

** This Webinar is Being Recorded **

Webinar: Overview of the Newly Adopted Alaska Social Studies Standards

Alaska Department of Education and Early Development

Curtis Jensen, ELA / Social Studies Content Specialist

March 2025



Part 1: Framing & Introduction

Framing

Objective: We will...

- Introduce the new ELA / Social Studies Content Specialist
- Unpack regulatory context for the new [AK Social Studies Standards](#)
- Unpack the [4 Key Shifts](#) of the newly adopted AK Social Studies Standards
- **Use and highlight some low-prep, high-leverage literacy best practices as we go**

Close: I will...

Summarize:

- The 4 Key Shifts of the newly adopted AK Social Studies Standards
- Key takeaways from this webinar

Launch:

- Download the [Implementation Checklist](#)

Content Specialists: Norms & Expectations

So that we have a productive and respectful meeting, please:

- Use considerate & respectful speech in breakout rooms, discussions, chat, etc
- Be mindful of air time
- Be open to perspectives and positions which aren't your own
- Camera on
- Plan on participating
- Reflective quiet moments are valuable!!
- Be present and focused on the important work and time we share together

Quick Intro: Curtis Jensen curtis.jensen@alaska.gov

AK Educator Experience:

AK DEED: ELA / Social Studies Content Specialist (from July 1, 2024)

Fairbanks: FNSBSD Instructional Coach (Districtwide, Nordale Elementary), ELL Specialist (North Pole+)

Sand Point: AEBSB G7-12 ELA Teacher

Koliganek: SWRSD G6-12 ELA Teacher

Educator Experience outside AK:

Massachusetts: Alma del Mar Public Charter School (Curriculum Designer & G8 Language Arts)

Utah: South Davis Junior High School (G9 Geography, G7-9 Creative Writing, G8 ELA)

Utah: Utah Valley University (Freshman Writing)

New York: Brooklyn College, Kingsborough Community College (Freshman Composition)

Ukraine: Zaliztsi Specialized Secondary School (Peace Corps TEFL 2006-2008)

Education:

BA English / History: University of Utah

MFA Poetry: Brooklyn College

How Content Specialists can support implementation of new standards:

- ****Provide guidance on the standards****
- Provide resources and documents (FAQ's, checklists, rubrics, recorded webinars, PD Modules, ELL Resources)
- Support school districts in reviewing, unpacking, and implementing Alaska state standards
- Share evaluative tools for curriculum review, renewal cycles, choosing instructional materials
- Support alignment of standards, content, and assessment

Many of the following slides are taken from:

PD Module 1 Instructional Shifts

Warm up:

Chat Waterfall:

- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

List:

- *Your Name*
- *Your School / district*
- *What you already know about the [Newly Adopted Alaska Social Studies Standards](#)*

Part 2:

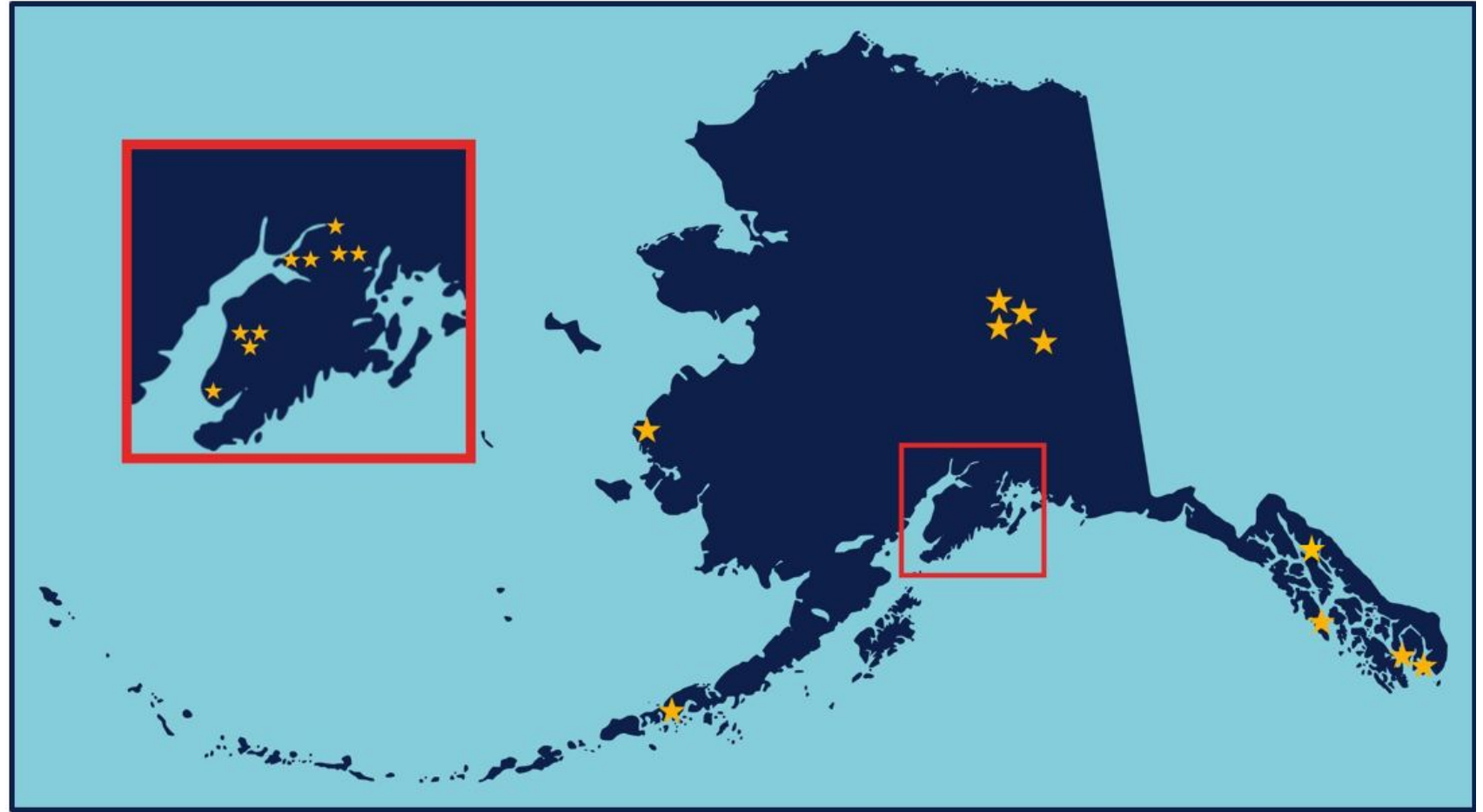
Unpack regulatory context for the newly adopted AK Social Studies Standards

Alaska State Board of Education has adopted new Alaska Social Studies Standards

- 1998 Original Social Studies Standards are adopted (regulation)
- Feb 2021: Review process begins for AK Social Studies Standards
- June 2021: Fordham National Social Studies Standards Report Released: AK receives F's

- 2023 AK DEED partners with American Institutes for Research to develop new Alaska Social Studies Standards
 - Process includes multiple working groups comprised of Alaska Educators and statewide partners.
 - For more info: AK Soc Stu Standards Process Writing Guide
- Oct 9, 2024: draft standards presented to State Board of Ed (worth reviewing: Oct 9 Board Presentation)
- Dec 5, 2024: AK State Board of Ed adopts new Soc Stu standards
- Jan 2025: AK Social Studies Standards Toolkit roll out begins

EWG Workgroup District



“... A diverse group of individuals that represented a wide variety of experiences and perspectives in Alaska were involved throughout the standards revision process. Participants represented the following towns/cities: Anchor Point, Soldotna, Anchorage, Eagle River, Chevak, Teller, Juneau, Metlakatla, Fairbanks, King Cove, Chugiak, and North Pole.”

AK Education: Regulation vs Statute

*Regulation:

Regulations are passed by AK State Board of Education

Examples:

[AK Studies Requirement](#)

[New AK Soc Stu Standards](#)

*Statute:

State Law passed by:

3 readings in both houses (legislature and senate)

Signed by governor (or not)

Bill > Act > Law

Examples in AK Education:

- Bree's Law

- AK Reads Act

Alaska Education Regulation: Visual Progression

State Board
Adopts
statewide
regulation



Department of
Education develops
guidance and
supporting
documents to support
districts in
implementation of
statewide regulations



Districts
develop local
policies and
processes to
implement
statewide
regulations

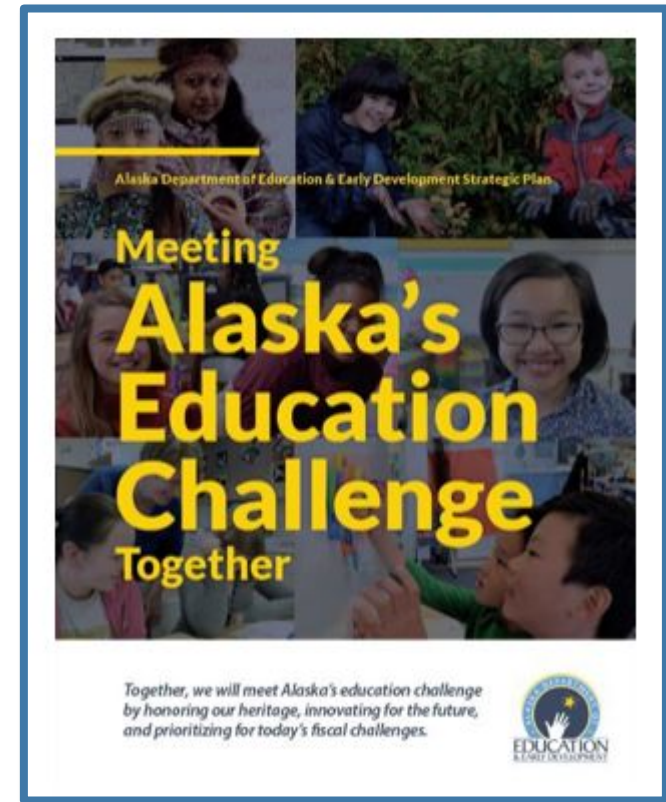
****The State Board *cannot supersede state law* , they can merely create regulation for implementation of state law.**

****Local control: Alaska education governance is executed primarily through *locally elected officials* whenever possible (includes schools)**

Strategic Priorities: Alaska's Education Challenge

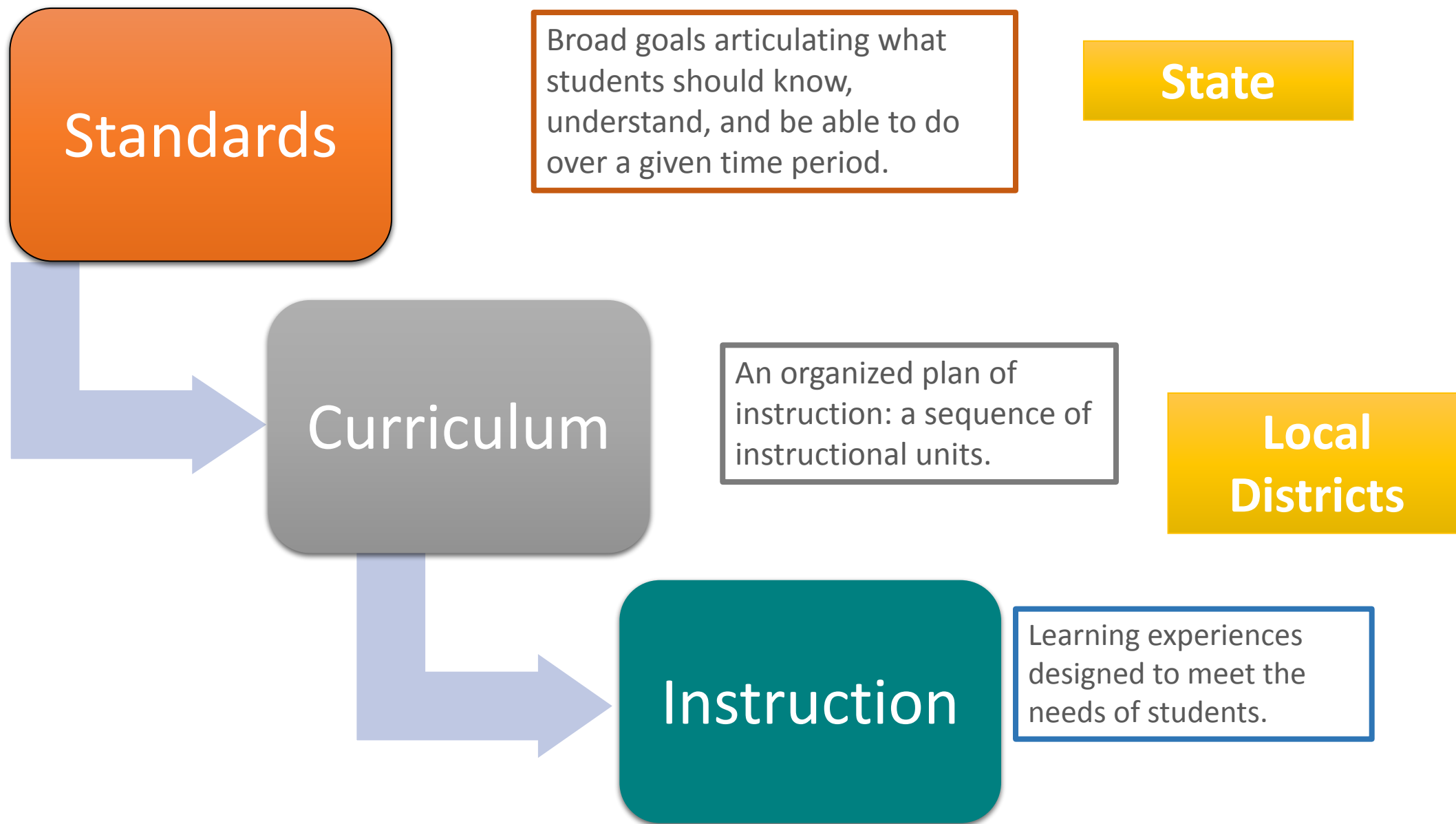
Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

The Relationship of Standards to Classroom Instruction



Stop & Synthesize: Chat Waterfall

Chat Waterfall

Write your response in the chat

Don't press enter till the instructor says so

Everyone submits their response at once

Prompt:

List:

1-3+ key takeaways from the previous slides.

Not sure what to write? Here are some prompts:

- **Square:** Something I heard that **squares** with my beliefs:
- **Circle:** A question going **around** in my head:
- **Triangle: Three points** I want to remember:

****Extra Credit: Explain why each takeaway is important in a COMPLETE SENTENCE!?!* *6**

Part 3:

Unpack 4 Key Shifts of the newly adopted AK Social Studies Standards

Newly Adopted AK Social Studies Standards: *Key Instructional Shifts*

1. <u>Thematic Social Studies Content and Skills</u>	2. Incorporate and Honor <u>Alaska History and Tribal Government</u>	3. Understand Social Studies through <u>Inquiry</u>	4. Develop <u>Civic Knowledge, Skills, and Dispositions</u>
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.

*****Pause for questions and discussion*****

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

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

FROM a Social Studies Classroom Where...	TO a Social Studies Classroom Where...
Students experience 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.

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



Grade 3 through 5 Economics Standards	48
Grade 3 through 5 Geography Standards.....	54
Grade 3 through 5 History Standards.....	61
Grade 6 through 8 Standards	68
Grade 6 through 8 Inquiry Standards.....	68
Grade 6 Alaska Studies and Geography Standards.....	69
Theme 1: Physical Environment	69
Theme 2: Peoples of Alaska.....	70
Theme 3: Resources and Economics	72
Theme 4: Community Awareness.....	73
Grade 7 World History and Geography Standards	74
Theme 1: Human Beginnings to Early River Civilizations	74

Theme 2: Ancient Civilizations and the Development of World Religions	76
Theme 3: Post-Classical (Medieval and Mesoamerica)	77
Theme 4: Globalization and Exploration	78

Themes: Examples from Index

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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Grade 9 through 12 U.S. History Standards

Theme 1: Manifest Destiny and Indian Removal

Time Period: 1815 CE–1860 CE

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.

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.

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, Rules, and Responsibilities of Citizens	Anchor Standard 15 Alaska Economies: State, Local, and Tribal	Anchor Standard 20 Geography of Alaska	Anchor Standard 25 Alaskan History

Takeaway:
AK History standards embedded ACROSS all grade levels, not just in req'd AK Studies Classes

Stop & Synthesize: Chat Waterfall

Chat Waterfall

*Write your response in
the chat*

*Don't press enter till the
instructor says so*

*Everyone submits their
response at once*

Prompt:

*List: 1-3+ key takeaways from the slides
on HONORING ALASKA HISTORY &
TRIBAL GOVERNMENT, and THEMATIC
SOCIAL STUDIES CONTENT*

*****Extra Credit: Explain why each takeaway is
important in a COMPLETE SENTENCE!?!*****

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.

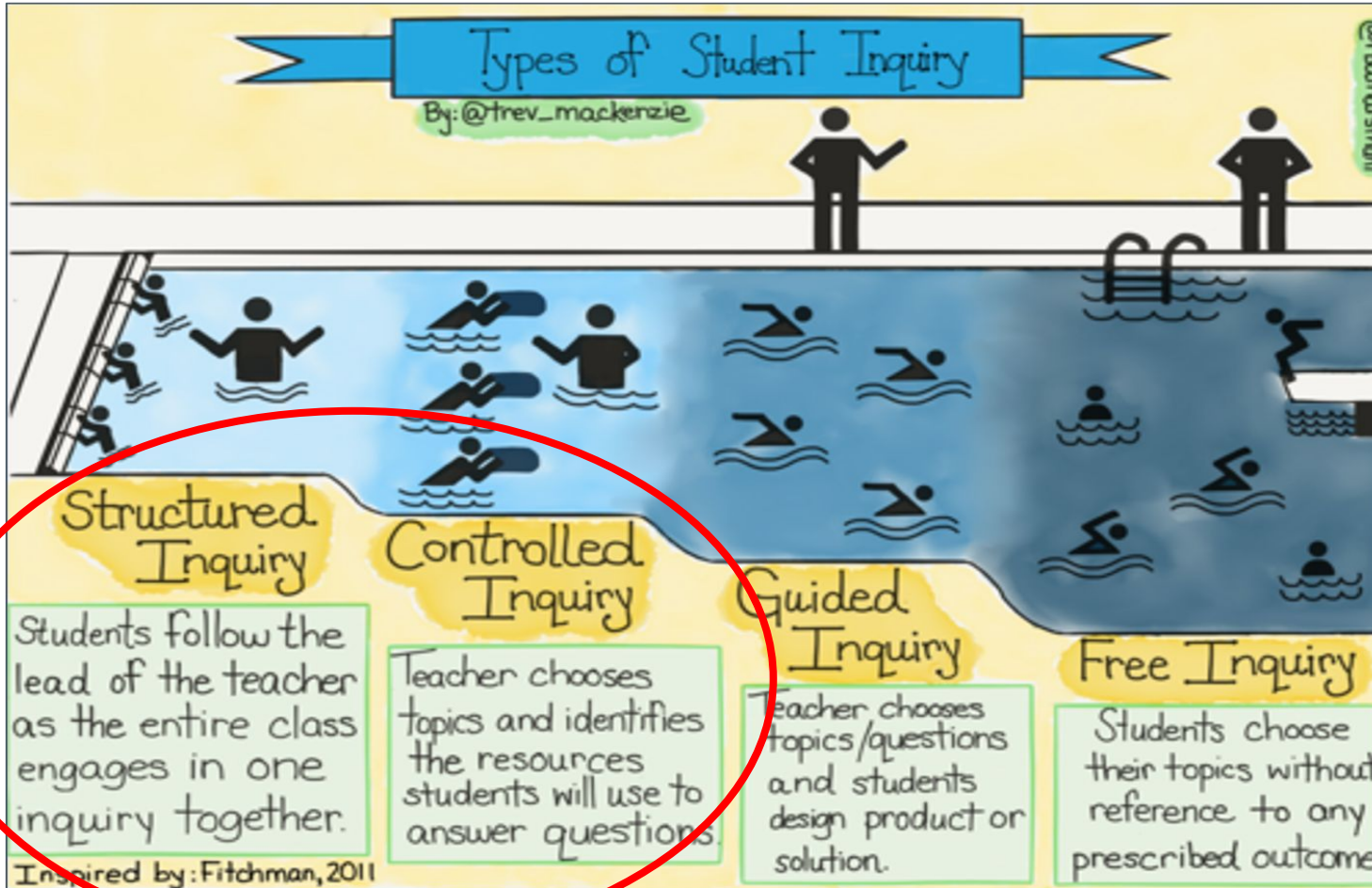
Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none">• SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.• SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.
Anchor Standard 2 Evaluate Sources and Evidence	<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.
Anchor Standard 3 Develop Claims	<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.
Anchor Standard 4 Communicate and Critique Conclusions	<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.
Anchor Standard 5 Informed Civic Discourse and Engagement	<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.

Example Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<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.
Anchor Standard 2 Evaluate Sources and Evidence	<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.
Anchor Standard 3 Develop Claims	<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

Types of Student Inquiry



Takeaway:

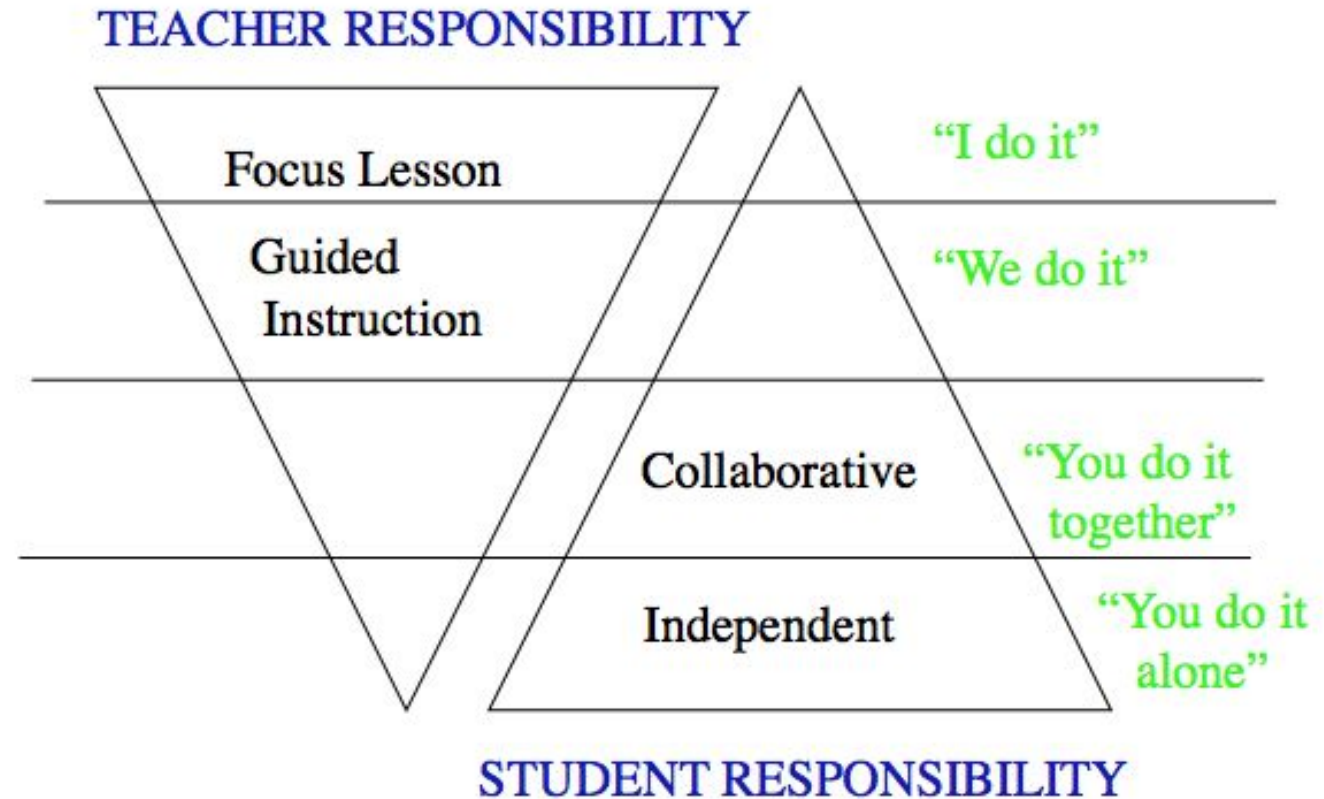
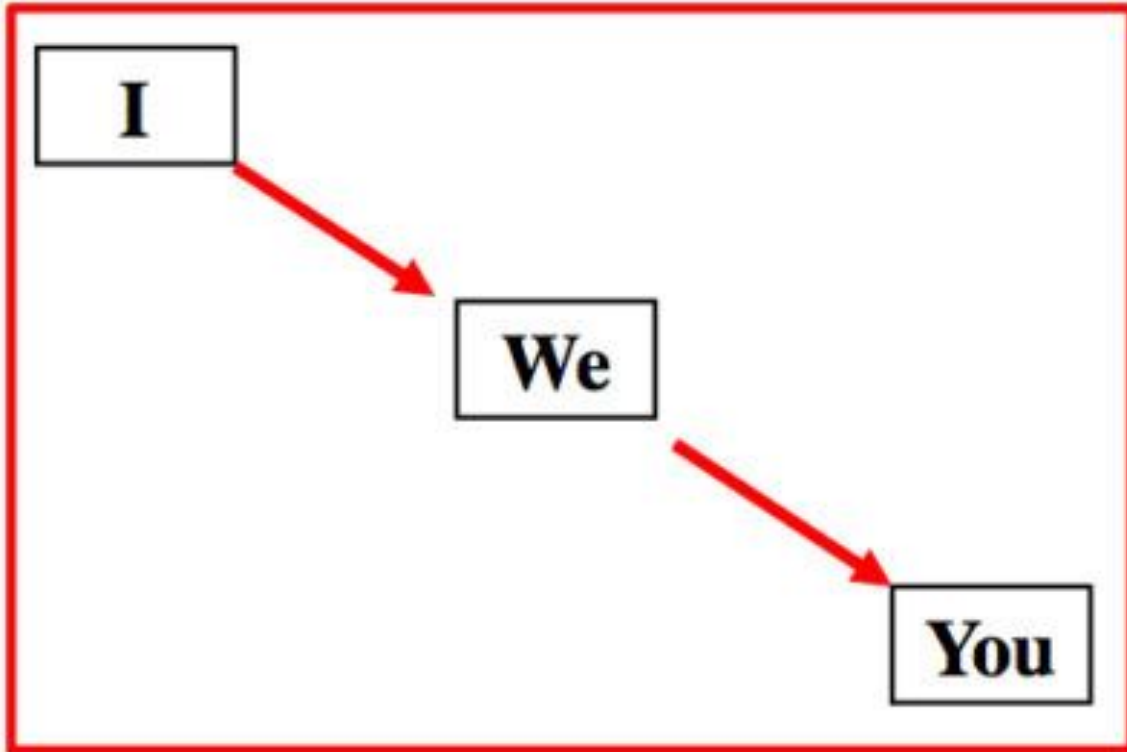
Inquiry can be intimidating, but remember: begin in the shallow end of a pool and gradually working our way up to the deeper end of the pool,

Focus on structured/controlled inquiry to set up students for success in later stages

Source: Trevor Mackenzie,
<https://www.trevormackenzie.com/elevate-resource>

From:

<https://keystoliteracy.com/blog/differentiated-literacy-instruction-i-we-you/>



A Structure for Instruction that Works

(c) Fisher & Frey, 2006

The C3 Inquiry Arc



Develop Questions
and Plan Inquiries

Apply Disciplinary
Tools and Concepts

Evaluate Sources
and Use Evidence

Communicate
Conclusions and Taking
Informed Action

Takeaway:

Successful student inquiry requires the four main components shown here.

Crafting questions that spark and sustain an inquiry is a key element to starting off the inquiry arc.

Questions developed at the start of an inquiry will need to be engaging enough to sustain interest throughout all four components in the process.

*DEED will release teacher resources to support crafting questions in Spring 2025

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.

Civics Skills Anchor Standards

Takeaway:

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.

Retrieval Practice: Chat Waterfall

Procedure:

Write your response in the chat

Don't press enter till the instructor says so

Everyone submits their response at once

Prompt:

List: 4 Key Shifts in the new AK Social Studies Standards?

****Extra Credit:**

List key takeaways for the 4 shifts**

Stop & Synthesize: Discuss

Given the key instructional shifts, what are the implications of the new AK Social Studies Standards for your district, school, or classroom?

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.

Framing

Objective: We will...

- Introduce the new ELA / Social Studies Content Specialist
- Unpack regulatory context for the new [AK Social Studies Standards](#)
- Unpack the [4 Key Shifts](#) of the newly adopted AK Social Studies Standards
- **Use and highlight some low-prep, high-leverage literacy best practices as we go**

Close: I will...

Summarize:

- The 4 Key Shifts of the newly adopted AK Social Studies Standards
- Key takeaways from this webinar

Launch:

- Download the [Implementation Checklist](#)

Close:

Chat Waterfall

Procedure:

Write your response in the chat

Don't press enter till the instructor says so

Everyone submits their response at once

Prompt:

Summarize:

- The 4 Key Shifts of the newly adopted AK Social Studies Standards
- Key takeaways from this webinar

****Extra Credit:**

What are some implications for your district, school, or classroom?






Part 4: **Launch:**

- Download the [Implementation Checklist](#)

1: Download the Implementation Checklist


education.alaska.gov/standards/social

Alaska Social Studies Standards Implementation Checklist: First Steps

<input type="checkbox"/>	Read the newly adopted Alaska Social Studies Standards	
<input type="checkbox"/>	Explore the Alaska Social Studies Standards Implementation Toolkit <i>Toolkit includes: guiding documents, implementation plans, PD Modules, resources to support implementation, Alaska Native language and cultural resources, ELL support</i>	
<input type="checkbox"/>	Download and review your relevant Implementation Plan: Teachers Districts School Admins State Admins Families & Students Community Partners	
<input type="checkbox"/>	Review PD Module 1: Instructional Shifts <i>This module gives a detailed overview of the new standards most important shifts. Two other PD modules are available in the Implementation Toolkit:</i> PD Module 2: Culturally and Linguistically Relevant Teaching and Learning PD Module 3: Inquiry	
<input type="checkbox"/>	Sign up for the Social Studies Contact List <i>Receive news, resources, and updates for the newly adopted Alaska Social Studies Standards</i>	

1: Download the Implementation Checklist

ALASKA (Central Yup'ik) Greetings, thank you for coming!

 Alaska Department of
Education & Early Development

Alaska Learns Arts Council Libraries, Archives, & Museums Prof. Teach

PARENTS ▾ STUDENT LEARNING ▾ EDUCATOR & SCHOOL EXCELLENCE ▾ FIN

DATA CENTER

Home / Alaska Standards / Social Studies

Social Studies

Alaska Social Studies Standards (2024)

Toolkit

[Checklist: Implementation First Steps – AK Social Studies Standards](#)

[Introduction](#)

[FAQ](#)

[Process Guide](#)

[Crosswalk: State Standards / District Standards / District Curriculum and Instruction](#)






[Implementation Plan: District](#)

[Implementation Plan: Teacher](#)

Alaska Social Studies Standards Implementation Checklist: First Steps


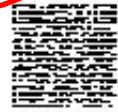



2: Open the new Alaska Social Studies Standards

****Homework:
Read the new
standards****

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3: Explore the AK Social Studies Standards Implementation Toolkit: education.alaska.gov/standards/social

Alaska Social Studies Standards Implementation Checklist: First Steps

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4: Download and review your relevant Implementation Plan from education.alaska.gov/standards/social

Alaska Social Studies Standards Implementation Checklist: First Steps

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5: Review PD Module 1: Instructional Shifts

Alaska Social Studies Standards Implementation Checklist: First Steps

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6: Sign up for the Social Studies Contact List through the last link on the Implementation Checklist

Alaska Social Studies Standards Implementation Checklist: First Steps

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Thanks & Contact Information

Curtis Jensen

ELA / Social Studies Content Specialist - AK DEED

curtis.jensen@alaska.gov

(907) 465-2830

*****Reach out via email if you'd like to schedule time during 'office hours' to chat more about the new AK Social Studies Standards*****