other words, will students want to talk about it?

Let's Practice: Which of the following are compelling questions?



- Can technology transform civilizations?
- What were the impacts of the Alaska Native Claims Settlement Act?
- How does culture shape modern communities?
- How do Alaskans celebrate holidays?
- How did the technology of advanced civilizations influence Europeans as they attempted to enter world economic markets during the period of exploration?
- If Alaska is comparatively rich in natural resources to the rest of the US, why is Alaska's poverty rate average?
- What makes a community healthy?
- How do Alaskans get food?
- Has the discovery of oil in Alaska helped or hurt Alaskans?

Compelling vs. Supporting Questions

Compelling questions are open-ended, enduring, and focus on unresolved human issues. There is generally one compelling question per unit.

- Example: How has Alaska's history shaped the way people live here today?

Supporting questions have answers and generally help “unpack” the compelling question. There are generally 3-4 supporting questions per unit.

- Example: What are the various ways people in Alaska get food?

Supporting Questions

Component	Ingredients for Supporting Questions
Student	<ul style="list-style-type: none">● Do the questions inspire students to investigate the topic?● Do the questions provide students with the knowledge they can synthesize to answer the compelling question?
Thinking	<ul style="list-style-type: none">● Do the questions use discipline-specific terminology?● Do the questions promote disciplinary thinking?
Content	<ul style="list-style-type: none">● Do the questions help “unpack” the compelling question?

Let's Practice: Which of the following are supporting questions?



- How do complex societies develop?
- How did late 19th and early 20th century gold rushes impact the lives of Alaska Natives?
- Why do countries depend on each other to produce products?
- Are contemporary subsistence lifestyles sustainable?
- What characteristics do River Valley Civilizations have in common?
- What should be done about the impacts of climate change on Alaska's coastal communities?
- Why do people resist oppression even at great personal risk?
- How have military bases impacted settlement locations in Alaska?
- Why do I have to be responsible?

Compelling & Supporting Questions Example 1



- The following tables show examples of a compelling question and 3-4 supporting questions in an inquiry.
- Discuss and reflect upon these:
 - What is the difference between the compelling and supporting questions?
 - Why do you think you need both in an inquiry?
 - How does this structure promote the instructional shift of crafting questions that spark and sustain an inquiry?

Compelling Question (K-5):	How Would Our Lives Be Different If We Lived in a Different Kind of Community?		
Supporting Questions:	What makes a community urban, suburban, or rural?	How are communities different or alike?	What are the advantages of living in urban, suburban, and rural communities?

Source: [Urban, Suburban, and Rural - C3 Teachers](#)

Compelling & Supporting Questions Example 2



Compelling Question: (K-5)	What unites Alaskans?			
Supporting Questions:	What activities and beliefs do Alaskans share?	How does Alaska's location, climate, and geography impact the everyday lives of Alaskans?	What rights and responsibilities do Alaskan residents have?	What important roles do Alaskans play in their community?

Compelling & Supporting Questions Example 3



Compelling Question: (9-12)	What unites Americans?		
Supporting Questions:	Why did the British Parliament raise taxes on the colonists?	What actions taken by the British Parliament angered the colonists?	How do the founding documents establish an American identity?

Compelling & Supporting Questions Example 4



Compelling Question: (6-8)	Was non-violent protest effective during the Civil Rights Movement?		
Supporting Questions:	What was the impact of the Greensboro sit-in protest?	What made the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches effective?	How did others use nonviolence effectively during the civil rights movement?

Compelling & Supporting Questions Example 5



Compelling Question: (6-8)	What can be done about the high numbers of young people out-migrating from Alaska each year?		
Supporting Questions:	Why is Alaska's population declining?	For what reasons do people emigrate from Alaska? Immigrate to Alaska?	What are the impacts of Alaska's shrinking population?

Compelling & Supporting Questions Example 6



Compelling Question: (9-12)	Is the Permanent Fund Dividend (PFD) a good deal for Alaskans?		
Supporting Questions:	How was the PFD established? Why was the Alaska Permanent Fund Corporation established?	Who benefits most from the PFD? Who benefits the least?	In the near future, what challenges/obstacles face the PFD?



Try It! Compelling Question - Part 1

Think about an upcoming unit you will be teaching.

Think about the topic of study for the unit. Examine the bundle of standards you will be teaching in the unit.

- What is the big idea?
- What are the content and skills you want students to walk away with?

Practice writing a compelling question for the unit.



Try It! Compelling Question - Part 2

Examine the compelling question you just wrote. Think back to the standards you will be addressing in the unit. Think about the following:

- What questions will help unpack the compelling question?
- What content will students need to know in order to answer the compelling question?

Practice writing at least three supporting questions you will use throughout the unit.

Classroom Reflection: Shift 3 - Understand Social Studies Through Inquiry



Review the new social studies standards for your grade level(s).

Think about how you have engaged with social studies standards in the past.

- How will this shift impact your approach to planning lessons?
- What are some practices you are currently implementing in your classroom that align with this shift?
- What are ways you can improve your current practices to align more with this shift?

Shift 4: Develop Civic Knowledge, Skills, and Dispositions

Part 5

Develop Civic Knowledge, Skills, and Dispositions

4. Develop Civic Knowledge, Skills, and Dispositions

Students consistently develop and engage with civic knowledge, skills, and dispositions to become active and informed citizens.

Key Message:

Civic education throughout K-12 is imperative for preparing students to **engage** in a more diverse, complex society.

Major Shift:

From separate government and citizenship standards *to* **integrated** civics knowledge, skills, and dispositions **throughout** K-12.

K-12 Civics Content 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>
Civics Anchor Standard 6 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.

In K-5, the C3 Framework served as a foundational guide for the civics standards.

Theme 5: Civics and Government

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Statehood	History Anchor Standard 23 Change, Continuity, and Context	<ul style="list-style-type: none"> SS.AKH.5.23.1 Evaluate Alaskans' arguments for self-determination and full citizenship rights through the statehood movement.
Elections	Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens	<ul style="list-style-type: none"> SS.AKH.5.10.1 Examine Alaska's electoral system and the responsibilities of individuals within the system.
Civic Responsibility	Civics Anchor Standard 7 Participation and Deliberation	<ul style="list-style-type: none"> 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.

K-12 Civics Content Standards

In 9-12, there are both stand alone civics standards and integrated civic standards by theme.

Anchor Standard <i>The student demonstrates an understanding of...</i>	9-12 Content Standard <i>Therefore, the student is able to...</i>
Civics Anchor Standard 6 Civic and Political Institutions and Systems	<ul style="list-style-type: none"> • SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy. • SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments. • 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. • SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions. • 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. • SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.

K-12 Civics Inquiry Standards

Alongside the K-12 civics content standards, each grade also features inquiry standards centered on “Informed Civic Discourse and Engagement.”

For a full definition of the “Informed Civic Discourse and Engagement” inquiry anchor standard, see page 19 of the [AK Social Studies Standards](#).

Example: Inquiry Standards for K-5

Anchor Standard 5 Informed Civic Discourse and Engagement

- SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.
- SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.
- SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.

Anchor Standard 5 Informed Civic Discourse and Engagement

- 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.
- SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.
- 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.

Why is Civics Important?

“An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.”

- National Council for Social Studies

Looking at Your Grade Level/Course

5.1

Open the AK Social Studies Standards and review the civics standards for your grade level(s)/course(s).*

Think about the following questions:

- What is one major change you see in these civic standards?
- What is one major takeaway from the new civics standards?
- What is one area or lesson from your classroom where you think you can apply these standards?

*Remember, the way themes are used in your grade level may vary from the way themes are used in a different grade level/ course.

Civics Skills Anchor Standards

At each grade level, students will engage with civics standards guided by the concepts in the following anchor standards.

Definitions for each anchor standard are provided in the standards document.

Civics
Anchor Standard 6 Civic and Political Institutions and Systems
Anchor Standard 7 Participation and Deliberation
Anchor Standard 8 Processes, Rules, and Laws
Anchor Standard 9 Alaska's Governments
Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens

Importance of Incorporating Civics into the Classroom

Civics education equips students with the tools necessary for meaningful participation in society, fostering a culture of engaged and informed citizens.

Understanding Civics

Civics education provides foundational knowledge of government, democracy, and civic responsibilities. Students learn concepts like rights, laws, and community engagement.



Productive Student Discourse

Teaching respectful communication, promoting active listening, and encouraging diverse viewpoints helps students navigate disagreements constructively and build their critical thinking skills, essential for civic participation.



Taking Informed Action

“Students take **Informed Action** when they use the key findings from a sustained investigation of content to design and implement an action that impacts the world in a meaningful way” ([InquirED](#)). It includes making decisions or participating in activities (such as voting, advocacy, and community service) based on evidence, reasoning, and understanding of civic responsibilities.

Productive Student Discourse and Taking Informed Action

5.2



Discuss and reflect:

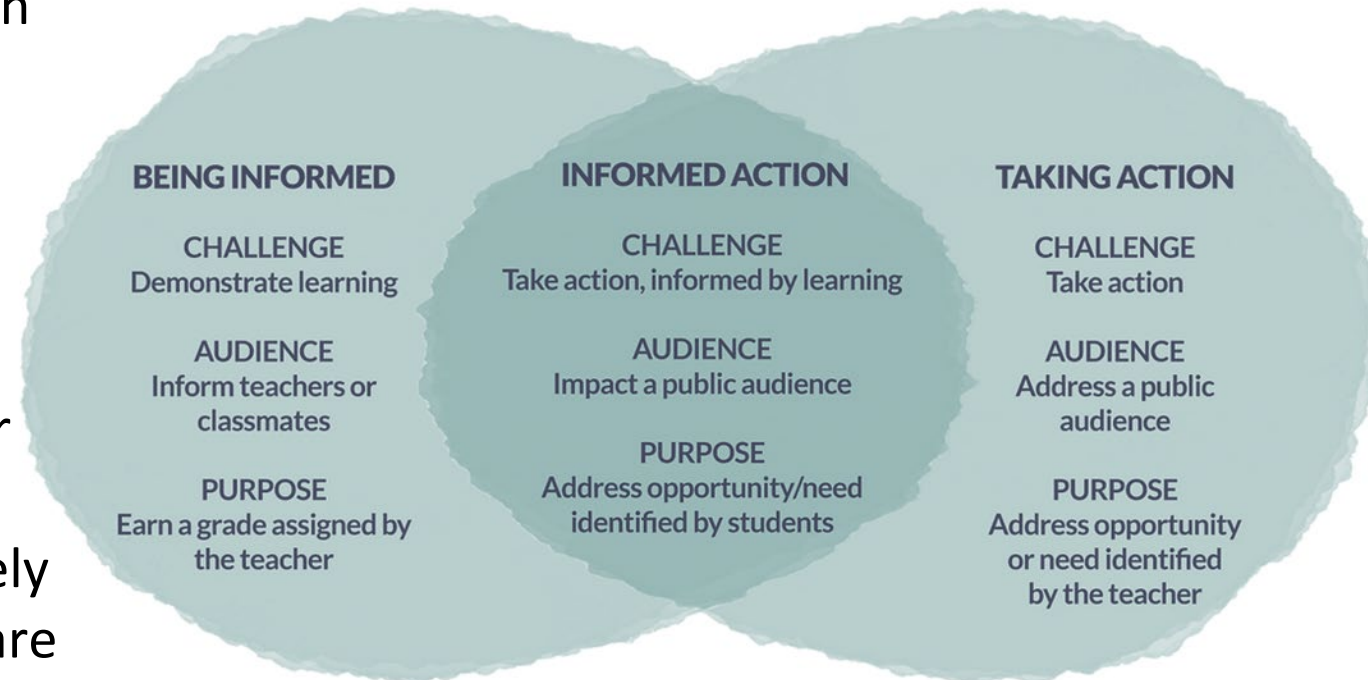
- What is the difference between taking informed action and community service?
- How does taking informed action require productive student discourse?
- What is the connection with taking informed action and the other shifts?

Taking *Informed* Action

5.3

The Venn Diagram displays how Informed Action is the "sweet spot" between just "being informed" and just "taking action." When students are in that sweet spot, the challenge, purpose, and audience of student action come together to create meaning and deepen learning.

- If students are **only informed** during an inquiry, they might pursue an Inquiry Question, but only be challenged to show their understanding to their teacher for a letter grade on a test or deliverable.
- If students **only take action**, then their challenge might be limited to participating in an activity that's vaguely related to their learning, even if they are addressing a public audience.

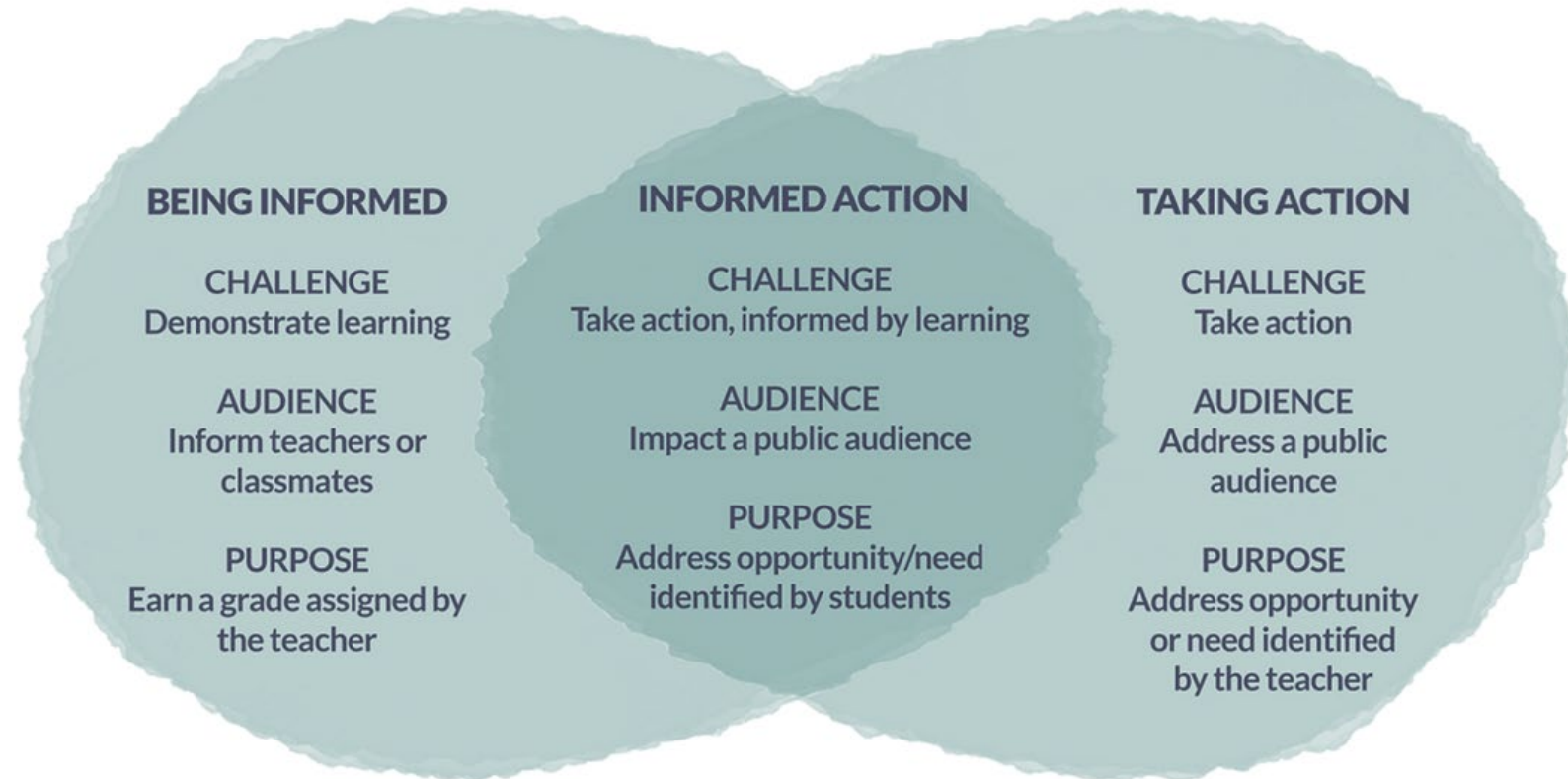


Taking *Informed* Action

5.3

Examine the infographic:

- What is a key takeaway about the difference between taking informed action and just being informed or taking action?



Sweet Spot of Informed Action | inquirED

Video: Why Vote?



Think About:

- What were the goals of the lesson?
- In the video, you see the introduction of the compelling question, why vote? How does the teacher connect the question to informed action?
- How does the teacher embrace student agency and discourse?

Your Own Classroom

5.5

Think about a lesson/unit you recently taught or will be teaching soon.

How could you build in opportunities in your school/district for students to take informed action?



Taking Informed Action in Alaska

What does informed action look like in Alaska and for Alaska students?

In Alaska, taking informed action can be especially meaningful when it connects to local issues, culture, and the environment.

Some examples and activities that teachers can use to engage students in informed action include:

- **Environmental Stewardship Projects**
 - Students can participate in the [“Adopt-a-Stream”](#) program or organize a beach/ trail cleanup.
- **Advocating for Subsistence Rights**
 - Students can learn about subsistence rights, including related policies and the challenges these communities face, and create informational posters or social media content to educate others.

If you are a teacher in Alaska currently practicing Taking Informed Action with your students, please share your examples with the Alaska DEED.

- Please provide any resources you are willing to share
- Email your example(s) to curtis.jensen@alaska.gov

[v](#)

Classroom Reflection: Shift 4 - Develop Civic Knowledge, Skills, and Dispositions



Review the new social studies standards for your grade level(s) and compare them to the old social studies standards.

Think about how you have engaged with social studies standards in the past.

- How will this shift impact your approach to planning lessons?
- What are some practices you are currently implementing in your classroom that align with this shift?
- What are ways you can improve your current practices to align more with this shift?

Resources: Taking Informed Action

- [Short Article](#) from C3 Framework defining Taking Informed Action
- [Blog Post](#) from InquireEd on examples of informed action in Social Studies Recorded Webinar:
- [Video](#) from InquireEd: “Inspiring Examples of Taking Informed Action” 54 min, lots of 5th grade examples
- [Video](#) from C3 Teachers / NY Toolkit: “Taking Informed Action”
- [Blog Post](#) from Montana Historical Society about the difference between Informed Action and Political Action
- [Example Lesson](#) from the National Museum of the American Indian
- [Blog Post](#) from InquireEd: “The Shift Towards Inquiry in Elementary Social Studies”
- [List of Tips](#) from InquireEd: “Top Tips for Taking Informed Action in the Classroom”

Helpful Articles

There are many components of taking informed action. When reading these articles, think about some of the key ingredients they describe when engaging students in taking informed action.

- [From Past to Present: Taking Informed Action](#)
- [Thermometers to Thermostats: Designing and Assessing Informed Action](#)
- [Action Civics in Fourth Grade: Tackling School and Community Based Issues](#) (elementary specific)
- [Be the Change: Guiding Students to Take Informed Action](#)

Putting it All Together

Part 6

Implementation Prep Activity

6.1

Make a plan to incorporate 1 to 2 of these shifts into an upcoming lesson plan for your grade/course. As you are developing this, think about these questions.

- What resources do I have?
- What resources do I need?
- What supports do I have?
- What evidence can I provide that I am doing this shift?

Reflecting on Implementing the Shifts



- Realistically, what instructional shifts will you be able to observe in our school/district a year from now?
- Realistically, what instructional shifts will you be able to observe in our school/district three years from now?
- What interferes with or prevents the desired shifts from taking place? What supports and structures need to be put in place in order for full implementation of the standards to be a reality?

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Answers: Which of the following are compelling questions?



- Can technology transform civilizations?
- What were the impacts of the Alaska Native Claims Settlement Act?
- How does culture shape modern communities?
- How do Alaskans celebrate holidays?
- How did the technology of advanced civilizations influence Europeans as they attempted to enter world economic markets during the period of exploration?
- If Alaska is comparatively rich in natural resources to the rest of the US, why is Alaska's poverty rate average?
- What makes a community healthy?
- How do Alaskans get food?
- Has the discovery of oil in Alaska helped or hurt Alaskans?

Answers: Which of the following are supporting questions?



- How do complex societies develop?
- How did late 19th and early 20th century gold rushes impact the lives of Alaska Natives?
- Why do countries depend on each other to produce products?
- Are contemporary subsistence lifestyles sustainable?
- What characteristics do River Valley Civilizations have in common?
- What should be done about the impacts of climate change on Alaska's coastal communities?
- Why do people resist oppression even at great personal risk?
- How have military bases impacted settlement locations in Alaska?
- Why do I have to be responsible?