

Waqaa
“Welcome”



Bering Strait School District

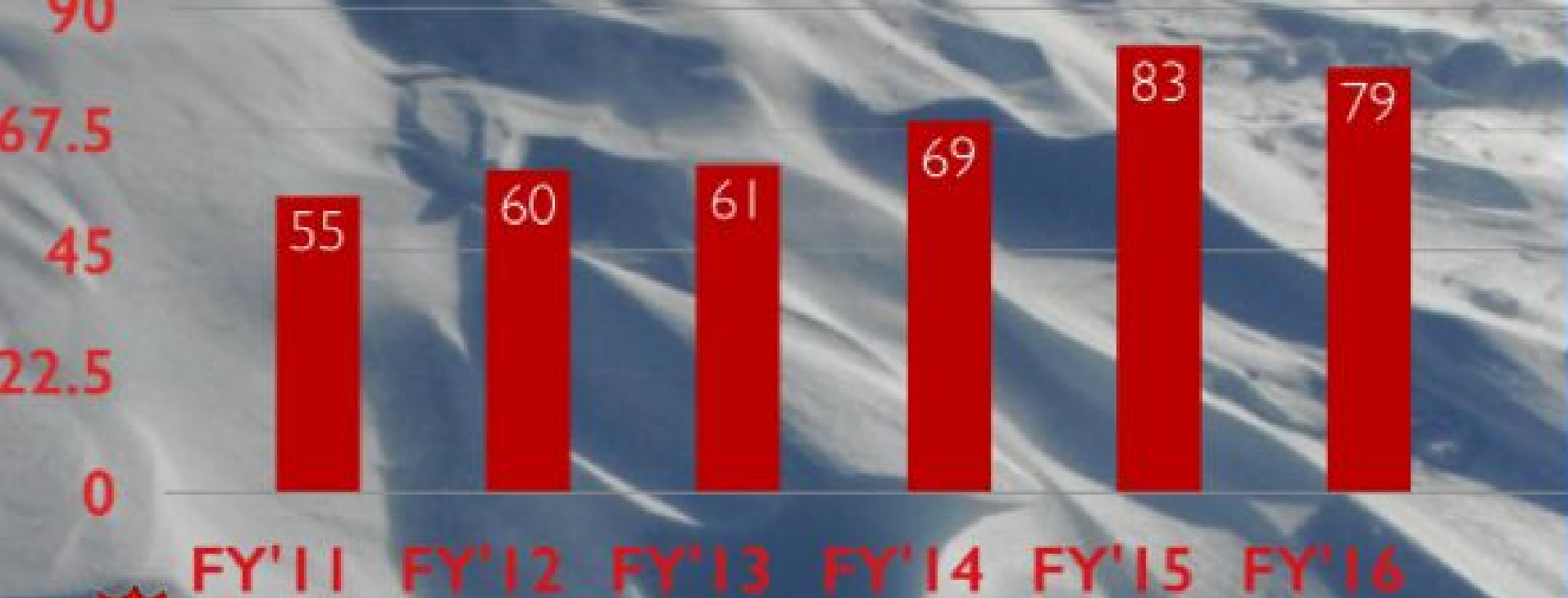


BSSD consists of 1,800 students in 15 schools. The only way to reach these schools is by aircraft.





The Bering Strait School District will educate our children to become self-sufficient and responsible citizens through quality programs that express high expectations for all in a safe, supportive and collaborative environment that reflects our children's heritage.



Graduation Rates



Alaska Department of Education & Early Development

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Alaska Standards

Alaska has adopted standards in the following content areas: English Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska History that can be found in the Alaska Content and Performance Standards, 4th edition document.

[Alaska English Language Arts and Mathematics Standards \[adopted June 2012\] \(pdf\)](#)

[Alaska English Language Arts and Mathematics Standards \[adopted June 2012\] \(word\)](#)

[Alaska Content Standards](#)

NEW [Arts \(pdf\)](#)

[Science \(pdf\)](#)

[Geography \(pdf\)](#)

[Government and Citizenship \(pdf\)](#)

[History \(pdf\)](#)

GOVERNMENT AND CITIZENSHIP

A

A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

A student who meets the content standard should:

- 1) understand the necessity and purpose of government;
- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;
- 3) understand how nations organize their governments; and
- 4) compare and contrast how different societies have governed themselves over time and in different places.

B

A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

A student who meets the content standard should:

- 1) understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;
- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- 3) understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;
- 4) know how power is shared in the United States' constitutional government at the federal, state, and local levels;
- 5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;
- 6) recognize the significance of diversity in the American political system;
- 7) distinguish between constitution-based ideals and the reality of American political and social life;
- 8) understand the place of law in the American political system; and
- 9) recognize the role of dissent in the American political system.



BERING STRAIT SCHOOL DISTRICT

Building bridges between tomorrow and today

📍 225 Main Street, Unalakleet, AK 99684

☎ Phone: 907-624-3611

📠 Fax: 907-624-3099

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Departments

Schools

Employment

Superintendent

Curriculum and Instruction ▶

Technology ▶

Special Education

Maintenance ▶

Assessment

Human Resources ▶

Federal Programs ▶

Professional Development

Instructional Support

Bilingual & Bicultural

Career and Technical
Education

Arts

Library & Media Center

Math

Reading

Science

Social Studies

Writing

Vocational Support



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[Leadership](#) [Departments](#) [Schools](#) [Staff Directory](#) [Employment](#) [Resources](#) [About BSSD](#)

Navigation

[Instructional Support](#)

[Bilingual & Bicultural](#)

[Career and Technical Education](#)

[Arts](#)

[Library & Media Center](#)

[Math](#)

[Reading](#)

[Science](#)

[Social Studies](#)

[Writing](#)

[Vocational Support](#)

Social Studies

[Bering Strait School District » Departments » Curriculum and Instruction » Social Studies](#)

[C3: College, Career and Civic Life Framework](#)

[Picturing America](#)

[Quickwrites as a Tool for Assessing Students' Historical Thinking](#)

[Hollywood or History: Using Film in History Classes](#)

[Google Maps in History](#)

[Google Earth Lesson Plan](#)

[Night At the Museum SS/History Project](#)

[HS Modern World History](#)

[HS Alaska Studies](#)

[HS Modern US History](#)

[HS Government](#)

[HS Economics](#)

[8th Grade MS SSA! US History](#)

[7th Grade MS SSA! Medieval World History](#)

[6th Grade MS SSA! Ancient World History](#)

[5th Grade SSA! America's Past](#)

[4th Grade SSA! Regions of Our Country](#)

[3rd Grade SSA! Our Community and Beyond](#)

[2nd Grade SSA! My Community](#)

[1st Grade SSA! My School and Family](#)

[Kindergarten Social Studies](#)

Social Studies

Elementary

Teachers Curriculum Institute (TCI)

- Grade 1 - *My School and Family*
- Grade 2 - *My Community*
- Grade 3 - *Community and Beyond*
- Grade 4 - *Social Studies Alive! Regions of our Country*
- Grade 5 - *Social Studies Alive! America's Past*

Middle School

Teachers Curriculum Institute (TCI)

- * Rotation A - *History Alive!*
"The Ancient World"
- * Rotation B - *History Alive!*
"The Medieval World and Beyond"
- * Rotation C - *History Alive!*
"The United States Through Industrialism"

High School

- * Alaska History (Semester Course Kit)
- * *Government Alive!*
 - *Power, Politics, and You* (TCI)
- * Economics - (Semester Course)
 - *Econ Alive! The Power to Choose* (TCI)
- * U.S. History
 - Holt - *American Anthem*
- * Modern World History
 - Holt - *Human Legacy*

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

Economic Decision Making

People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the

additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

Indicators of Dimension 2—Economic Decision Making—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 12.

TABLE 12: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Economic Decision Making

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

The following reference information should be used in the citation of this document: National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).