

SCR

10

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: SCR 10

Sponsor: V. FISCHER

Date referred to committee: 2/28/85

Synopsis completed:

Fiscal note:

Further referrals:

CONTACTS:

Sen V Fischer

4997

Mary Hakala, DOE 2800 / Steve Hole
copy of current Bd agenda on circuits req'd

Andy Anderson

Call DOE + ask for Bd secretary

Don MacKinnon, Sch Admin 586-9702

Bob Green, School Bds 586-1083

Bob Manners, NEA 586-3090

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HESS 3-19-85 1:34 pm

TO: BETTYE
FROM: SANDRA
DATE: MARCH 7, 1985

SCR 10 REQUESTING STATE BOARD OF EDUCATION TO REQUIRE THE STUDY
OF ALASKA HISTORY AND GOVERNMENT

(SPONSOR: V. FISCHER)

WOULD REQUIRE AT LEAST ONE UNIT OF CREDIT IN ALASKA HISTORY/GOVERNMENT
FOR GRADUATION FROM HIGHSCHOOL. BASIC DILEMMA OVER STATE CONTROL VS.
LOCAL CONTROL OF EDUCATION CURRICULUMS.

CURRENT BOARD REGULATIONS REQUIRE THE FOLLOWING FOR GRADUATION:

LANGUAGE ARTS	4 CREDITS
SOCIAL STUDIES	3 CREDITS
MATHEMATICS	2 CREDITS
SCIENCE	2 CREDITS
HEALTH/PHYS. ED.	1 CREDIT

9 CREDITS ARE LEFT TO LOCAL DISCRETION

1. ARE SCHOOL DISTRICTS CURRENTLY REQUIRING CREDIT IN ALASKA HISTORY?

ACCORDING TO A RECENT SURVEY BY DEPT. EDUCATION, 31 OF THE STATE'S
53 SCHOOL DISTRICTS CURRENTLY REQUIRE ALASKA HISTORY FOR GRADUATION.
17 OTHER SCHOOL DISTRICTS OFFER IT AS AN ELECTIVE.

2. ARE CURRICULUM MATERIALS AVAILABLE?

THE DEPARTMENT'S CURRENT SOCIAL STUDIES MODEL CURRICULUM CONTAINS
GUIDELINES ON ALASKAN CIVILIZATION AND POLITICAL SCIENCE, BUT DOES
NOT FOCUS SPECIFICALLY ON ALASKA GOVERNMENT. HALF OF THE DISTRICTS
SURVEYED FELT THERE WERE NOT ADEQUATE MATERIALS AVAILABLE; HALF FELT
THERE WERE.

SCR 10 REQUESTING STATE BOARD OF EDUCATION TO REQUIRE THE STUDY
OF ALASKA HISTORY AND GOVERNMENT (V. FISCHER)

H.E.S.S. COMMITTEE SUBSTITUTE -- TITLE CHANGE

REQUESTING THE STATE BOARD OF EDUCATION TO REQUEST LOCAL SCHOOL
BOARDS TO REQUIRE THE STUDY OF ALASKA HISTORY AND GOVERNMENT
IN THE SCHOOLS OF THE STATE.

THE COMMITTEE SUBSTITUTE:

1. RECOGNIZES LOCAL CONTROL BY ASKING LOCAL SCHOOL BOARDS
TO REQUIRE THE STUDY OF ALASKA HISTORY.
2. PER N.E.A., ASKS THAT THE STUDY INCLUDE A REVIEW OF
THE ALASKA NATIVE CLAIMS SETTLEMENT ACT.
3. PER V. FISCHER, ASKS THAT THE STUDY INCLUDE CEREMONIES
TO RECOGNIZE AND HONOR ALASKAN PERSONS AND EVENTS.
4. DELETES REFERENCE TO "SUFFICIENT AND ADEQUATE"
INSTRUCTIONAL MATERIALS, AS SURVEY CONDUCTED BY DEPT.
EDUCATION INDICATES THAT MORE MATERIALS NEED TO BE
DEVELOPED.

CURRENT STATE BOARD REGS. REQUIRE CREDITS IN LANGUAGE ARTS (4), SOCIAL
STUDIES (3), MATH (2), SCIENCE (2), HEALTH AND P.E. (1) FOR HIGHSCHOOL
GRADUATION. WITHIN THE SOCIAL STUDIES CREDITS, 31 OF THE STATE'S 53
SCHOOL DISTRICTS CURRENTLY REQUIRE ALASKA HISTORY FOR GRADUATION.
17 OTHER DISTRICTS OFFER IT AS AN ELECTIVE.

Offered: 3/20/85
Referred: Rules

Original sponsor: V.Fischer

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

1 IN THE SENATE

2 ~~CS FOR SENATE CONCURRENT RESOLUTION NO. 10 (HESS)~~

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Requesting the state Board of Education
6 to request local school boards to re-
7 quire the study of Alaska history and
8 government in the schools of the state.

9 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 WHEREAS it is in the interest of the state to ensure the best possible
11 education for its students; and

12 WHEREAS the state Board of Education currently requires high school
13 students to secure credit in language arts, social studies, mathematics,
14 science, and health and physical education for graduation; and

15 WHEREAS the state could benefit immeasurably from a citizenry well-
16 schooled in the operation of state government and the history of Alaska;
17 and

18 WHEREAS the legislature has designated certain days as state holidays
19 in honor of persons and events of historical significance to Alaska; and

20 WHEREAS the future of Alaska will impose tremendous and increasing
21 responsibilities on the leaders and citizens of our state;

22 BE IT RESOLVED that the Alaska State Legislature respectfully requests
23 the state Board of Education to request local school boards to require the
24 study of Alaska history and government for graduation from high school; and
25 be it

26 FURTHER RESOLVED that the study should include a review of the Alaska
27 Native Claims Settlement Act and its implications on current and future
28 state policy; and be it

29 FURTHER RESOLVED that the Alaska State Legislature respectfully

1 requests the state Board of Education to encourage local school districts
2 to implement a program of appropriate civil ceremonies in the school system
3 to recognize and honor persons and events of historical significance to
4 Alaska.

Introduced: 2/28/85
Referred: Health, Education and Social Services

1 IN THE SENATE

BY V.FISCHER

2 SENATE CONCURRENT RESOLUTION NO. 10
3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Requesting the state Board of Education
6 to require the study of Alaska history
7 and government in the schools of the
8 state.

9 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 WHEREAS it is in the interest of the state to ensure the best possible
11 education for its students; and

12 WHEREAS the state Board of Education currently requires high school
13 students to secure credit in language arts, social studies, mathematics,
14 science, and health and physical education for graduation; and

15 WHEREAS the state would benefit immeasurably from a citizenry well-
16 schooled in the operation of state government and the history of Alaska;
17 and

18 WHEREAS there are sufficient and adequate instructional materials
19 presently available for school districts to utilize in courses on Alaska
20 history and government; and

21 WHEREAS the future of Alaska will impose tremendous and increasing
22 responsibilities on the leaders and citizens of our state;

23 BE IT RESOLVED that the Alaska State Legislature respectfully requests
24 the state Board of Education to adopt regulations requiring at least one
25 unit of credit in the study of Alaska history and government for graduation
26 from high school.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

147 S. FRANKLIN #207
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 7, 1985

TO: Senator Bettye Fahrenkamp, Chair
Members, Senate HESS Committee

FROM: NEA-Alaska

RE: SCR 10

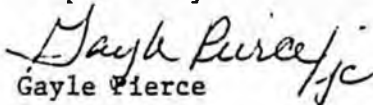
NEA-Alaska supports the concept put forth in SCR 10 regarding the teaching of Alaska history in our public schools.

Regarding one unit referenced on line 24, we would encourage you to adopt language which would allow more flexibility in determining the amount of time which should be devoted to this issue. Considering the many other needs in the area of history and social studies, we recommend a semester rather than a unit because a unit usually implies a full year's study.

Additionally we recommend that at least two weeks or an appropriate portion of time be spent on the Alaska Native Claims Settlement Act.

We also commend the sponsor and the Committee for choosing to request the State Board of Education to implement such a program rather than specifically mandate curriculum through legislation.

Respectfully submitted:


Gayle Pierce
President

L85:12

MEMORANDUM

State of Alaska

TO: Steve Hole, Education Administrator DATE: March 1, 1985
FILE NO:
TELEPHONE NO: 465-2841
FROM: Darby Anderson, Administrator SUBJECT: Alaska History
Office of Curriculum Services Information

The results of the phone survey conducted in February 1985 indicated 93% of the school districts surveyed either require Alaska History or offer it as an elective for graduation.

The following results are based on the responses from 47 school districts.

updated
statistics
3/6/85

- (1) 21 26 Require Alaska History for graduation.
21 19 Do not require Alaska History. *
- * 16 of the school district that do not require Alaska History indicated they do offer it as an elective.
- (2) 22 Feel there are adequate materials.
25 Do not feel there are adequate materials.
- (3) 36* Could identify useful materials.
11 Could not identify any useful materials.

* The three sources mentioned most often were the IST computer course on Alaska History from the Department of Education, Alaska's Heritage by the Alaska Historical Commission, and the Icebergia Units from the Learning Tree.

Attachments

	Require AK.History	Offer AK. History Courses as an Elective	Are there Adequate Material's?	Name Useful Materials	1st AK. History	Alaska's Heritage AK. Historical Comm.	Eyes Toward Icebergia Learning Tree						
Valdez	no	yes	no	yes			*						
Wrangell	no	yes	yes	yes	*								
Yakutat	yes	no	no	no									
Yukon Flats	no	yes	yes	yes									
Yukon/Koyukuk	yes	no	no	yes	*	*							

53 school districts in state. REAA's are not referred to separately

Secondary Curriculum Guides in Alaska School Districts

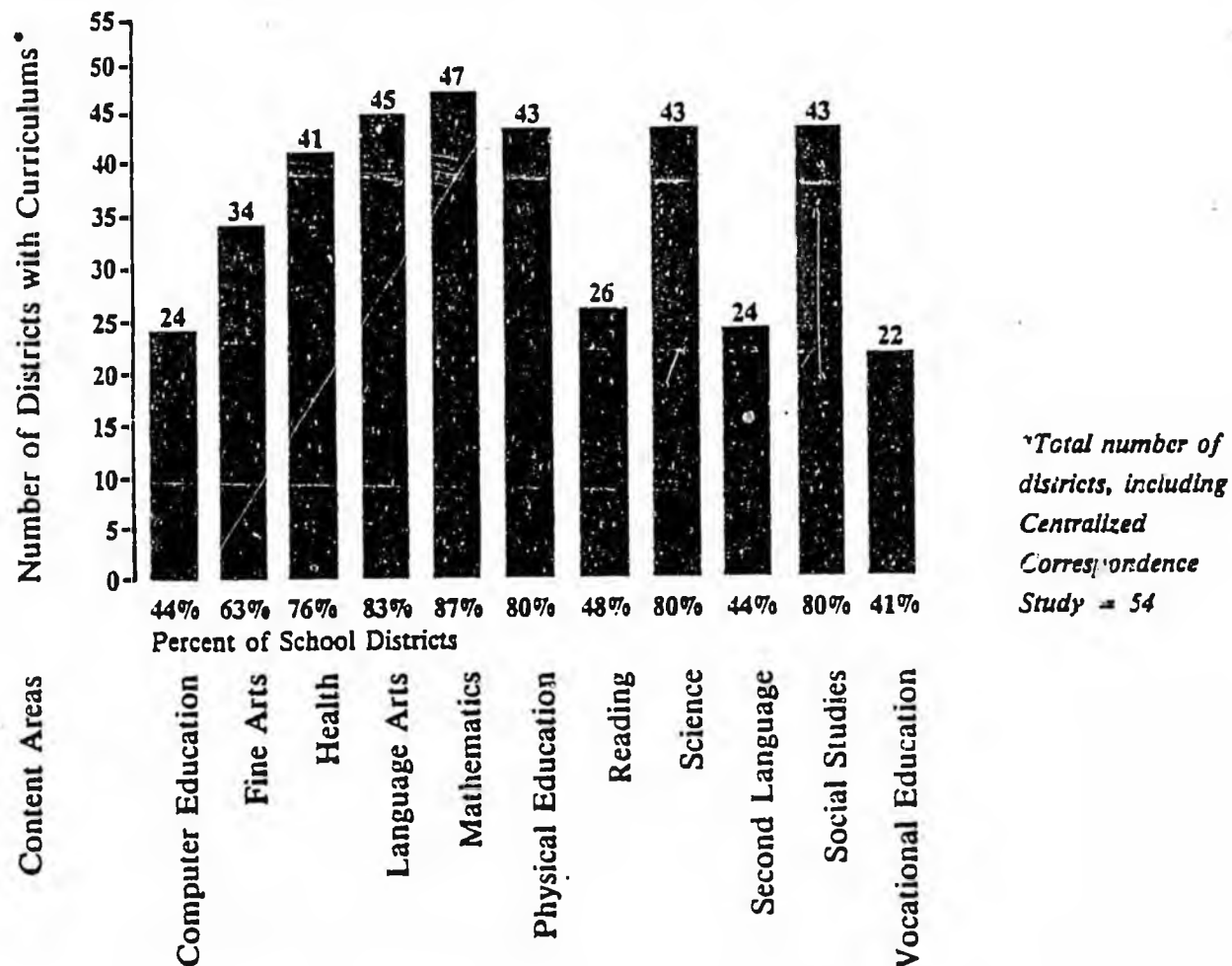
The number and content areas of Secondary Curriculum guidelines districts reported are similar to those reported for elementary guidelines, suggesting that most districts develop a content area for kindergarten through twelfth grade all at one time. Appendix A graphs the content information by district and is useful when drawing comparisons.

Notes for interpreting Figure 2:

- The tally of Vocational Education guidelines reported includes Consumer Education, Industrial Arts, Home Economics and Business Education.
- As in Figure 1, guides in progress are not counted in the tally but are recorded in Appendix A.

Figure 2

Secondary Curriculum Guides in Alaska School Districts



- Other content areas such as Pilot Training, Driver Education, Special Education, Correspondence Study, Library Media and Bilingual/Bicultural Education are itemized by district in Appendix A.

enrollment. No children will be provisionally admitted except in exceptional circumstances. Where exceptions are granted, they shall be reported to and discussed with the Communicable Disease Section of the Division of Public Health, Department of Health and Social Services, who will then be responsible for determining that the required immunizations are completed during the provisional period.

(d) If a parent or guardian is unable to pay the cost of immunization, or immunization is not available in the district or community, immunization shall be provided by state or federal public health services.

(e) Immunizations shall be recorded on each pupil's permanent health record form.

(f) School districts shall initiate action to exclude from school any child to whom this section applies but who has not been immunized as required by this section. (Eff. 1/13/73, Reg. 44; am 8/28/77, Reg. 63)

Authority: AS 14.07.020(7) and (8)
AS 14.30.125

4 AAC 06.060. SUSPENSION OR DENIAL OF ADMISSION. (a) In the district schools, the superintendent or principal may suspend pupils under the provisions of AS 14.30.045, and the pupils may be reinstated by the superintendent or principal or by the school board.

(b) Expulsion or denial of admission of a pupil shall be only upon the action of the governing school board in a district school.

(c) A pupil suspended or expelled under this section may appeal to the district board. (In effect before 7/28/59; am 9/24/65, Reg. 20; am 9/8/66, Reg. 24; am 1/9/68, Reg. 26; am 5/10/78, Reg. 66)

Authority: AS 14.30.045

4 AAC 06.070. ELEMENTARY COURSE OF STUDY. The Course of Study for the Elementary Schools in Alaska, reissued by the department in 1971, is officially adopted as the standard for elementary schools. (In effect before 7/28/59; am 5/30/71, Reg. 38)

Authority: AS 14.07.020(4)

4 AAC 06.075. HIGH SCHOOL GRADUATION REQUIREMENTS. (a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.

(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:

(1) language arts - 4 units of credit;

(2) social studies - 3 units of credit;

(3) mathematics - 2 units of credit;

(4) science - 2 units of credit;

(5) health/physical education - 1 unit of credit.

(c) Districts which do not require 21 units of credit for graduation on June 16, 1984, must increase their requirements by at least one unit each school year until the number of units required attains or exceeds 21.

(d) Transfer students who have earned 13 units of credit while in attendance outside the district may, at the discretion of the district, be excused from the district subject area units-of-credit requirements.

(e) Districts which do not require the subject area units of credit for graduation required by (b) of this section on June 16, 1984, must increase their subject area units-of-credit requirements by at least one each school year until the number of units of credits required in each subject area attains or exceeds the requirements imposed by (b) of this section. (Eff. 3/1/78, Reg. 65; am 6/16/84, Reg. 90)

Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060

4 AAC 06.080. ADMINISTRATIVE MANUAL FOR SECONDARY SCHOOLS. Repealed 3/1/78.

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: SCR 10
 Title: ... Study of Alaska
History...
 Sponsor: Fischer
 Requestor: Senate HESS
 Date of Request: 3-13-85

FISCAL DETAIL

Agency Affected: Education
 Program Category Affected: _____
 BRU, Program or Subprogram(s) Affected: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING		0	0	0	0	0

CAPITAL						
----------------	--	--	--	--	--	--

REVENUE						
----------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

The bill has no fiscal impact on this department.

Prepared By: Steve Hole Phone: 2800
 Division: Commissioner's Office Date: 3-13-85

Approved by Commissioner: Harold Reynolds, Jr. Date: 3-13-85
 Agency: Education

Distribution (by Agency preparing fiscal note):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

7/1/84

POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE

March 13, 1985

SCR 10

The State Board of Education would respectfully decline the request stated in this measure. The Board agrees that each school district should offer courses in Alaska History and Alaska Government. The Board, through its Model Curriculum, encourages school districts to provide Alaska History-related instruction at all grade levels, not just high school. However, the State Board is strongly committed to the notion that decisions on specific course requirements of school districts are best made by locally elected school officials.



Harold Reynolds, Jr.
Commissioner

Alaska State Legislature

BETTYE FAHRENKAMP, Chairman
ARLISS STURGULEWSKI, Vice Chairman
JOE JOSEPHSON
PAUL FISCHER
EDNA ARMSTRONG-DE VRIES



POUCH V
STATE CAPITAL
JUNEAU, ALASKA 99811
(907) 465-3834
(907) 465-3835

Senate Committee on Health, Education and Social Services



MEMORANDUM

TO: Members, Senate Committee on Health, Education and Social Services

FROM: Committee Staff

RE: Committee Meeting, March 7, 1985
TELECONFERENCE

DATE: March 6, 1985

On Thursday, March 7, at 1:30 pm in the Beltz Room, the Senate Committee on Health, Education and Social Services will hear the following bills. The hearing will be telconferenced to Anchorage, Fairbanks, Nome, Kotzebue, and the Anchorage Pioneer's Home.

SSSB 117, Alzheimer's disease and related disorders.

SSSB 117 would authorize the Older Alaskans Commission to make grants for the operation of adult day care centers and to provide in-home services to victims of Alzheimer disease, and to establish an Alzheimer's disease task force. It also authorizes the Department of Health and Social Services to operate or contract for operation of a statewide Alzheimer diagnostic center in Anchorage.

Alzheimer's disease is a progressive, degenerative erosion of the cells of the brain causing loss of memory and mental deterioration. There is no known cause or cure. The Alzheimer's Disease Family Support Group has identified 413 Alaskans as Alzheimer victims.

Psychological and medical care is presently provided on a day care basis at the the Daybreak Center in Anchorage, a subsidiary of the Southcentral Counseling Center. According to the Division of Medical Assistance and the Older Alaskans Commission, respectively, the average daily cost of nursing home care is \$140 and the daily cost for adult day care is \$35.

SB 128, Relating to the use of longevity bonus payments in determining adult public assistance.

The federal Supplemental Security Income (SSI) program requires that Alaska senior citizens apply for the longevity bonus. The Federal Deficit Reduction Act of 1984 (PL 98-369) requires those bonus recipients who have not been Alaska residents for 25 years prior to September 9, 1985 to count the bonus as income in determining SSI eligibility. Further, under the state's Adult Public Assistance (APA) statute, Old Age Assistance (a facet of APA) must follow the income rules of SSI.

Both the federal SSI program and the state's Old Age Assistance (OAA) program are needs-based programs available to citizens over the age of 65. SSI supplements a citizen's prior resources to ensure income of \$325/month. OAA further supplements to ensure income of \$586/month. When a recipient of SSI receives the \$250/month longevity bonus payment, the federal government cuts the SSI grant dollar for dollar, which effectively negates the advantage of receiving the longevity bonus. The Department of Health and Social Services has identified approximately 750 elderly recipients so effected by this provision.

In addition, 314 of these recipients have enough income to also lose eligibility for state Old Age Assistance, and therefore for Medicaid coverage.

CS SB 128, which has been prepared at the request of the bill sponsor, would require the state to make up for SSI payments lost due to receipt of the longevity bonus. It would also place those recipients who have lost Medicaid eligibility under the General Relief Medical program, which provides state funded medical coverage.

Early fiscal information on the proposa. is attached. The Department of Health and social Services will present more complete fiscal information at the committee hearing, and will discuss revising the bill to

- 1) limit the public assistance programs covered to Supplemental Security Income (SSI), Medicaid, Adult Public Assistance (APA), and Aid to Families with Dependent Children (AFDC), and
- 2) exempt nursing home Medicaid recipients from eligibility for the longevity bonus.

SCR 10, Requesting the State Board of Education to require the study of Alaska history and government in the schools of the state.

SCR 10 requests that the State Board of Education adopt regulations requiring at least one unit of credit in the study of Alaska history and government for graduation from high school.

Current Board regulations (4 AAC 06.075) require a minimum of 21 units of credit before graduation, as follows:

Language Arts	4 units
Social Studies	3 units
Mathematics	2 units
Science	2 units
Health/Physical Education	1 unit
(9 units are left to local discretion)	

According to the Department of Education, 31 of the state's 53 school districts currently require Alaska history for graduation. The Department's current social studies model curriculum does contain guidelines on "Alaskan Civilization" and "Political Science", but does not focus specifically on Alaska government.

Elementary Curriculum Guides in Alaska School Districts

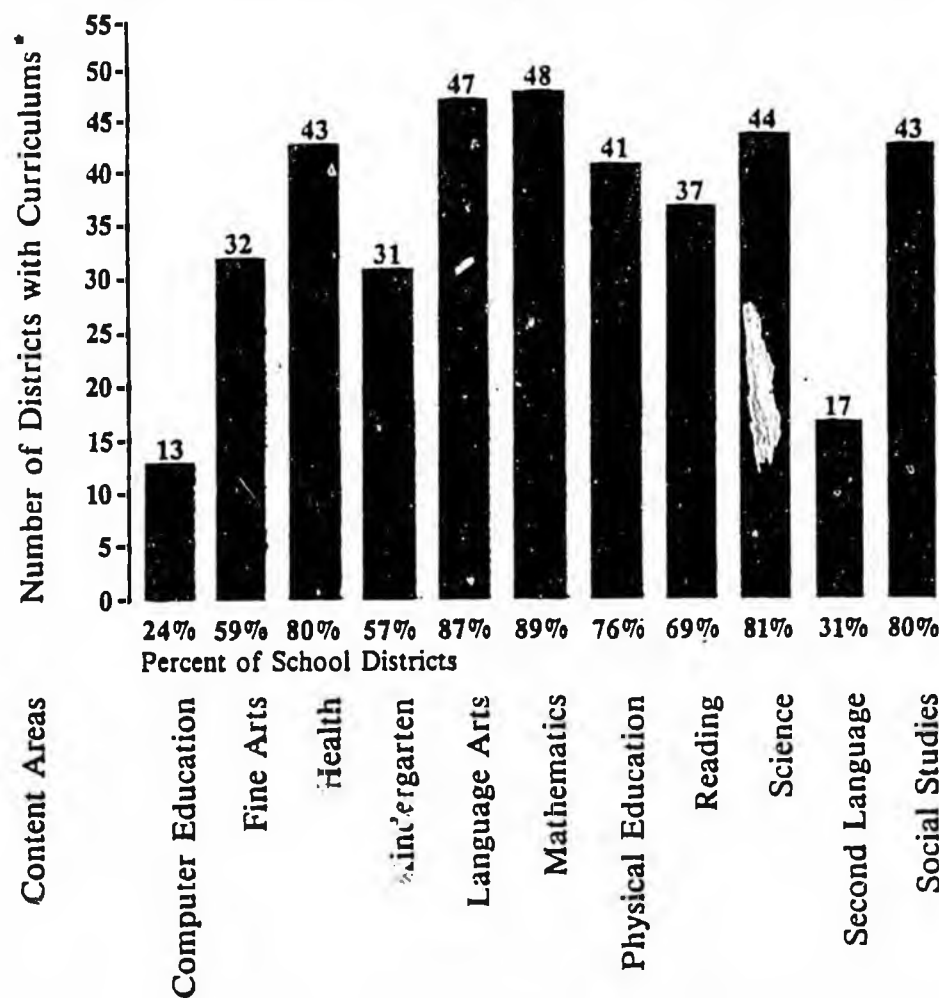
In the area of Elementary Curriculum, the survey results confirm that a substantial number of Alaska school districts have developed curriculum guidelines in major content areas. The charts below depict the number of districts now using guides in each content area. A chart showing current use of guides by individual district can be found in Appendix A.

Notes for interpreting Figure 1:

- Figure 1 does not include curriculum guides in progress. Guides currently being developed or revised are included in the chart in Appendix A.
- Music curriculums reported are included in the Fine Arts category. The Fine Arts Model Curriculum guide includes Music, Visual Arts, Dance, Drama and Creative Writing.

Figure 1

Elementary Curriculum Guides in Alaska School Districts



**Total number of districts, including Centralized Correspondence Study = 54*

- The survey did not ask districts to clarify whether the curriculum guides being used were locally developed, created by a consulting agency for the district, or taken verbatim from basal textbook series. The 1985 Curriculum Status Report will seek more in-depth information to determine the nature of the guidelines being used.
- Five districts noted Kindergarten guidelines as part of their objectives in the other Elementary Curriculum areas. Those districts were not included in the tally on Kindergarten, which reflects use of a separate Kindergarten guide.
- Survey results list Reading as separate from Language Arts. The tally does not include seven districts that reported Reading as a part of their Language Arts guidelines.
- A number of districts reported using curriculums in additional areas including Career Education, Guidance and Counseling, Library Media, Alcohol Education, Sex Education, Preschool and Bilingual/Bicultural education. Refer to Appendix A for details.

"We have established kindergarten through twelfth grade curriculum, but we attempt to leave as much creativity as possible up to the classroom teacher."

*—Stephen McPhetres,
Supt., Haines School
District*

Fischer
MA

MARY H.

Introduced: 4/3/81
Referred: Health, Education &
Social Services

1 IN THE SENATE

BY FISCHER

2 SENATE CONCURRENT RESOLUTION NO. 23

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 Requesting the state Board of Educa-
6 tion to require the study of Alaska
7 history and government in the
8 schools of the state.

9 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 WHEREAS it is in the interest of the state to insure the best possible
11 education for our students; and

12 WHEREAS the state Board of Education currently requires high school
13 students to complete at least one unit of credit in each of the following
14 subjects: (1) language arts, (2) social studies, (3) mathematics, (4)
15 science, and (5) physical education, for graduation; and

16 WHEREAS the state would benefit immeasurably from a citizenry well-
17 schooled in the operation of state government and the history of Alaska; and

18 WHEREAS the future of Alaska will impose tremendous and increasing
19 responsibilities on the leaders and citizens of our state;

20 BE IT RESOLVED that the Alaska State Legislature respectfully requests
21 the state Board of Education to adopt regulations requiring at least one
22 unit of credit in the study of Alaska history and government for graduation
23 from state high schools.

24

25

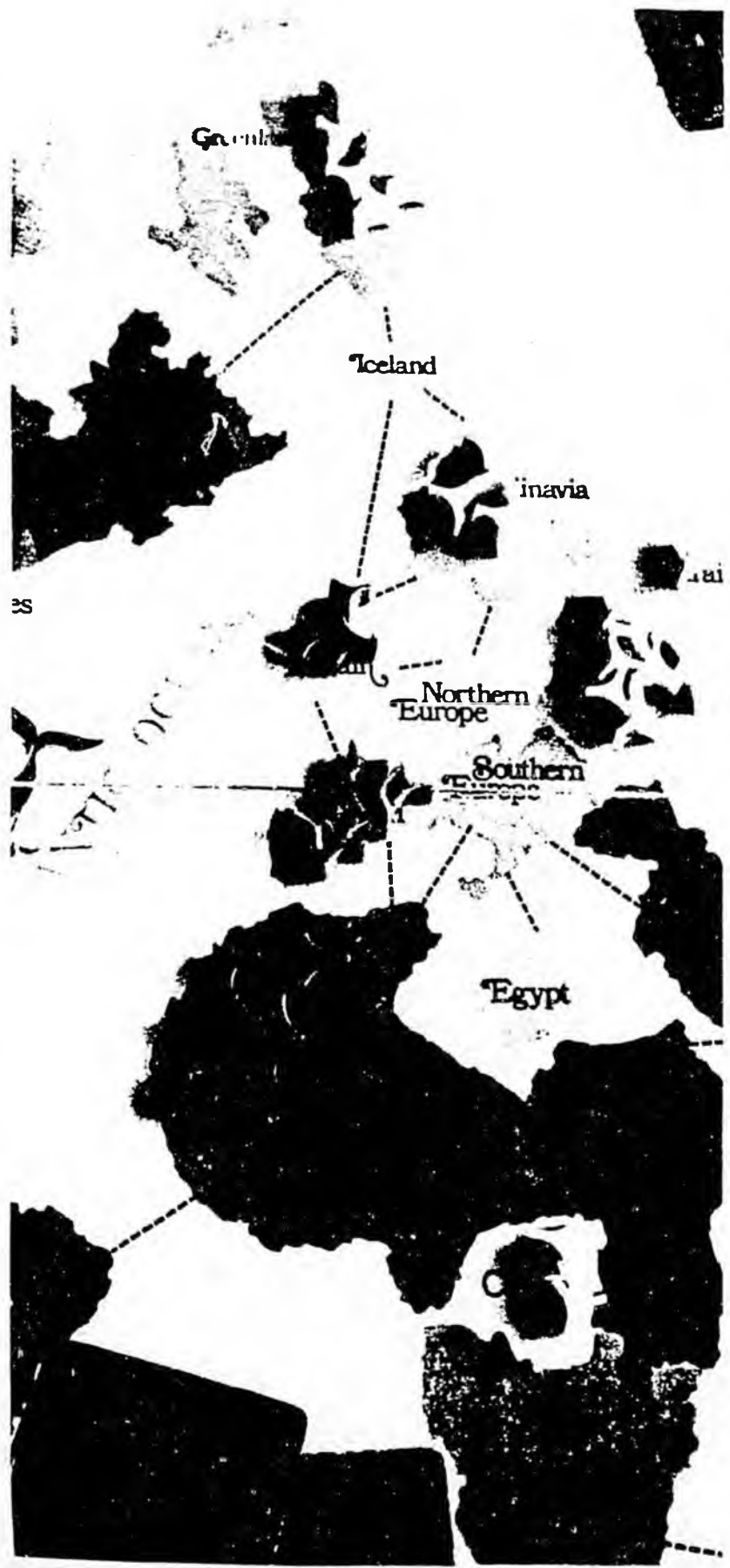
26

27

28

29

Social Studies



Section

- 1) Alaska and Western Civ
- 2) Political Science / Govt.

↓
needs help - does not focus on Alaska government specifically.

Model

Secondary

Curriculum Guide

Draft



June 1984
To Be Revised May 1985

SECONDARY SOCIAL STUDIES

TABLE OF CONTENTS

Preface.....	i
Acknowledgements.....	ii
World Culture - Geography.....	1
World History: Alaskan and Western Civilization.....	10
American History.....	15
Political Science - Government.....	28
Economics.....	36

“The foundation of every state is the education of its youth.”—Diogenes

Preface

Among the many decisions that schools must make, none is more important than the choice of a curriculum. Curriculum defines the intent behind instruction and the expectations we have for student performance. This draft curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of social studies. In the future as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn, think and perform as informed and productive citizens.

In its present form this document is a draft that synthesizes national and Alaskan curriculum materials. It was prepared by Department of Education staff and has been reviewed by a committee of the Alaska Council of Social Studies Teachers. The document will be reviewed and revised again during the 1984-85 school year. Educators and community members alike are encouraged to read and review this draft and to forward their comments to the Alaska Department of Education.

The format of the model curriculum is straightforward but not oversimplified. It lists concepts, learning outcomes and learning objectives in three columns.

Concepts, shown in the first column, describe the major parts of each curricular area. They define broadly the content to be included in the study of each subject area. They include topics such as *awareness of surroundings* and *awareness that events and ideas change*.

Learning outcomes, shown in the second column, describe the behaviors that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward the stated goals. Sample objectives are stated as student activities or as quantitative measures of achievement. At least one learning objective is stated for each learning outcome, but each objective is only one of many that could assess students' performance. School districts are encouraged to develop more comprehensive lists that reflect their knowledge of their students and their methods and techniques of instruction.

The Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this material. Our mission is to promote the growth and development of all school aged children through good instruction. We all need to work together to achieve this goal.

Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curricular materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state education departments for submitting materials:

Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributors in secondary social studies included:

Ron Bedard	Phyllis Marchese
Guy Condrey	Larry Schutt
Rosemary Hagevig	

Acknowledgments (cont'd)

The department also appreciates the efforts of members of the Alaska Council of Social Studies who reviewed and criticized an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

Janet Craig, Anchorage
Charles Mattioli, Fairbanks
Tom Ackerly, Kenai
Bruce Foerch, Togiak
Oren Flolo, Sitka
Tony Valley, Savoonga
Sarah Hanuske-Hamilton, McGrath
JoAnne Smatlan, Juneau
Wolfgang Winter, Galena
Carol Krein, Anchorage

WORLD CULTURES - GEOGRAPHY

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
REFERENCE SKILLS	The learner will:	The learner will:
	Use map and globe skills to solve problems.	Measure distance (scale), determine direction (cardinal and intermediate), cite location (latitude, longitude, and time zones), identify shapes (map projections and distortions), and interpret symbols.
	Interpret maps.	Identify continents, water bodies, political features, climate, population distribution, migration, resource flow, and other cultural phenomena.
	Construct and interpret maps, charts, graphs, and models to depict cultural and physical information.	Organize and analyzing data in map, chart, graph, and model form.
	Research and analyze geographical information using various reference materials and resources and communicate that information in both oral and written form.	Develop reports using data gathered in both traditional (library) and non-traditional (interviews and field surveys) ways.
Use critical thinking skills and geographic concepts to examine contemporary issues and events and project possible consequences.	Gather data, make inferences, set up hypotheses, and draw conclusions in analyzing media sources and predicting future trends.	

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
PHYSICAL GEOGRAPHY	Understand that the physical features, natural resources, and variations in land-forms have a profound influence on the growth and development of an area.	Explain various climate and vegetation types using the Koppen System of classification. Describe how the earth's motions affect day, night, seasons, climates, wind and current patterns. Explain how the earth's surface is altered. Discuss plate tectonics and it's implications for human patterns of settlement. Compare and contrast the influence of topography rivers and climates have had on the development of cultures and society.
	Describe reasons for, and ways human beings have adapted to, or altered their physical environments.	Identify man's impact on environment as well as the environmental effect on lifestyle. Analyze how the availability and use of resources foster adaptations to or modifications of a given environment.
NATURAL RESOURCES	Discuss the aspects of abundance, distribution, origins, uses and the future.	Distinguish between renewable and non-renewable. Define conservation, development and preservation

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
		Discuss Alaska's renewable and nonrenewable resources.
		Identify in world scope and on Alaska scope where natural resources are found.
		Explain why geography is important to land management issues.
		Explain Alaska's role in the Pacific Rim.
ECONOMIC WELFARE	Understand that patterns of buying and selling depend upon choices people make.	Explain why a nation develops economically.
	Understand that distribution of natural materials is significant to economic, political, and social development.	Explain the use of various nation's natural resources.
	Understand that without planning, resources can be depleted or lost.	Describe the economy of other nations and Alaska.
		Discuss standards of living of various nations.
		Discuss lifestyle as it pertains to natural resources of various countries and Alaska.

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will: Understand that economic behavior depends upon the availability and use of resources.	The learner will: Contrast an Alaskan natural resource and another pacific rim member. Explain how family groups utilize resources to satisfy their needs. Describe how the culture of a community determines the use of resources. Contrast developing and developed countries including a description of natural resources and day-to-day living.
PROBLEM SOLVING	Describe how different cultures deal with certain basic problems in a variety of ways.	Compare how various groups have dealt with hunger and disease. Explain how some societies have been destroyed by bitter internal conflict among their groups (such as the American Civil War and the conflict in Northern Ireland).

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Describe how groups cooperate for the general good, being encouraged to do so by the customs, laws, and institutions of the society.	Write a report on a local/national/international organization which describes its origin and purpose.
INTERDEPENDENCE	Explain how community needs are met by groups of people engaged in many related activities.	Discuss varying lifestyles i.e. nomads, farmers, industrialists, substance.
	Explain how nations are interdependent for goods, raw materials and products.	Discuss aspects of trade/Alaska vs Pacific Rim.
	Explain how developing nations depend on developed nations to help them progress.	Discuss different countries', regions', and Alaska's economies.

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Understand that spatial relationships exist between any place on earth and all other places. A relationship between two or more locations involves direction, distance, and time.	Discuss countries relationships with other countries and their interdependence. (Include Alaska.)
	Understand that some area distributions and spatial relationships develop and change during time; geographic studys most often reach into the past to discover the "geography" of an earlier period to understand how distributions and spatial relationships occur.	Discuss conflicts arising out of dependencies.
CULTURAL AND SOCIETAL CHANGE	Explain how or why: <ul style="list-style-type: none">- In order to progress, developing countries need help from developed nations- In order to progress, a nation needs an agriculture, as well as an industrial base.- As societies grow, both their requirements and problems change.- Transportation and communication are essential to trade and development.	Select a country or region and develop a project which includes a discussion of the: <ul style="list-style-type: none">Development of natural resourcesDevelopment of industryHow developing? What degree of progress?Problems to be solvedGovernmentBrief historyDevelopment using foreign assistance.Development of transportation and communication.

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Understand that technological development contributes to the nature and extent of cultural change.	Describe how various cultures have changed the manner and means by which goods and services are produced and distributed.
		Describe how new inventions or changes of method may affect the lives of many people.
		Describe how change in one important aspect of life brings change in others.
		Describe how improved technology enables people to make greater use of their natural environment.
	Understand that though all cultures possess certain unique features, they are all similar in a number of ways.	Contrast taboos, religions and languages found in their community with those of another country or region.

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Understand that ideas and societies change as they come into contact with the ideas and achievements of other societies.	Contrast housing needs in Southeast Alaska, Interior Alaska and South Pacific Island of Tahiti: Explain how or why: * Change may be planned or unplanned. * Many people in society oppose change. * Changes that occur in one part of a society often produces changes in other parts of society. * Some changes are brought about by conflicts between contrasting cultures, others are brought about through cooperation and other peaceful means.
	Understand that the progress of a country depends on its industry agriculture, education, technology, and government.	Explain the importance of both an agricultural as well as an industrial base. Describe how as societies grow, both their requirements and problems change. Describe how transportation and communication all essential to trade and development.

WORLD HISTORY: ALASKAN AND WESTERN CIVILIZATION

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
Overview of History as a broad and dichotomous discipline.	The learner will:	The learner will:
	Demonstrate knowledge of history as both an art and a science.	Using primary sources, demonstrate how history can be an art and a science.
	Understand that history is a body of knowledge about the past and a creative process of making sense or reinterpretation of evidences of the past.	Use events from his/her own past or from another student's, to reconstruct a history of a particular period. Participate in a class discussion with reactions to the process of writing a history.
	Demonstrate ability to understand the human affairs of the past.	Discuss varied broad historical eras, arranging them in proper chronological sequences and examining how they generally affected human behavior of the time.
	Develop a realistic perspective of the nature of society, its problems and likely future direction.	Research a number of current social issues through a variety of media and printed material. Hypothesize the impact of several contemporary problems on life in 50 or 100 years.
	Understand experiences and values that are shared in common with other peoples of other times - and also how these differ.	Describe by using examples and illustrations several human experiences. Contrast differing value bases of several world cultures through use of examples and illustrations.
Begin to seek answer from the past that will provide tools for understanding the present and application for the future - <u>Who am I?, Who are we?, How did the unique present in which I live come to be?</u>	Taking four different historical eras, research and describe their perceptions of human nature.	

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
CULTURAL HISTORY	The learner will:	The learner will:
	Describe individual events, and characteristics of various historical periods.	Develop a timeline of major events, beginning with the the ancient societies of Egypt and the Near East and the classical societies of Greece and Rome; then, through the Medieval period, the Renaissance, and the Reformation.
	Compare and contrast past and present political systems.	Compare monarchy, theocracy, democracy, and dictatorship in the areas of political power and rights of the individual.
	Analyze the development and effects of various religious/moral beliefs.	Identify and describe the major characteristics of various religions, their moral philosophies, the geographic origin of their beliefs, and their political, social, and economical effects.
	Identify major philosophers and explain the significance of their ideas in the development of world history.	Compare the philosophers Plato, Aristotle, Machiavelli, and Rousseau, and describe how their ideas have influenced subsequent historical events.
	Explain how scientific and technological changes have made major impacts on society.	Analyze the conditions existing before and after particular scientific or technological changes and evaluate the effect on lifestyles and institutions.
	Describe the socialization process of various cultures throughout history.	Compare how major social systems have transmitted beliefs, values, ideas, customs, and other societal expectations.

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
SOCIAL AND ECONOMIC HISTORY	Compare and contrast past and present economic systems.	Define economic terms such as supply, demand, resources, labor and compare major economic systems and identify characteristics of each.
	Explain current world issues in terms of their historical development.	Identify and analyze cause and effect relationships in world history related to current events such as the Middle East conflict, and locate the countries under study on a world map.
	Identify the causes and effects of international conflict and means of resolution.	Explain why international conflict occurs and how it affects subsequent events by an analysis of various wars, police actions, and revolutions.
	Explain the evolution of interdependence among nations.	Describe the historical development and increasing need of each nation to rely on other nations in such areas as technological and scientific knowledge, natural resources and conservation.
CONTEMPORARY HISTORICAL EMPHASIS: - Current Crises - International Relations - Increasing Interdependence of Nations	Analyze media information depicting current events.	Identify values, distinguish between fact and opinion, determine points of view, and gather data from charts, graphs, and political cartoons.
	Project possible future developments using current and historical data.	Use data to clarify issues, reach tentative conclusions, and make predictions concerning possible developments.

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Identify and use the steps in problem-solving.	Use the following process: identify a problem, gather information, analyze the problem, identify alternative solutions, select the best solution, and reach tentative conclusions.
	Identify the aspects of political and physical geography which have affected nations.	Use maps (interpret symbols and measure distances), charts, graphs, and expository information to describe the importance of political and physical geography in the development or world history.
PACIFIC RIM EMPHASIS	Relate the historical and economic development in the Orient, West Coast of North and South America, and Australia to the Alaska historical experience and present/future relationships and interdependencies.	Describe the Land Bridge theory and involvement of Alaska's Native peoples. Write a position paper on the role of Alaska as an essential participant in international trade, etc.

AMERICAN HISTORY CONTENT

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
EXPLORATION AND DISCOVERY	The learner will: Describe the expansionist tendencies of mercantilism and Christianity.	The learner will: Compare and contrast Asian and Viking explorations with the Spanish, French and English.
	Discuss how human curiosity and the desire for world power can lead to change and development.	Analyze Columbus' motives for exploration.
	Specify how national strength and world prominence derive from changing circumstances in the world and within a nation.	Compare and contrast the motives of Spanish and Portuguese explorers with those of present day astronauts. Evaluate the reasons for the decline of Spain and Portugal in the 17th century.
ENGLISH COLONIZATION	Examine the role of religious motivation in personal and national decision-making in the 16th-17th centuries.	Compare and contrast the colonial policies of Spain and England in the New World.
		List two factors which favored England on the North American continent in the competition with Spain and France.
		Evaluate the impact early explorers had on Alaska.
		Differentiate between Pilgrims and Puritans
		Examine and describe the role of church membership in voting in the 17th century.
		Discuss the Salem Witchcraft episode.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	<p>The learner will:</p> <p>Discuss the origins of of democracy in the New World.</p> <p>Describe the major differences in economic, religious and social systems in the different colonies</p>	<p>The learner will:</p> <p>Examine the major provisions of the Mayflower Compact.</p> <p>Describe the major characteristics of the Massachusetts Bay, Rhode Island, Pennsylvania, Maryland, Virginia, and Georgia colonies in terms of voting rights, religious policies, relationship to officials in England and major objectives that colonial effort.</p>
AMERICAN REVOLUTION	<p>Examine the broad effects of international rivalries.</p> <p>Describe the mutual benefits and costs to people operating in in a colonial relationship.</p> <p>Specify the special military conditions implicit in an anti- colonial rebellion.</p>	<p>Describe the geographic holdings in the New World of Spain, France and England prior to and immediately following 1763.</p> <p>Evaluate the advantages and obligations owed England by the "American" colonists after the French and Indian War.</p> <p>Report on the reasons given for independence and validity of those reasons following instruction about the Declaration of Independence,</p> <p>Compare and contrast the major military strategies problems of both the English and colonies.</p> <p>Discuss the significance of the battles of Bunker Hill, Long Island, Trenton and Saratoga.</p>

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
	Outline the broader political, social and religious implications of a successful anti-colonial effort.	Discuss primogeniture, the separation of church and the state and new voting qualifications in the 1780's.
AMERICAN CONSTITUTION	Discuss the nature of government and diplomacy under the Articles of Confederation.	List the powers exercised by the Articles of Confederation and the limits of those powers.
	Examine the necessity for resolving issues of sovereignty, taxation, political representation and individual rights in a democratic system.	Compare and contrast the powers of the state governments and the national government under Articles of Confederation.
	Specify the difficulties in drafting and ratifying the Constitution.	Explain the Virginia Plan, the New Jersey Plan, the Connecticut (Great) Compromise, the 3/5 Compromise, the <u>Federalist Papers</u> and the Bill of Rights.
ESTABLISHING A NEW NATION	Discuss the role of national leaders in creating legitimacy for the government of a new nation.	Evaluate roles of Washington, Jefferson, Hamilton and Madison in setting the new government in motion.
	Describe the difficulties of establishment a sound economic basis for a new nation.	Outline the economic program of Alexander Hamilton.
	Explain the function and development of political parties in a democracy.	Describe the formation and development of the Democnrcatic- Republican (Jeffersonian) party and its policy differences with the Federalists.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
		Evaluate the outcome of the election of 1800 specifying the reasons for Jefferson's victory.
EXPANSION	Describe the peculiar opportunities afforded the American for expansion.	Locate and explain the circumstances of acquisition of the following geographic acquisitions of the United States after 1789: the Louisiana Purchase, the territory gained from the Transcontinental Treaty (1818), Texas annexation (1845), the Oregon territory (1846), the Treaty of Guadalupe Hidalgo (1848), the Guadsden Purchase (1853), and purchase of Alaska from Russia in 1867.
	Discuss the process by which territory was settled, organized and converted into states.	Compare the description of territories and states and the powers of each, using the Constitution,
		Explain the way in which territories and the creation of states were affected by the slavery issue.
		Evaluate the effect which American expansion had on the location and lives of native Americans (Indians).
NATIONALISM	Describe the ways in which an identification with the American nation affected politics, diplomacy, economics and culture.	Examine the formulation of the Monroe Doctrine and discuss its main parts.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OUTCOME
SECTIONALISM	The learner will:	The learner will:
		Describe the Era of Good Feelings and detail three reasons for James Monroe's nearly unanimous election to the presidency in 1820.
		Describe four factors which contributed to the "transportation revolution" in the years following the War of 1812.
		Describe four ways in which post-war nationalism was reflected in American painting, poetry, literature and music.
		List the objectives of the major reforms during the Jacksonian period.
	Examine the developing tension between North and South in the antebellum period.	List at least four factors which contributed to the intensification of sectionalist attitudes.
	Discuss the outstanding economic, institutional and moral dimensions of the slave system in the antebellum South	Describe the economic character of slavery (profit and loss for slave owners) and compare the economic aspects of slave labor to free labor in the North.
	Examine the impact of slavery on whites and blacks in the Old South.	Describe what it was like to live as a slave or as a slave owner.
	Discuss the difficulties of finding satisfactory political solutions to the slavery question.	Outline the major parts of the Missouri Compromise and the Compromise of 1850.
		Define "popular sovereignty."

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
		Describe the views on slavery expansion of the four major candidates of the 1860 Presidential election.
CIVIL WAR	Discuss the causes of the Civil War.	List three reasons that Southern states wished to secede in 1860-61 and three reasons that the North opposed secession.
	Describe the basic military strategies of the Union and Confederate forces.	Discuss the military contributions of Robert E. Lee, J.E.B. Stuart, Stonewall Jackson, George McClellan, U.S. Grant and William T. Sherman.
	Examine the process of emancipation.	Trace on a map those parts of the nation to which Lincoln's Emancipation Proclamation applied.
		Discuss the motives and timing for the Emancipation Proclamation.
RECONSTRUCTION	Trace conflict between Presidents and Congress over Reconstruction policy.	Describe the view on Reconstruction of Abraham Lincoln, Andrew Johnson and Charles Sumner.
		List the impeachment charges brought by Congress against President Johnson.
	Examine the role of blacks in the post-war South.	Discuss the organization and objectives of the Klu Klux Klan.
		Define carpetbagger, scalawag, freedman and redeemer and describe their roles in rebuilding southern state governments.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
INDUSTRIALIZATION	The learner will:	The learner will:
	Describe the continuation of sectional animosity after the Civil War.	Discuss the election of 1876 and the Compromise of 1877.
	Discuss the role of government (federal, state and local) in industrial development.	Explain how the United States government was involved in the development of transcontinental railroads.
	Evaluate the social cost of industrialization.	Discuss the effects of settling America, with special attention to settling Alaska.
		Explain the uses of child labor and the effects of industrial activity on the health and well-being of the minors.
	Discuss the conditions which favored the development of labor unions and the problems which union organizers faced in the late 19th Century.	
	Discuss the role of immigrants in the industrial process.	Trace the patterns of immigration into the United States in the late 19th Century.
		Compare and contrast the Old and New Immigrants.
		Summarize the problems of new arriving immigrants.
WORLD POWER	Examine the involvement of the United States in the Spanish-American War.	Explain the growth of Spanish mismanagement in the Caribbean and the reaction by the United States to it.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
		Discuss major land and sea battles in which the United States encountered and defeated Spanish forces.
		Describe the types of industry that various immigrant groups effected in the late 19th and early 20th Centuries, including Alaska.
		Specify arguments for and against annexing the Philippines, Puerto Rico and Hawaii in light of the United States world involvement in the early 1900's.
	Trace the steps leading to the growth and development of American	Explain the two progressive reforms instituted by the United States in the newly-acquired colonies during the early 1900's.
	Examine the concern for the construction and completion of the Panama Canal.	Describe how the issue of imperialism affected American politics.
	Describe the growth and development of the social and economic reforms of the 20th Century.	Explain the steps, including treaty negotiations, taken to acquire the Panama Canal Zone.
		Compare and contrast the Progressive movement with Populism of the 19th Century.
		Describe three muckrakers of the early 20th Century and their work.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
	Discuss the constitutional and legislative reforms in the areas of government and politics during the early years of the 20th Century.	Explain two applications of direct democracy secured through state legislation during the first decades of the 20th Century.
WORLD WAR I AND AFTERMATH	Compare and contrast the factors and forces which brought about World War I.	Explain four circumstances that brought on the "Great War" suddenly in 1914.
ROARING TWENTIES	Chronicle the economic prosperity and lifestyles of the 1920's.	Compare and contrast the predominant lifestyles of the 1920's with those of today, include changes in lifestyles in Alaska as well.
	Outline the growth of discrimination experienced by racial and ethnic minorities during the 1920's.	Describe the effects of automobile, radio and airplane on American home life, effects of the airplane in Alaska.
DEPRESSION AND THE NEW DEAL	Discuss the causes of the of the Depression of the 1930's.	Outline changing immigration policy of the United States in the 1920's.
	Chronicle the conditions of life in the United States during the Depression.	Compare and contrast the stock market in the early part of 1929 with the market of today.
		Interview several people who lived during the 1930's, and describe some of the effects of the Depression on the people's everyday lives.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OUTCOME</u>
	The learner will:	The learner will:
		Describe events that occurred as a result of the Depression in Alaska.
		Explain the changes in labor unions that resulted from the Great Depression.
	Discuss the response of the federal government to the economic and social plight of the American people in the 1930's.	Compare and contrast Hoover's attitude toward the relationship between government and the economy with that of Franklin D. Roosevelt.
		Explain the origins and purposes, programs and results of the New Deal.
WORLD WAR II	Outline the events leading to and occurring during World War II.	Organize chronologically five events outlining threats to the world by the Axis in Europe, Africa and Asia.
		Explain the effects the war had within the United States.
		Explain the effects on Alaska of the events leading up to and occurring during World War II.
POST WAR ERA	Know the major events their causes and effects in the foreign policy of the United States, 1945-present.	Explain the importance of the following: the Korean Conflict, Marshall Plan, Bay of Pigs Invasion, Communist history in China, Berlin Blockade, Vietnam Conflict, Mid-east Crises, the French Defeat in Indo-China, Grenada, the United Nations.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

CONCEPT

LEARNING OUTCOME

SAMPLE LEARNING OUTCOME

The learner will:

Know that the years since 1945 have been a time of great social, economic and political change.

The learner will:

Describe the events that lead to statehood for Alaska.

Evaluate the importance of the following to the United States and other nations involved: NATO, the Berlin Wall, the Panama Canal, OPEC.

Describe the importance of the assassination of John and Robert Kennedy; the assassination of Martin Luther King; Watergate; Senator Joseph McCarthy.

Explain the causes of the urbanization of America.

Explain the effects the Alaska Native Land Claims Act has had on Alaska to date, and what potential changes will occur in the future.

Evaluate the importance of technological innovations of the last 30 years, for example: micro-chips, space-age technology and other high-tech developments. a) suggest the economic reasons for and results of such innovations; b) suggest possible political consequences of these changes; c) suggest social alterations caused by these changes; d) state the effects of these changes on the economy and living styles of people in Alaska.

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OUTCOME
	The learner will: Be able to anticipate future trends and issues in 1985 and beyond, based on recent events.	The learner will: Present various scenarios on such topics as: The United States in 1985: a) population profile (include present immigration trends in Alaska); b) government and politics; c) national debt; d) economic health of the nation; e) cultural status; f) role/efforts of the media; g) Pacific Rim influence.

POLITICAL SCIENCE

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
GOVERNMENT	The learner will:	The learner will:
BACKGROUND FOR OUR GOVERNMENT	Know the basic foundations of the American political system and how the system has changed over time.	<p>Cite European contributions to the political theories expressed in the Constitution, given an understanding of the political thought of the Enlightenment.</p> <p>Given a list of governments, political systems, and philosophies (e.g., monarchy, anarchy, dictatorship, socialism, democracy, capitalism, communism), identify several factors in each which set it apart from the others.</p> <p>Cite reasons for shared and enumerated powers, given an understanding of the federal system outlined in the Constitution.</p> <p>State defensible reasons why the framers of the Constitution made it difficult to amend.</p> <p>Support or disprove the contention that "the Constitution is what the Supreme Court says it is," citing relevant Supreme Court decisions as well as other sources.</p> <p>Distinguish between "formal" (Constitutional) actions of government and those permitted by "implied" powers of the Constitution.</p> <p>Indicate Constitutional bases for the actions of the United States government given appropriate examples of actions of the federal government.</p>

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
COMPARING LEVELS OF GOVERNMENT	<p>The learner will:</p> <p>Know the basic structures and functioning of American government on local, state, and national levels.</p>	<p>The learner will:</p> <p>Choose, from examples and non-examples, examples of the following in operation on state (where applicable) and national levels:</p> <ul style="list-style-type: none">a. separation of powersb. checks and balancesc. legislative actiond. executive actione. judicial action <p>Describe the steps a bill must go through in Congress (or state legislature) to become a law.</p> <p>State similarities and differences among local, state, and national governments, given descriptions of the function of government at each level.</p> <p>Identify the level of government most likely to deal with several given generally agreed-upon government problems.</p> <p>Suggest possible interrelationships of local, state, and federal governments in dealing with a stated problem affecting many people.</p> <p>Cite the legal authority for regional and village corporations.</p> <p>Describe how carefully chosen examples of government decisions are affected by the separation of powers and checks and balances systems of the national government.</p>

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
POLITICAL PARTIES	The learner will:	The learner will:
		Distinguish, from a listing of activities of government in the United States, which activities are generally local, state, or national.
		Distinguish among the enforcement powers of local, state, and national governments, given information about these powers.
		Identify legislative, executive, and judicial activities from a concise, appropriate case study of government in action.
		Indicate, given a case study in which the judicial branch has made a decision, that the enforcement power lies within the executive branch.
		Distinguish between government and political party activities in a description of a political election.
		Suggest reasons why two parties have dominated American politics.
		Outline the process of nominations and electing a president. Cite the responsibilities and duties of the parties.
Evaluate the influence of third or minor parties in American political history.		

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
		State reasons for political apathy and low voter turnout, given information on various political elections and on percentages of registered voters failing to vote.
PRESSURE GROUPS	Know actions individuals or groups might take to influence the political process.	State, given a list of prominent pressure groups (lobbies) and a piece of legislation pending before Congress or a state legislature, which groups have an interest in the proposed legislation and how these interests might conflict. Suggest means a citizen might use to influence political decision makers on an issue of public concern. Evaluate the possible effectiveness of these means. Distinguish among legal, ethical, and practical techniques, given descriptions of lobbying techniques. Present well-reasoned arguments for and against the statement that lobbyists and interest groups are positive features of the American political system.
LEGAL SYSTEM	Know basic concepts and practices of the American system of justice.	List the legal rights possessed by a person accused of a crime. Distinguish between violations of civil law and criminal law, citing examples of each.

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CITIZENSHIP	The learner will:	The learner will:
		<p>Evaluate the seriousness of a given problem in the American system of justice (i.e., rising crime rates, indeterminate sentencing, legal aid for the poor, juvenile crime, etc.)</p> <ol style="list-style-type: none">cite reasons for the problemsuggest alternative solutions for the problempredict the possible consequences of suggested solutions
		<p>Cite legal practices which support the presumption of innocence, given the concept that a person accused of a crime is innocent until proved guilty.</p>
		<p>Describe the legal process from arrest (or arraignment) to appeal</p>
	Know basic rights and responsibilities of citizenship.	<p>Choose, from a general list of the rights of American citizens, those which are guaranteed in the Constitution and its amendments.</p>
		<p>Indicate which are legal responsibilities from a list of generally agreed-upon responsibilities of citizenship.</p>
		<p>Evaluate ways citizens can inform themselves about and can affect the solution of issues of public concern.</p> <ol style="list-style-type: none">List ways citizens can inform themselves about the issue.Suggest means a citizen can use to initiate action on the issue.Suggest means a citizen can use to influence the actions of others.

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
GOVERNMENTAL VOCABULARY	<p>The learner will:</p> <p>Know the vocabulary and practice of American politics.</p>	<p>The learner will:</p> <p>Identify, from a description of political activity, examples of the special vocabulary of politics (i.e., "horsetrading," caucus, gerrymander, filibuster, etc.)</p> <p>Define correctly common terms from the vocabulary of politics.</p> <p>Present well-reasoned arguments to prove or disprove the statement that "politics is the art of persuasion and compromise."</p> <p>State the role of compromise in the passage of legislation given a pertinent case study of the passage of an important piece of legislation.</p>
YOU AS A CITIZEN	<p>Know that governments differ in terms of leadership, the rights of citizens, and the organization, functioning, and performance of governmental bodies.</p>	<p>Compare and contrast the rights of citizens in various given governmental forms.</p> <p>Understand the responsibilities of the voter and their importance to our government.</p> <p>Assess various means governments have for changing leadership.</p> <p>a. Describe various ways of changing governmental leaders.</p> <p>b. Evaluate the costs and benefits of each in terms of stability and the rights of citizens.</p> <p>Describe the organization and functioning of various forms of government, given descriptions of each.</p>

POLITICAL SCIENCE-GOVERNMENT Grades 9-12 (One semester course)

CONCEPT

LEARNING OUTCOME

SAMPLE LEARNING OBJECTIVE

The learner will:

The learner will:

Describe the major provisions of the Bill of Rights.

Define these terms: freedom of speech (religion, press, assembly, association), citizen, due process of law, statutory law, civil law, criminal law, felony, misdemeanor, age of majority, status offenses, ex post facto laws, writ of habeus corpus, search warrant, search and seizure, assault and battery, contract, probation, and discriminations.

Compare and contrast various forms of government in terms of their efficient performance and the rights of their citizens.

Evaluate the effectiveness of historic and contemporary international governmental organizations.

- a. state the reasons for and major participants in each.
- b. compare and contrast them in terms of how well they achieve(d) the goals for which they were founded.

Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies.

ECONOMICS

SOCIAL STUDIES ECONOMICS (One semester course)

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
BASIC ECONOMIC CONCEPTS AND VOCABULARY	The learner will:	The learner will:
	Define and use correctly basic economic terms (i.e., opportunity cost, capital, scarcity, supply and demand, externalities, etc.)	Match economic terms with the appropriate definitions given a vocabulary matching test.
	State the basic economic principles.	Explain or describe that activity in writing given a pertinent description of economic activity.
	Show an understanding of contemporary supply and demand theory.	State the overall effect of a change in one segment of the economy and whether such effect is a shift in or a movement along the supply and/or demand curves given examples of an economy in equilibrium.
	Associate economic goals with the economic systems to which they correspond.	Select the economic systems to which they belong given a list of five economic goals.
Compare and contrast economic systems (i.e., subsistence, command, market, tradition, mixed) in terms of efficiency, productivity, stability, and the role of consumers.	Compare and contrast the systems in terms of efficiency, productivity, stability, and the role of the consumer given examples of two economic systems.	

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>THEORY AND PRACTICE OF THE PRIVATE ENTERPRISE SYSTEM AMONG ECONOMIC SYSTEMS</p>	<p>The learner will:</p>	<p>The learner will:</p>
	<p>Identify how businesses obtain money to provide for or expand the production of goods and services.</p>	<p>Discuss how businesses obtain money to provide for or expand the production of goods and services given a research assignment and a variety of reference materials (Wall Street Journal, Business Week, Forbes etc).</p>
	<p>State the theory of the free enterprise system.</p>	<p>Relate this theory in a short essay given the factors that comprise the free enterprise system.</p>
	<p>Identify economies that relate to the private enterprise system.</p>	<p>Identify which are examples of the private enterprise system given descriptions of a variety of economies.</p>
	<p>Identify command, market, tradition, and mixed economies.</p>	<p>Associate the terms with the appropriate descriptions given examples of command, market, tradition, and mixed economies.</p>
	<p>Identify the roles of capital investment, the profit motive, and the market in private enterprise.</p>	<p>Compare and contrast these examples with the United States economy given examples of countries who use command, mixed, tradition, and market economies.</p>
	<p>Identify the relationship between consumer demand and market response.</p>	<p>Describe how these concepts relate to the private enterprise system.</p>
		<p>Identify the relationship between consumer demand and market response given an appropriate case study.</p>

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Select examples of business organizations in the private enterprise system.</p> <p>Describe the elements of risk in the operations of private businesses.</p> <p>Suggest the importance of consumer choice in the operation of the private enterprise system.</p> <p>Explain the differences between sole proprietorship, partnerships, and corporations and how they are organized in a free enterprise system.</p> <p>Understand how banking works in the free enterprise system.</p>	<p>The learner will:</p> <p>List three examples of business organizations in a private enterprise system.</p> <p>Write down the elements of risk in the operations of private business given three case studies.</p> <p>Explain the importance of consumer choice in the operation of the private enterprise system given a class assignment to review a film on the private enterprise system.</p> <p>Investigate the operations and organizations of proprietorships, partnerships, and corporations, and write a short paper explaining each organization's roll in the free enterprise system.</p> <p>Explain how our economy would be affected if all banks were required to maintain 100 percent reserve for demand deposits.</p> <p>Chart the check routes from the time it is written until it is returned to the writer given an investigative problem on individual checking accounts.</p>
<p>GOVERNMENTAL INFLUENCE ON THE ECONOMY</p>	<p>Identify examples of government intervention (national, state, and local) in the United States economic system.</p>	<p>Identify those economic systems which show government intervention given two case studies and working in groups.</p>

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Describe private and/or government policies which might alleviate a given economic problem in the United States.	Describe reasons for and possible consequences of government intervention in the United States economic system (Sherman act, Clayton act, Fair Trade laws).
	Recognize examples of government taxing power at the local, state and national levels.	Suggest ways to do the same after discussing a variety of private and/or government policies which might alleviate a given economic problem (U.S. deficit, poverty, in the U.S., housing shortage).
	State reasons for the conflict as well as points of view of parties affected in a given conflict between private business and government regulation.	Relate these tax items to his/her own situation having discussed such tax items as social security, inheritance, gasoline and sales tax at the local, state and national levels.
	Discuss how the U.S. monetary policies affects the amount of money in existence.	State reasons, given a research assignment and a variety of reference materials (government control of safety standards on auto's, labor disputes, credit regulation etc.).
		Discuss how this impacts the amount of money let into existence by the Federal Reserve Board given a reading assignment on the U.S. monetary policies (commercial banks, federal reserve system, etc.).

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
BASIC RIGHTS AND RESPONSIBILITIES OF CONSUMERS	The learner will:	The learner will:
	Understand how the government utilizes Gross National Product (GNP) scale and figures to provide it with directions as well as the health of the economy.	Identify how the government use GNP statistics to control the economy given a list of statistical references covering two 10 year periods (1929-39 and 1949-59 -- unemployment, foreclosure, home building, stocks, family income and bank failures).
	State one's own rights and responsibilities in a given consumer loan agreement or other consumer contract.	State one's own rights and responsibilities in the borrowing and the use of credit.
	Identify examples of unwise consumer behavior and state reasons why the behavior is unwise.	Identify unwise consumer behavior and state reasons why the behavior is unwise given three case studies (charge accounts, credit cards installment buying etc.).
	Identify agencies, policies, and/or regulations protecting those who consume specified goods and services.	Research consumer protection agencies (consumer advisory council, Fcod and Drug Administration, Federal Trade Commission etc.) and write a report.
Suggest a local, state, or national agency which might provide help with a specific consumer problem or complaint.	Select and report on a state or national agency which could provide help given a specific consumer problem or complaint (auto-safety, health hazard etc.).	

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
CONTEMPORARY ECONOMIC ISSUES AND PROBLEMS	The learner will:	The learner will:
	Identify sources of information/advise which will enable a person contemplating a major consumer purchase to make a wise choice.	Given a list of reference material and hypothetical purchase, identify sources of information and advice to assist him/her in a wise consumer purchase
	Describe points of view of all parties involved in a particular economic issue.	Given a case study of a specific economic issue (property tax, urban renewal, etc.), describe the various points of view on the issue.
	Evaluate a a current economic problem.	Given a current economic problem (inflation, unemployment, etc.), using the problem solving approach, state the reasons for the problem, state whether the problem is long or short duration, suggest solutions from both private and government and predict consequences of the proposed solutions.
	Compare and contrast strategies or policies that private enterprise and government might use to solve an economic problem.	Discuss strategies or policies private enterprise and government might use to solve an economic problem (limited oil resources, decaying cities, etc.).
Evaluate a list of current economic problems	Distinguish between old and new problems, state which problems can be solved permanently and those which will recur, state which problems can be solved by private action and which will require government action as well and distinguish between those that are national and international in nature.	

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Compare and contrast how the government uses a variety of economic indicators to understand the economy.	Using a variety of economic indicators (consumer price index, net national product, national income, personal income, consumption demand and disposable income), compare and contrast how government utilizes a variety of economic indicators to interpret the economy.
	Understand and analyze externalities.	Given an example of an activity with both positive and negative externalities, name the externalities, and give a quantitative value to them. Using this information, debate the overall cost/benefit of the activity.
	Describe the means of allocating and using economic resources within a given culture.	Given a research assignment and the appropriate reference material on a given culture, describe the means of allocating and using economic resources within that culture.
	Place in correct order the stages of economic development of a culture.	Given a description of the historical development of a particular culture (Soviet Union, Germany, Italy, etc.), place in correct order the stages of economic development of that culture.
	State accurately the characteristics of particular stages of economic development.	Given terms describing a particular stage of economic development (hunting and gathering, agriculture, manorial, laissez-faire, collective, etc.) state accurately the characteristics of particular stages of economic development.

SOCIAL STUDIES ECONOMICS (One semester course)

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Evaluate the effects of economic interdependence on given societies.	Given a list of economic factors that influence economic interdependence, cite examples of economic interdependence, describe reasons for interdependence, and assess the cost of the interdependence.
	Compare and contrast historic and contemporary economic systems.	Given materials on two different societies one historic and the other contemporary, compare and contrast these two societies in terms of decision making, efficiency, their economic freedom and opportunities they offer their citizens and provisions for the unfortunate.
	Distinguish between democratic and totalitarian economic practices.	Compare and contrast Communism in the Soviet Union, Capitalism in the U.S. and Socialism in India.
	Evaluate the importance of science and technology in the development of economic systems.	Using agricultural charts and graphs showing application of scientific research, increased mechanization and improved farming methods and management evaluate the importance of science and technology in the development of economic systems.

COMMITTEE REPORT

SENATE

FURTHER:

2/26/85

Date 2/26/85

Mr. President

The Committee on HESS considered SCR 10
state Board of Education to require the study of Alaska history and
government in the schools of the state.

and (a majority of the committee) (the committee) reports it back with
the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SCR 10
- new title
- same title and recommends _____
- and attached a "LETTER OF INTENT" NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to _____ Committee

MEMBERS SIGNING

DC PASS

[Signature]
[Signature]

MEMBERS HAVING

OTHER RECOMMENDATIONS

[Signature]

Chairman

Chairman recommendation

Social Studies



*There is a whole strand called
Citizenship and Government.*

*(grade 7 *)
Grade 8 - "American History" yes,
& one part on Alaska*

Model

Elementary

Curriculum Guide

Draft



June 1984
To Be Revised May 1985

ELEMENTARY SOCIAL STUDIES

TABLE OF CONTENTS

Preface.....	i
Acknowledgements.....	ii
Grade 1.....	1
Grade 2.....	14
Grade 3.....	28
Grade 4.....	43
Grade 5.....	59
Grade 6.....	77
Grade 7.....	94
Grade 8.....	102
Appendix	
Social Studies Skills Chart - Grades 1-2.....	121
Social Studies Skills Chart - Grades 3-4.....	122
Social Studies Skills Chart - Grades 5-6.....	123
Social Studies Skills Chart - Grades 7-8.....	124

“What greater or better gift can we offer the republic than to teach and instruct our youth?”—Cicero

Preface

Among the many decisions that schools must make, none is more important than the choice of a curriculum. Curriculum defines the intent behind instruction and the expectations we have for student performance. This draft curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of social studies. In the future as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn, think and perform as informed and productive citizens.

In its present form this document is a draft that synthesizes national and Alaskan curriculum materials. It was prepared by Department of Education staff and has been reviewed by a committee of the Alaska Council of Social Studies Teachers. The document will be reviewed and revised again during the 1984-85 school year. Educators and community members alike are encouraged to read and review this draft and to forward their comments to the Alaska Department of Education.

The format of the model curriculum is straightforward but not oversimplified. It lists concepts, learning outcomes and learning objectives in three columns.

Concepts, shown in the first column, describe the major parts of each curricular area. They define broadly the content to be included in the study of each subject area. They include topics such as *awareness of surroundings* or *awareness that events and ideas change*.

Learning outcomes, shown in the second column, describe the behaviors that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward the stated goals. Sample objectives are stated as student activities or as quantitative measures of achievement. At least one learning objective is stated for each learning outcome, but each objective is only one of many that could assess students' performance. School districts are encouraged to develop more comprehensive lists that reflect their knowledge of their students and their methods and techniques of instruction.

The Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this material. Our mission is to promote the growth and development of all school aged children through good instruction. We all need to work together to achieve this goal.

Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributions in elementary social studies included:

Jean Ann Alter
Lee Grogan
Jan McCrimmon

Acknowledgments (con't)

The department also appreciates the efforts of members of the Alaska Council of Social Studies who reviewed and critiqued an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

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JoAnne Smatlan, Juneau
Wolfgang Winter, Galena
Carol Krein, Anchorage

SOCIAL STUDIES

Grade 1

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>IDENTITY</p> <p>Awareness of one's own values, attitudes, and capabilities as an individual and a member of a group.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>All people are alike and different in many ways although they share common characteristics.</p>	<p>Contribute to a bulletin board of pictures which illustrate that all people need air, food, shelter, water, love.</p>
	<p>Each person is a unique individual with:</p> <ul style="list-style-type: none"> *a name *physical characteristics *feelings and emotions *wants and needs *abilities and talents *a heritage. 	<p>Help make a mural of magazine pictures that express different feelings.</p>
	<p>Though families differ, most people live in families or family-like groups. Families may differ:</p> <ul style="list-style-type: none"> *in size *in relationships *in the roles and ages of members 	<p>Make a family booklet that includes pictures (or representations of) of all family members; then the learner will describe his/her family to the class, and discuss the differences among classmates' families.</p>
	<p>Families have emotional needs for love and caring.</p>	<p>Describe the things his/her family members do to show that they love each other.</p>
<p>Members of a group learn to behave as part of that group.</p>	<p>Participate in an activity depicting personal qualities that improve one's relationship with others (e.g., respect, courage, cooperativeness, and friendliness).</p>	

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Learning to cope responsibly with stressful situations is part of growing up.</p> <p>All families have a past, which can be learned and studied. Some families record their pasts in various ways.</p>	<p>The learner will:</p> <p>Listen to a story, such as <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> and talk about good days and bad days.</p> <p>Share information he/she has about older members in his/her family.</p>
<p>CITIZENSHIP/GOVERNMENT</p>	<p>Each person has a responsibility as a part of many groups, i.e.:</p> <ul style="list-style-type: none"> *family *peer group *classroom *school *community. 	<p>Be a member of a "Good Citizen" club at school and will talk about what that means.</p>
<p>Awareness of the geographic/political organization which unites people by a common government.</p>		
<p>Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.</p>		
	<p>People make rules to protect their health and safety and to maintain order:</p> <ul style="list-style-type: none"> *in homes *in schools *in public places *in the local community *all over the world. 	<p>Help make safety rules for getting to and from school, or for the classroom.</p>
	<p>Citizenship includes an awareness of our nation's symbols.</p>	<p>Recite the Pledge of Allegiance, and sing our National Anthem.</p>

SOCIAL STUDIES GRADE 1

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Citizenship includes an awareness of the patriotic celebrations of our nation including: *Lincoln's Birthday *Washington's Birthday *Independence Day *Labor Day *Columbus Day *Martin Luther King Day *Veterans Day	Participate in classroom holiday-related activities, such as a play about the Fourth of July.
	Events in the past affect the happenings of today.	Talk to an older person about the most important event in his/her life and how it affected him/her.
	History is the study of people and events of the past.	Make a story showing that local history can be learned by listening to stories by older people.
	A good citizen shows a positive attitude toward his/her work and play.	Demonstrate that he/she knows how to take turns when using school property.
	A good citizen understands and follows the school rules.	Match cards showing actions (walked away from a game, sent a get well card) with descriptive words or phrases (polite, shares with others).
	Our nation has a flag for a symbol, different from other national flags.	Be able to pick out an American flag from other nations' flags.

SOCIAL STUDIES GRADE 1

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	We study about our national heroes in order to learn more about our nation's past.	Match cards with names or pictures of heroes to their accomplishments-- (Washington--first president; Columbus--discovered America).
	Our nation honors leaders of our past, such as: *political leaders *social leaders *cultural leaders.	Discuss what makes a person famous and/or important as a leader.
	Government is used to provide for the common needs of people.	Visit the local post office and discuss how the post office provides services for all American citizens.
	Governments (city, state, federal) have rules, just like families have rules.	Meet and talk with local Native Corporation representatives or other local government figures.
	The globe is a representation of the earth that shows major land masses called continents, major water bodies called oceans, the North and South Poles, countries such as the United States.	Find the two poles on a globe and the United States.

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CULTURE	The learner will understand that:	The learner will:
Awareness of the ways of living that a society develops to meet its fundamental needs.	Families exist throughout the world.	Use puppets to dramatize families and family life from different parts of the world.
	<p>Families may observe different festivals and celebrations in different ways. Customs may include: *holiday celebrations *food and eating customs *customs in the homes *play and recreation *customs of worship *dress *roles of men and women *roles of children.</p>	<p>Examine photographs, movies, slides, or pictures of holiday celebrations and will compare those activities to his/her family's own celebrations.</p>
	<p>All people need to learn, and they learn in many ways, such as: *from parents, grandparents, great grandparents *from children and grandchildren *from peers *from neighbors and community members *from teachers.</p>	<p>Participate in the development of a class list of things they can do, and then he/she will illustrate how he/she learned those things.</p>
	School is one place where we can learn.	<p>Draw scenes from school and other settings where he/she learns.</p>
	<p>Cities, villages and towns are places where people live.</p>	<p>Make up a story about where he/she would like to live anywhere in the world, and what that community would be like.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>There is a variety of cultural groups indigenous to Alaska.</p>	<p>The learner will:</p> <p>Name native cultural groups of Alaska and discuss some of their differing cultural customs.</p>
<p>EMPATHY</p> <p>The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.</p>	<p>All people need others:</p> <ul style="list-style-type: none"> *for help *for companionship *for comfort and understanding *to meet physical and emotional needs and wants. <p>In every family there are conflicts that:</p> <ul style="list-style-type: none"> *involve dilemmas about what is right and fair *must be resolved *require decision-making and problem-solving. <p>We should have respect for the rights and property of others.</p> <p>We need to be understanding and sympathetic toward the needs of others.</p> <p>We can learn to accept differences in mental and physical abilities.</p> <p>We need to be tolerant and appreciative of other's traditions and customs.</p>	<p>Participate in a brainstorming session, making a list of situations in the home and school in which people need one another.</p> <p>Role-play alternative endings to family conflict situations.</p> <p>Draw a picture illustrating a family rule about ownership of property.</p> <p>Be exposed to a number of other groups of people and nations involved in meeting needs and wants.</p> <p>Listen to stories from children's literature, such as <u>A Button in Her Ear</u>, which encourages understanding of physical handicaps.</p> <p>Share his/her family traditions, customs, and language.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>We need to show respect for our family elders.</p> <p>Some family customs are based on:</p> <ul style="list-style-type: none"> *family history/heritage *religious customs *holiday celebrations *home rituals *communication and language *customs. <p>Customs are learned from others.</p>	<p>The learner will:</p> <p>Talk about things people once did that machines do now.</p> <p>Listen to community members talk about their particular family customs and dictate a story about what they heard.</p> <p>Listen to stories from children's literature that provide cross cultural insights.</p>
<p>INTERDEPENDENCE</p> <p>Reliance upon other in mutually beneficial interaction and exchange.</p>	<p>Family members may fulfill different roles at different times. They may:</p> <ul style="list-style-type: none"> *act as producers *act as consumers *work to meet the needs and wants of members *teach others in the family. <p>Families are part of a neighborhood environment and depend upon other individuals and groups in the neighborhood.</p>	<p>Illustrate or find pictures in magazines which show family roles, and participate in a group discussion about these roles.</p> <p>Draw a community mural showing people at work.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Communities are organized to provide services to people because:</p> <ul style="list-style-type: none">*people need things they cannot supply alone*governments can help to meet those needs*services may differ from area to area	<p>The learner will:</p> <p>Go with the class on a field trip to visit a neighborhood or village service providers and draw pictures of the experience.</p>
	<p>People work to earn money to buy things they need and want by:</p> <ul style="list-style-type: none">*using ideas, abilities, skills, resources, and tools.	<p>Match pictures of various workers with sentences describing their work.</p>
	<p>People are both consumers and producers of goods and services.</p>	<p>Make a bulletin board showing various jobs inside and outside the home, and things purchased for inside and outside the home.</p>
	<p>People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants for:</p> <ul style="list-style-type: none">*food and water*shelter*clothing*energy*health*safety*resources.	<p>Make contributions to an experience chart showing the needs of the school and the sources required to meet these needs.</p>
	<p>As we grow, we learn to cooperate with others to make decisions.</p>	<p>Brainstorm alternate solutions to a class problem.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>ENVIRONMENT</p> <p>Awareness of surroundings, including natural elements and elements created by humans.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>Our environment influences our life-style.</p>	<p>Discuss local climate and clothing, how seasons and weather control work, and how his/her family adapts to cold, rain and other Alaskan environmental conditions.</p>
	<p>Alaska has a variety of climates within the state.</p>	<p>Point out areas of Alaska, and describe what the climates are like.</p>
	<p>Alaska has characteristics which make it different from other states.</p>	<p>Recognize the state flag, state flower, state bird, state song, and distinguishing characteristics of Alaska.</p>
	<p>Places can be located on maps.</p>	<p>Locate Alaska on a U.S. Map.</p>
	<p>Maps can be made of rooms and buildings.</p>	<p>Help label objects found in the classroom on a large map of the room.</p>
	<p>Objects in a room can be located on maps.</p>	<p>Diagram the location of stores in a shopping center or in the village, the inside of a local store, or the inside of his/her own room.</p>
	<p>Towns, cities, and states can be located on maps.</p>	<p>Find his/her own town or village on an Alaskan map.</p>
<p>Features such as hills, rivers, and lakes are sometimes located on maps.</p>	<p>Help draw a local area map, locating several geographic features on it.</p>	

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Location and direction of an object can be stated as relative to some other object, such as:</p> <ul style="list-style-type: none"> *above/below *near/far *here/there *top/bottom *over/under <p>Cardinal directions can be used to help find things on a map.</p>	<p>The learner will:</p> <p>Tape a story entitled, "All Around Me," using direction words.</p> <p>Label a map, putting "north", "south", "east", and "west" directions on it.</p>
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs and wants and limited natural and human resources.</p>	<p>All people have basic needs for food, shelter, and clothing.</p> <p>Families' wants are determined in part by culture, custom, and tradition.</p> <p>Families' needs and wants often exceed limited resources, so decisions must be made.</p> <p>People must make careful use of their natural resources.</p>	<p>Make a poster showing family shelters around the world and answer a variety questions about how they are made and used.</p> <p>Read stories, watch film-strips or look at pictures of families living in different cultures or in different locations, and discuss with friends how their ways are different.</p> <p>Participate in a classroom store simulation activity which develops the idea that choices must be made in relation to income.</p> <p>Explain the reasons for Alaskan laws against destroying the natural environment.</p>

SOCIAL STUDIES GRADE 1

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
TECHNOLOGY		
Awareness that people use tools and methods to obtain what they need and want.	People use tools to accomplish work, extend human capabilities, and develop resources.	Take home a form to fill out with his/her family to discuss the tasks he/she can do alone "all the time, sometimes, and not yet".
	Members of families work to meet their needs and wants in a variety of jobs, using a variety of tools.	List and illustrate all the tools he/she can find in his/her kitchen.
	Over a period of time, tools change.	Design a snow machine, a new bag for a store, a new toothbrush, or a new bed.
	Modes of transportation affect the way people live.	Make up a story with pictures that show how things that aren't grown in Alaska get to the local community.
CHANGE		
Awareness that things, events, and ideas change over a period of time.	Families follow a pattern of development whereby young people grow up and establish families and when their children grow up they have families of their own.	Fill in family names on a "family tree", with the help of his/her parents.
	People can make and change rules in order to make them effective and relevant.	Discuss with classmates classroom rules, why they are necessary and what could happen to make them no longer necessary.
	People, places, and things change.	Make a sequential picture, titled "I Have Changed," using real photos or drawings, Perhaps including "Me As A Baby", "Me As A Toddler", and "Me Now" etc.

SOCIAL STUDIES GRADE 1

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Younger and older people, places, and things have value.	Visit with an antique collector or local historian as he/she can show old tools or other old objects, and compare them to new tools.
	People, places, and things have a past and a history.	Participate in a discussion about the town's history and what it was like in the past with emphasis on housing, foods, transportation, clothing, and occupations.
	Change can have positive and negative consequences.	Participate in a discussion about what happens when a family moves.
	Change is constant.	Listen to and talk about stories from children's literature which describe changes in children's lives.
	We have names for the days of the week and month.	Use the calendar to find dates of special events and to determine the length of time between important dates.
	We have names for the seasons of the year.	Tell what months are associated with which seasons.
	We can be aware of current events.	Dictate an experience story about a recent event which happened which was interesting to him/her.

SOCIAL STUDIES

Grade 2

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
IDENTITY		
Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.	<p>All people are alike and different in many ways although they share common characteristics. They all:</p> <ul style="list-style-type: none"> * need air, food, water, shelter, and love. * have feelings * have physical similarities * have needs and wants * make choices * communicate. <p>Individuals can belong to groups, but retain their own identity.</p> <p>Learning to cope responsibly with stressful situations is part of growing up.</p> <p>We can learn to get along with other people and work cooperatively with them.</p>	<p>Prepare class lists of needs for children living in varied environments around the world.</p> <p>Role play a scout meeting where there is conflict over a group project for the year, brainstorming possible solutions to the conflict.</p> <p>Write a story about a time he/she needed help, telling why help was needed and who helped.</p> <p>Write a want ad about the kind of friend he/she is looking for or an advertisement for him/herself as a friend.</p>
CITIZENSHIP AND GOVERNMENT		
Awareness of the geographic/political organization which unites people by a common government.	<p>Being part of a group means that a person has both rights and responsibilities.</p> <p>He/she is a member of a school community, with a certain role, rights, and responsibilities.</p>	<p>Make lists and discuss things he/she is allowed to do and things he/she has to do.</p> <p>Help prepare a "Who Does What in Our School" Chart.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.	Individual and group rights must be protected in a school setting.	Discuss the rights of students: right to quiet right for equal chance right to be treated fairly.
	Groups have leaders and leaders have a responsibility to the group.	Be leader of a small group for a day and discuss his/her reactions to that experience.
	Individual needs and desires are sometimes in conflict with the needs and desires of groups or society.	Solve a problem about what happens when the class is going on a field trip to a local site and one student wants to go some where else.
	Individuals and groups have a responsibility to resolve conflicts.	Discuss the role of the group and the individual in solving the conflict of over where to go on a field trip.
	There are a variety of ways to resolve conflict in the home and in the school.	Examine with the class several conflict situations and will decide how he/she would treat a friend, a stranger, and an enemy in each conflict situation.
	Family members develop rules to govern and protect family members.	Compile a class list of rules from individual homes, discuss why the rules are necessary, and ways the rules might be changed and then together categorize the rules as health rules, safety rules, and other rules.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Schools and communities have rules and laws to govern and protect community members.	Participate in a class discussion about rules that might be important in rural, urban and suburban areas of Alaska.
	Schools and communities have rules and laws to provide for the health, safety, and well-being of members, to maintain order, and to protect individual rights.	Write a story about the day there were no laws.
	People are punished for not obeying the laws of the community.	Question a community resource person such as a judge, lawyer, or police officer about what punishments courts give people who do not obey the laws of the community.
	Working to improve one's school or community is important.	Listen as guest resource speakers visit the classroom and talk about working to improve the community.
	Our country is called the United States of America and why it is called that.	Discuss and visually demonstrate the notion that the United States is made up of separate states.
	Our country has leaders who make and carry out laws.	Identify pictures of the President, Vice President and Alaska's two U.S. Senators.
	The President helps to carry out laws.	Role play being the president who has to carry out a specific law.
	Local communities elect people to make laws.	Visit the office of a local lawmaker.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>Certain symbols represent our country.</p> <p>The flag is a symbol for our country, that the flag has meaning, and that respect should be shown to the flag.</p> <p>Many of our holidays are patriotic celebrations and that these holidays are celebrated for specific reasons.</p>	<p>The learner will:</p> <p>Learn to sing "America."</p> <p>Design an appropriate flag representing our nation and discuss why he/she designed it that way.</p> <p>Participate in a classroom celebration of a national holiday.</p>
CULTURE		
<p>Awareness of the ways of living a society develops to meet its fundamental needs.</p>	<p>People often live together in communities because of similarities in their individual needs and wants.</p>	<p>Discuss reasons why people in his/her community have chosen to live there.</p>
	<p>The variety of cultural, racial and ethnic backgrounds contribute to life in America.</p>	<p>Learn about diverse famous Americans through the use of a variety of media.</p>
	<p>Families are found in urban, rural and suburban communities.</p>	<p>Prepare a bulletin board of pictures of families in located around the world.</p>
	<p>People learn social skills, work skills, knowledge, and recreational skills from members of the community.</p>	<p>Role play how to behave in a restaurant and grocery store.</p>
	<p>Members of a community and parent influence the language that each child speaks.</p>	<p>List the language backgrounds represented in the class.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Communities establish patterns of individual and group behavior which their members are expected to follow if they wish to remain in good standing.	Discuss ways people are expected to act in the local area and what happens if people do not act in expected ways.
	Communities close together tend to be more alike culturally than those farther apart, since they usually have greater opportunities to learn from each other.	View filmstrips about and compare a community in another land with a nearby Alaskan community.
	There are similarities and differences in the interests, needs, traditions and heritage of rural, suburban and urban communities in our country and throughout the world.	Make posters or shadow box displays about life in different kinds of communities.
	Culture is preserved and transmitted through celebration of holidays and through festivals, fairs, monuments, and statues.	Name a variety of local or regional fairs, festivals, statues and monuments and tell why they are there.
	Culture is transmitted through the use of folk tales.	Listen to native Alaska folk tales and retell one of them.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
EMPATHY	<p>The learner will understand that:</p> <p>We need to be tolerant and appreciative of other's traditions and customs.</p> <p>We should have respect for the rights and property of others.</p> <p>We can learn to appreciate and be tolerant of other's beliefs, attitudes, values, and abilities.</p> <p>We can learn about our nation's history and honor our own nation's leaders of the past, as well as our community's elders.</p> <p>To resolve conflicts a person may need to see the point of view of others.</p>	<p>The learner will:</p> <p>Participate in a "Native foods" party and will sample items that are foreign to him/her.</p> <p>Name several community rules or laws intended to protect people's rights or property.</p> <p>Research how friendship is expressed in other countries.</p> <p>Listen to and retell a story about a famous American.</p> <p>Examine a conflict situation in a book and discuss how different characters might feel in that situation.</p>
Participate in preparing a class	<p>A variety of cultural and ethnic backgrounds exist in the classroom and community.</p>	heritage tree.
INTERDEPENDENCE	<p>Family members learn from one another.</p> <p>Family members give each other emotional support.</p>	<p>Share personal experiences about things he/she have learned from his/her family, which may include crafts, music, language.</p> <p>Discuss two case studies of a family's problems and explain how family members could help each other deal with the specific problems.</p>

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Family members share interests.	List interests and things by his/her family do together.
	Family members work to earn money to supply wants and needs.	Make a poster showing "Things I Like to Buy," "Things I Like to Trade," and "Things I Like That Are Free."
	People in rural, urban and suburban communities are producers of goods and services needed by each other.	Take part in a simulation activity designed to emphasize the importance of trading items produced in rural areas, but needed in urban and suburban areas.
	Students consume many goods and services throughout the school day.	Inventory the classroom waste basket to determine what has been discarded during the day.
	Communities collect taxes to pay for services needed by the public.	Simulate the concept of tax in a classroom activity.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
ENVIRONMENT	The learner will understand that:	The learner will:
	<p>Neighborhoods and communities have many institutions to meet the needs of their people--schools, churches, local governmental units, hospitals. Communities can provide a variety of services such as:</p> <ul style="list-style-type: none"> fire department police department social welfare agencies library park and recreation facilities health department 	<p>Visit a local institution and discuss what services it provides.</p> <p>Visit and discuss a variety of community service agencies.</p>
	Cooperation and interaction are necessary to resolve conflict.	Play a game which illustrates cooperation is necessary to get to the final goal.
	Our environment and the culture influences our ways of meeting basic needs.	Look at pictures, books and media depicting a family in another culture meeting their basic needs, and orally compare that to his/her own family.
Awareness of surroundings, including natural elements and elements created by humans.	There are basic differences between urban, rural and suburban communities.	Be exposed to families living in rural, urban and suburban settings through audiovisual materials, children's literature, and resource texts and discuss two differences.
	There are similarities and differences in the land use of rural, urban and suburban communities.	Participate in a project where the class is divided into three sections and each section will prepare a model or mural of a community in a specific environment, either rural, urban or suburban.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Where a community is located may have much to do with its growth and development.	Brainstorm what factors might have caused three communities (rural, urban and suburban) to be different or similar.
	As communities grow, they sometimes unknowingly pollute their environment.	List ways the environment can be polluted.
	Planning can help people not to pollute their environment.	Practice things he/she can do to keep the school and the neighborhood from being polluted.
	Animals and plants in a community are affected by many non-living things.	Discuss the effect of cars, snow machines, and airplanes on his/her life.
	Boundaries are often formed by natural geographic features.	Examine maps and look for geographic features which form political boundaries.
	Community locations and distances within and between communities can be shown on maps and diagrams.	Locate his/her own community and others on Alaskan map.
	Nature, climate, and geography often influence the development of a community.	Observe and identify geographic features of his/her own community.
	Symbols like traffic signs, traffic lights and street and highway markings are helpful to the people of a large community.	Identify a variety of traffic signs and street and highway markings.
	Recreation available in a community is influenced by the climate and geography of a community.	Review pictures of a variety of communities and discuss what people in those communities might do for fun.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Transportation choices are influenced by the climate and geography of a community.	Examine pictures of terrain and modes of transportation and try to decide what types of transportation would most likely be used in those places.
	Celebrations and festivals are sometimes related to seasonal changes	Discuss community celebrations or events that are linked to seasonal characteristics. (example: winter carnival)
	The environment often determines the type of employment that is available.	Match pictures of workers and environments.
	Alaska has a variety of plants, land animals, sea mammals, fish, and amphibians.	Make a collection of Alaskan wild flowers or will identify animal and plant life around his/her community.
	Alaska has a variety of climates within the state.	Listen to a statewide weather report and compare weather conditions across Alaska on a given day.
	Maps are representations of the earth's surface.	Use a world map to locate cardinal directions, North and South poles, and major landforms and bodies of water.

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs, and wants and limited natural and human resources.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>People in the community work to earn money to purchase goods and services to meet their needs and wants.</p>	<p>Discuss what he/she does at home to earn money and how he/she spends it and make a list of jobs he/she could do at home or in the community to raise more money.</p>
	<p>There are a variety of ways people obtain their income.</p>	<p>Explore and list jobs likely to be found in rural, urban and suburban settings.</p>
	<p>People in homes, schools and communities must make choices due to unlimited wants and needs and limited resources.</p>	<p>Talk about television ads and how they are created to affect our choices and participate in a group project to devise an ad designed to make a product appealing to other students.</p>
	<p>People who have resources left over may save those resources.</p>	<p>Discuss reasons people in his/her family save money.</p>
<p>Natural resources can be used carefully so that they last.</p>	<p>Invite local community members to class and talk about use of natural resources in the community.</p>	

SOCIAL STUDIES Grade 2

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>TECHNOLOGY</p> <p>Awareness that people use tools and methods to obtain what they need and want.</p>	<p>The learner will understand that:</p> <p>A wide variety of tools and equipment are necessary to provide goods and services to the community.</p> <p>New machines and new information often mean that people must specialize.</p> <p>Specialists such as roofers, electricians, and plumbers help communities and schools to build safer buildings.</p> <p>Modes of transportation within a community affect how people live.</p>	<p>The learner will:</p> <p>Classify pictures of tools and equipment according to different occupations.</p> <p>Discuss the special roles of...</p> <ul style="list-style-type: none"> ..doctors, pediatricians, family practitioners; ..dentists, dental hygienists; ..architects, plumbers, carpenters, roofers. computer programmers. <p>Listen to a school service worker discuss his/her job and why it is done the way it is.</p> <p>List types of transportation used to get to, from, and within his/her community.</p>
<p>CHANGE</p> <p>Awareness that things, events, and ideas change over a period of time.</p>	<p>People, places and things continuously change.</p> <p>Schools, communities, and families of the past are not the same as schools, communities and families of today.</p> <p>People react in a variety of ways to change.</p>	<p>Talk with his/her parents and neighbors about what families were like years ago.</p> <p>Listen to and then write a story about schools and teachers of the past.</p> <p>Discuss how he/she would feel and what he/she would do if the playground toys were to be removed.</p>

SOCIAL STUDIES Grade 2

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Changes do not always indicate progress.	Discuss ways the classroom can be changed and evaluate whether those changes would be better or worse for the class.
	As communities grow, farm land is changed.	Be able to explain why farmland disappears as communities grow.
	Communities of the future may be different in many ways.	Draw or write a story about a community of the future.
	The types of employment available in a community is constantly changing.	Listen to a story about a community where a lumber mill or fish processing has just closed and will discuss what the people will do for jobs.
	A community's past influences what happens in a community.	Help construct a class general time line of his/her own community's history.
	We should be aware of current events.	Bring magazine and newspaper clippings to share and be displayed, and will point out the location of the events on a map.

SOCIAL STUDIES

Grade 3

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
IDENTITY. Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.	The learner will understand that: Every member of any community is a unique individual with talents, abilities, feelings, and values. Every person is a member of several groups: family; ethnic; occupational; religious groups; national; cultural interests; political; age; and special interest. Families exist in all communities. These families may vary in size, relationships, roles, and composition. Our feelings influence our behavior.	The learner will: Complete an "All About Me" booklet which includes autobiographical facts and interests, and display it along with other classmates' booklets. Make a list of all of the different groups he/she is a part of. Help create a bulletin board titled "Our Families", using real photos. Tell how she/he feels about something using only facial expressions and body language.

SOCIAL STUDIES Grade 3

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	The things that a person learns as a member of society makes up his/her culture.	Participate in an "Cultural Origins" and contribute food, arts, crafts, songs, etc. representing his/her cultural heritage.
	Communities in any nation have social/cultural similarities and differences due to many factors. These can include family life, ways of meeting wants and needs, customs, traditions, and language.	Help prepare a group report about life in a community that is bound together by ethnic heritage.
	People who live in the United States have a common patriotic heritage.	After discussing and celebrating a patriotic holiday, develop a new community holiday, writing a short report citing reasons why this holiday should be celebrated.
	Our ways of meeting our needs and wants are influenced by our culture, values, environment, experience, technology, and the of information we receive.	Bring advertisements for a specific article (a jacket, a bike, a car) and will discuss how these ads can try to make the product appealing to us.
	Learning to cope responsibly with stressful situations is part of growing up.	Be able to identify stressful situations in his/her life, explain how he/she deals with them, and explain the consequences.
	We should value our own cultural heritage.	Read library books about his/her own cultural heritage and write a short report.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	We should be able to work cooperatively with others.	Participate in a scavenger hunt using special predetermined rules requiring cooperation.
CITIZENSHIP/GOVERNMENT		
Awareness of the geographic/ political organization which unites people by a common government.	Students in schools have rights, rules, and responsibilities. The rules help to maintain order, promote health and safety, and protect individual rights.	Make a booklet about rules that help people get along together in school, and read to a younger student.
Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.	Communities make rules and laws to protect and govern their members. These rules also maintain order, promote health and safety, protect individual rights, and provide services.	Help make a class graph where community laws and rules are listed and charted as to their purpose (order, health and safety, rights, services).
	Alaska has state, borough and city governments which make rules and laws for its citizens.	Name an Alaskan law and local law and why the local law is there.
	Alaskan natives have formed groups called Native Corporations.	Listen to a representative or parents from the local Native Corporation talk about why the corporations exist and write a report on their purposes.
	People in communities can plan, organize, and make decisions for the common good.	Participate in a class project which is planned to help the rest of the school.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	People in communities sometimes disagree about issues involving the common good. These conflicts may arise over: use of technology; land use; resource management; distribution of scarce commodities and resources; customs and traditions.	Explain how people might influence a decision to be made by a local government if they want something changed.
	The communities' needs, wants, and priorities influence the rules and laws that are developed.	Brainstorm why people may have difficulty satisfying their needs in a city.
	He/she has responsibilities as a citizen of Alaska.	Participate in a brainstorming activity to identify and discuss ways to make Alaska a better place to live.
	Our form of government in the United States is called a democracy.	Be actively involved in a discussion of the term democracy and how it compares to monarchy and dictatorship.
	In a democracy, people have the right to make choices and decisions about the rules and laws that govern them.	Vote on a class issue/rule/project.
	A good government meets the needs of its citizens.	Help make a class chart showing things a government provides for its citizens (good roads, police protection, protection of rights, etc.).

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	There are three parts to our government ...the part that makes laws (Congress), the part that decides that the laws are fair (the courts), and the part that carries out the law (the executive branch and governmental agencies).	Discuss Alaskan government and the three state branches (legislative, judicial, executive).
	Our nation has leaders and our state has leaders.	Know the names of Alaska's governor, our two U.S. senators, our representative, and his/her own state representative and senator.
	We can use many sources to learn information about the past.	Help make a class list of all the ways we can learn about the past.
	Citizenship includes an awareness of the symbols of our nation, such as, Washington, D.C., the center of our country's government.	Use a map of Washington, D.C. to locate various national monuments and government buildings.
	Citizenship involves an awareness of the patriotic celebrations of our nation.	Participate in various activities appropriate for the holiday, including a study of why we celebrate it, the heritage of the holiday, and for whom the celebration occurs.
	Citizenship includes an understanding of patriotic symbols for the country and state.	Learn to sing the Alaska Flag Song.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CULTURE	The learner will understand that:	The learner will:
Awareness of the ways of living a society develops to meet its fundamental needs.	The family is the basic institution of of culture.	Help make a poster portraying a family in a different culture and a family within his/her own, comparing such things as: Food, Shelter, Transportation, Jobs, etc.
	Society teaches, preserves, transmits, and institutionalizes culture.	Listen to community members share personal religious traditions, family customs, or family celebrations and identify common elements.
	People of similar cultural groups often live together in a community, sharing customs, language, beliefs, and religious faith.	Listen to or read selections from children's literature that depict cultural communities and deal with such features as ethnic heritage, language, and religion and compare with their own.
	Cities are made by people: as market-places; as workplaces; as centers of culture.	Listen to a community member speak who grew up in a large city, as he/she describes what it is like to grow up in a crowded urban area and list ways life is different in their own community.
	Folk tales of Alaska are one means for a culture to be passed from one generation to another.	Put on a puppet show about a folk tale he/she has heard.
	Recognize Alaska's four (or more) regions and the environment and cultures of each.	Identify four regions of the state and the native cultures of each of them.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>EMPATHY</p> <p>The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.</p>	<p>The learner will understand that:</p> <p>Family organizations differ.</p> <p>Learn to appreciate and be tolerant of of other's beliefs, attitudes, abilities, values, and cultural heritage.</p> <p>Some people are bound together by by ethnic heritage, religion and language.</p> <p>We should have respect for the rights and property of others.</p> <p>Families in all communities of the world have needs and wants.</p> <p>Life in communities around the world has many similarities, as well as many differences.</p>	<p>The learner will:</p> <p>Discuss pictures of families, comparing and contrasting sizes, relationships of nuclear, extended, traditional family groups, and roles of family members around the world.</p> <p>Write a story about his/her grandparents and where and how they lived when they were young.</p> <p>Begin to develop an awareness of the diversity of language through elementary foreign language experiences.</p> <p>Discuss several laws that are made by our nation that help us respect each person's individual rights.</p> <p>Participate in a group project where the four basic needs of food, shelter, clothing, and love are explored in detail.</p> <p>Compare the life of a person living in a large city in another country with that of a person living in a large U.S. city.</p>

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>INTERDEPENDENCE</p> <p>Reliance upon others in mutually beneficial interaction and exchange.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>People work together and rely upon one another to satisfy their needs for food, clothing, shelter, and love.</p>	<p>Make a checklist which includes answers to questions such as: In a family, who works to provide income?; who cares for other family members?; who decides what things families buy?; and who makes purchases?</p>
	<p>People work to provide income to purchase things they need.</p>	<p>Look at a list of possible purchases he/she could make and evaluate which are needs and which are wants.</p>
	<p>Family members provide services to one another.</p>	<p>Draw a poster showing what each family member does when the family is preparing to go on a summer holiday, clean the house, work outside, etc.</p>
	<p>Jobs available within the community vary from community to community.</p>	<p>Compare his/her local economy with that of another Alaskan community.</p>
	<p>Family members make economic decisions regarding income, expenditures, and savings.</p>	<p>Make a sample "budget" showing his/her allowance and how it is divided up into wants, needs, or savings.</p>
	<p>As we grow, we learn to cooperate with others to make responsible decisions.</p>	<p>Identify him/herself as a decision maker and demonstrate skills in making responsible decisions.</p>
	<p>As we grow, we learn ways to solve problems.</p>	<p>With a small group of classmates, discuss "What if" situations and choose the best of three given solutions.</p>

SOCIAL STUDIES Grade 3

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Needs and wants are met with goods and services.	Draw a picture of his/her parent's job on a class chart, showing "Jobs That Produce Goods" and "Jobs That Provide Services".
	Cities and towns serve as the main supplier of goods and services, yet are dependent on suburban and rural areas for things such as produce and recreation.	Identify services in his/her own community and interview a service worker about his/her job and how it is dependent on other services or goods.
	People in all communities are producers and consumers of goods and services.	Be able to correctly define "goods", "services" "producers" "consumers"
ENVIRONMENT	Our environment influences our ways of meeting our basic needs.	Compare how the need for shelter is satisfied in Alaska, a village in South America, and a community in Pennsylvania.
Awareness of surroundings, including natural elements and elements created by humans.	Prices of goods and services can rise or fall.	Compare last year's prices to this year's (using two catalogues, old newspapers, etc.).
	The cost of living in Alaska is generally greater than elsewhere in the United States.	List in writing some reasons for the high cost of living in Alaska, after comparing the prices of items shipped from Seattle by air, barge, and mail.
	Communities around the world differ from from one another in physical features, history, transportation, architecture and services.	Explore the similarities and differences between a selected community from another continent and his/her own community.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Geographic and climatic factors influence people's life styles.	Work in a group to collect data about a community somewhere else in the world , including information about occupations, settlement patterns, transportation, housing, and recreation.
	The development of a community is influenced by environmental and geographic factors, such as physical features, climate, vegetation, availability of natural resources.	Listen to a community member talk about the local community's history and why it was started there.
	People living in urban areas may have different needs from people living in rural areas.	Have a pen pal his/her own age in a rural or urban area (the opposite of his/her own community).
	Various means of transportation have affected the location, growth, and development of cities.	Look at a map of Alaska and speculate about why towns, villages, and cities were developed where they were.
	People can modify their environment or adapt to it to meet their needs.	Show pictures of a variety of man-made changes in the landscape and climate (roads, buildings, dams, seawalls, airstrips, etc.).
	Alaska has a number of natural resources; some are "renewable" and some are not.	Identify four natural resources and four human resources of Alaska.
	The economy of Alaska can be linked to its history.	Read and discuss selections from children's literature about the Gold Rush days, the settling of white people in Alaska or other historical events.

SOCIAL STUDIES Grade 3

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Alaska has a variety of mammals, birds, insects, fish, shellfish, and water mammals.	Identify some of the more common birds around his/her community.
	Maps are representation of the earth's surface.	Locate the state of Alaska, his/her community, and the capital on Alaska and world maps.
	Maps can be used to learn about our community and the world.	Identify location of current events heard on the radio or read about in newspaper or magazines.
	Maps generally show: locations, boundaries, distances, symbols, physical features.	Play a map game to practice recognition of map features.
	Cardinal directions can be used to construct maps.	Learn to read directions on a compass and relate them to a map.
	The globe is a model of the earth, and it can be divided into hemispheres.	Use a globe to locate his/her own city, state, and country on a globe (or map, if the community is not on the globe).
	The globe shows continents, oceans, North and South poles, the equator, and comparative distances and sizes.	Use a globe to identify his/her own community and find a community with a similar distance from the poles in another part of the world.
	The major land features which characterize the earth's surface are continents, plains, plateaus, hills, mountains, and valleys.	Indicate on an outline map of Alaska - Alaska Range, Brooks Range, Yukon River, Arctic Ocean, Bering Sea, Bering Strait, Aleutian Islands, Wrangell Mountains.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Major vegetation zones include forests, grasslands, deserts, tundra, and seashores.	Color an outline map of Alaska, indicating vegetation zones.
	Water features of the earth include: oceans, seas, deltas, lakes, rivers, and bays.	Label the following on an Alaskan map - ocean, island, bay, sea, river.
SCARCITY	People must make economic choices due to unlimited wants and needs and limited resources.	Tell of a personal experience involving a choice he/she had to make regarding satisfying his/her wants or needs.
Awareness of the conflict between unlimited needs, and wants and limited resources.	Economic choices are often difficult, are influenced by personal values, cultural values, and change over time.	Fill out a worksheet matching pictures of family members with pictures of items each might wish to have; discuss how some family members give up what they may want for themselves so that someone else in the family can get what he/she wants or needs.
	Opportunity cost is when people have to give up buying one thing they may want so they can buy another item they need or want more.	Draw a picture of something he/she wishes to buy and discuss why he/she wants it and how he/she goes about obtaining it.
	People in cities must work collectively to overcome problems.	Identify examples of pollution in a large city (Anchorage) and describe the effects in terms of health, aesthetics, and economics.

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>TECHNOLOGY</p> <p>Awareness that people use tools and methods to obtain what they need and want.</p>	<p>The learner will understand that:</p> <p>Environmental factors influence the development of an area.</p> <p>Subsistence living is a way of using natural resources to provide a family's needs.</p> <p>People use tools and technology to meet their wants and needs.</p> <p>Creative development of tools, inventions, methods, and knowledge insures change for the future.</p> <p>Specialization and division of labor help us use resources more effectively.</p>	<p>The learner will:</p> <p>Study a city in the United States and brainstorm about what factors led to the growth of that city.</p> <p>Discuss his/her own village/town and whether people in it practice a subsistence life style.</p> <p>Tape record a report about one machine that has changed the way that we work and live.</p> <p>Design a tool for the future and explain how it would change the way . we do something.</p> <p>Set up a mock "assembly line" to accomplish a certain task (assemble class papers, make art project, tell "community story").</p>
<p>CHANGE</p> <p>Awareness that things, events, and ideas change over a period of time.</p>	<p>People in communities plan, organize, and participate in political action to effect change.</p> <p>Change is continuous and sometimes causes conflicts.</p>	<p>Participate in a discussion about a school rule that needs changing; be part of a group to try to effect that change.</p> <p>Listen to two community members debate a controversial subject that involves a change from traditional use of a resource and defend one of the points of view.</p>

SOCIAL STUDIES Grade 3

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	People adapt to and/or change their environment through agricultural development, construction products, natural resources development, transportation networks, and/or communication facilities.	Discuss how Alaskan cultures have changed because of a construction project, a transportation network or other new development.
	Communities change over time in: size; way of living; population; discovery; use and depletion of natural resources; attitudes, beliefs, and values of community members; food; shelter; clothing.	Work in a group to produce "Then and Now" murals, both depicting his/her own community and Asian, African, or Native American communities as examples.
	Communities of the future will be different in many ways (location, architecture, transportation, communication, education, resources occupations, recreation, etc.).	Predict and write a list of five things he/she will do as an adult that will be different than the way things are done now.
	We can learn about geography through the study of current events.	Discuss possible consequences of current events on daily life based on their geographical location.
	Use historical evidence to show how things have changed.	Use pictures of the community in the past, or school records, or other evidence, to describe some changes in the community.
	Events in the past affect the happenings of today.	Chart the history of Alaska on a time line, including early exploration, indigenous people, reasons for immigration and settlement, and progress toward statehood.

SOCIAL STUDIES

Grade 4

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
IDENTITY	<p>The learner will understand that: His/her cultural background influences values and beliefs.</p>	<p>The learner will: Compare the values and belief of at least two separate cultural groups.</p>
<p>Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.</p>	<p>His/her actions and beliefs influence the actions and beliefs of friends.</p>	<p>Explain how he/she might keep a friend from participating in an undesirable activity.</p>
	<p>His/her actions influence the course of historical events.</p>	<p>Read about and report on a situation where the actions of individuals have influenced the course of historical events.</p>
	<p>Within his/her own community he/she will encounter diversity in areas such as:</p> <ul style="list-style-type: none"> * family types * religion * ethnic heritage * language * age, race, sex 	<p>Identify and chart diversity among ethnic and cultural groups within his/her community and within a culturally and geographically different community.</p>
CITIZENSHIP AND GOVERNMENT		
<p>Awareness of the geographic/ political organization which unites people by a common government.</p>	<p>The contributions of some Americans were so significant that days were set aside to honor these individuals.</p>	<p>Use a variety of media to develop biographies of famous Americans. and celebrate one holiday named for a famous American.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.</p>	<p>The learner will understand that:</p> <p>Citizens contribute to and participate in political action at the local level through: membership and active roles in political parties, and in community action, and as individuals, and voting, following rules and laws.</p>	<p>The learner will:</p> <p>Brainstorm lists of expectations for responsible "classroom citizens" and lists of expectations for responsible "adult citizens."</p>
	<p>Citizens are responsible for participating in solving the problems of the present and future in a global world, as problem-finders/solvers, as decision makers, and as participants.</p>	<p>Illustrate or collect pictures of expected behaviors and compare and contrast individual lists with those of his/her classmates.</p> <p>Select one of several energy-related future scenarios presented in class and role play decision making about the future.</p>
	<p>In the United States, our political system is generally described as a representative democracy.</p>	<p>Prepare a bulletin board of newspaper and magazine clippings about the President, Vice-President, Alaska's U.S. Senators and Alaska's U.S. Representatives, and general government happenings.</p>
	<p>Our federal government has three separate branches to perform the three major tasks of any government.</p>	<p>Prepare lists of responsibilities for each of the three branches of government.</p>
	<p>The Native Land Claims Settlement Act is a landmark in the development of Alaska.</p>	<p>Watch a filmstrip or read a story and discuss the changes of the Native Land Claims Settlement Act and some of the features of the Act.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Alaska state government is structured similar to the federal government.	Name key Alaskan public officials and list responsibilities of those officials.
	The kind of government people have determines the extent of personal freedom, and their privileges.	Role play a situation in class where one group does not have personal freedom, and discuss his/her reactions to the experience.
	A democratic system, such as that of the United States, allows citizens to influence the rate and type of change.	Choose a school or community situation he/she would like to see changed and as a class develop a strategy for effecting change.
	In a democratic community, citizens plan and direct change through political participation.	Hold a mock election or elect officers for a classroom club.
	Providing services that individuals cannot provide for themselves is a function of government.	List services provided by government, and services they feel should be provided.
	Planning is a function of government.	Given an environment (underwater area, for example) work with other learners to plan a community that would operate efficiently in the environment, considering housing, travel, health care, natural resources, etc.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	In the future citizens will need to plan and direct change in order to live in peace in a global world.	Work in groups or as a class to discuss problems the world faces and brainstorm a few possible solutions.
	United States governments at all levels have structures to allow them to fulfill the functions of making enforcing, and interpreting laws.	Be exposed to and have the opportunity to question resource people from local government legislative bodies and agencies.
	All levels of the United States' governments have officials who are chosen by appointment or selection by the people. Political leaders contribute talents, ideas, expertise, and experience.	Discuss what talents, ideas, and experience would help him/her make a good public official.
	Availability of occupational choices directly relates to local, state, and national policy decisions.	Talk with a local official about where the local government spends money and what jobs are available because of local spending.
	Democracy is based on the assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make decisions.	Role play with others the concept of majority rule and minority rights while trying to solve a classroom based problem.
	The American flag is important as a symbol for the United States.	Describe the symbolism of the American flag.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>CULTURE</p> <p>Awareness of the ways of living a society develops to meet its fundamental needs.</p>	<p>The learner will understand that:</p> <p>The United States has a cultural history. Contributions to the cultural heritage of the United States come from many groups of people and outstanding individuals.</p> <p>People from many regions of the world have contributed to the culture of the United States.</p> <ul style="list-style-type: none">* Europe* Africa* Asia* South America <p>A community's past and present history is filled with contributors, male and female and of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples.</p> <p>People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples including of creative products in art, music, literature and dance, and ideas and traditions, and customs</p>	<p>The learner will:</p> <p>Discuss the cultural background of outstanding Americans. Prepare biographical reports or "news briefs" about outstanding Americans with varied cultural backgrounds.</p> <p>Discuss reactions of an Inupiat village and people in a small town in the Mid-West to adoption, or another common issue.</p> <p>Prepare and administer a telephone or CB survey asking respondents to name individuals who have contributed or are contributing to the development of the community, and then compare his/her list with lists suggested by the teacher and other members of the class.</p> <p>Bring in examples of how the local community benefits from cross cultural contributions.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Alaska's Native groups have made significant contributions to the culture of Alaska.	Prepare report on how a group of Alaskan Natives have contributed to Alaska's culture.
	<ul style="list-style-type: none"> * Haida * Tlingit * Athabascan * Eskimo * Tsimshian * Aleut 	
	Complex skills in handicrafts, building and architecture indicate a well-developed civilization.	Compare skill levels of two diverse cultures, after viewing movies, filmstrips or pictures.
	Cultural diversity may sometimes mean conflicting values, and different ways of.	Predict how different characters from children's literature would react to specific conflict situations.
	An individual may learn a variety of occupational skills and may earn a living in many different ways.	Prepare a list of all the jobs he/she would like to have as an adult.
	Cultures can influence other cultures and bring about change.	Explain how the European cultures changed the Native American cultures and how the Native American cultures changed European cultures.
	There are commonalities among cultures.	Illustrate ways two cultures are the same.
	Humans use their ingenuity to change their environment.	Use his/her ingenuity to solve simulated problems posed by the teacher..

SOCIAL STUDIES Grade 4

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will understand that:	The learner will:
	Communities share some common traditions regarding food, celebrations, and recreation.	Compare traditions in their local community with traditions in a culturally and geographically different community.
EMPATHY		
The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.	To appreciate cultures which are different from his/her own he/she must make an effort to understand different cultures.	Utilize a variety of media to do a case study about a person in a different cultural setting.
	The diversity in the local community may help in understanding diversity around the world.	Identify differences in opinion and values in the classroom or community, and discuss how much more complex the differences get as the number of people increases.
INTERDEPENDENCE		
Reliance upon others in a mutually beneficial interaction and exchange.	Through the years people in the community have organized to try to meet needs and wants by providing goods and services in a variety of ways.	List community groups and agencies which exist to provide for special needs and then categorize these groups as providers of services and providers
		Select a past community event, for example, a local issue like a school closing, park expansion, or a local rezoning question, and interview local community members to determine their perceptions of what occurred.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Today many companies and corporations and organizations in a local community have links around the world.	Prepare questions about international connections for a representative from a local business with links to other areas of the state, country or world.
	Economic interdependence affects our relationships with other nations.	Read about and list examples of economic interdependence, between Alaska and other nations.
	International trade makes available a greater quantity and variety of goods.	Name and illustrate a variety of goods that come from other countries.
	In an increasingly interdependent world, economic events will have global impact.	Prepare a bulletin board which illustrates how the local community is affected by the world petroleum market.
	World progress depends to a large extent on friendly relations among the nations of the world.	Discuss ways that nations can cooperate.
	Economic energy, and environmental events in the future of the United States and the world will affect the learner's local community.	Choose an energy, environmental, or demographic problem and work in groups to develop possible solutions to the problem.
ENVIRONMENT	There is a relationship between the earth's climate and its position in space.	When given a globe, demonstrate rotation, revolution and generalize how this causes day and night and seasons.
Awareness of surroundings, including natural elements and elements created by humans.		

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that: Seasonal changes are related to the positions and movements of the earth within the solar system. A number of factors determine climate in Alaska. The native cultural groups of Alaska have a demographic history. The earth is constantly changing.	The learner will: Draw a simple diagram illustrating the tilt of the earth's axis at various seasons of the year, and will explain how the tilt of the axis causes climate changes which distinguish the seasons. Discuss reasons for the climate in each area of Alaska, including influence of latitude, proximity to Pacific and Arctic Oceans, seasonal wind currents, etc. Prepare bulletin boards of subsistence cycles and locate Native cultural groups of Alaska on an Alaskan map. After a series of activities in the classroom, describe the cause and effect of earthquakes, volcanoes, glaciers, and erosion of the earth.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>There are specific vocabulary words associated with natural and people-made environments.</p>	<p>The learner will:</p> <p>Correctly define the meaning of terms commonly used to locate and describe natural regions, including.</p> <ul style="list-style-type: none">* mountain range* plateau* valley* peninsula* plain* river systems* delta* ocean* coastline* natural* people-made boundaries
	<p>Communities and nations have political and natural boundaries which can be located on maps and globes using:</p>	<p>Using a variety of political and land form maps, use symbols and latitudes and longitude to locate his/her own community, state, nation, neighboring countries and other countries of interest.</p>
	<p>Communities have a geographic history.</p>	<p>Take pictures of present community sites, compare these to old photos of the same site. Date them and place them as a pictorial timeline of the area.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>The geographic history of the local community can be correlated to the geographic history of the United States, especially as it relates to Native Americans, Westward expansion, and immigrant populations</p> <p>The geography of a community influences the wants and needs of people in that community.</p>	<p>The learner will:</p> <p>Work in groups to make diagrams or models depicting his/her community at different time periods of U. S. history.</p>
	<p>People of the past and present share common problems related to their physical environment.</p>	<p>Suggest solutions to give local community problem using a problem solving process which includes: Defining a problem, Gathering data, Analyzing data, Generating alternative solutions, Selecting the best solution, Testing and evaluating the solution</p>
	<p>Because of contrasting environments a nation or a region can produce goods and services with different degrees of efficiency.</p>	<p>Prepare an oral report on the ways people of different areas throughout history have provided for basic needs.</p>
	<p>Geography of a region influences economic development.</p>	<p>Explain why the United States steel industry developed in Pittsburgh rather than San Diego, or another similar example.</p> <p>Give examples of how geography has influenced economic development in the United States, using a map to point out the reasons used.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
<p>SCARCITY</p> <p>Awareness of the conflict between unlimited needs, and wants and limited natural and human resources.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>The term "Scarcity" implies a supply inadequate to meet the demand or satisfy need.</p>	<p>Given a list of definitions, learners will correctly recognize a definition of scarcity.</p>
	<p>Resources and goods are limited and that their distribution may cause conflict.</p>	<p>Take part in a simulation activity where the class must decide on the distribution of a limited amount of food.</p>
	<p>Resources are not equally distributed among the nations and regions of the world.</p>	<p>Compare food resources available in two distinct and different regions. (for example, India and Alaska)</p>
	<p>There are areas of today's world where resources to meet basic needs do not exist.</p>	<p>Through reading or other media become acquainted with people in a community where survival is threatened.</p>
	<p>The main purpose of economic activity is to satisfy the wants of people for goods and services (goods and services, consumers, producers).</p>	<p>Describe how bartering in a primitive society differs from the use of money in our society.</p>
	<p>Alaska industries help Alaskans obtain goods and services.</p>	<p>Write letters to obtain information about Alaskan industries.</p>
<p>Forms of transportation are a part of the consumer price of a good service.</p>	<p>Describe various forms of transportation for several goods in the state of Alaska, and list the relative costs of each on a chart.</p>	

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	The learner will understand that:	The learner will:
	Budgeting of personal income has a purpose.	Make a budget for one week for him/herself, and evaluate it at the end of the week.
TECHNOLOGY	Using available technology, people change the land to suit their needs wherever possible.	List ways the land in their community has been changed over the last fifty years, and explain what technology contributed to the change.
Awareness that people use tools and methods to obtain what they need and want.	Modern technology has increased the diversity of uses for natural resources.	Make a chart showing the many products made from petroleum.
	Technological advances change modern life.	After reading stories and articles, describe how industrialization promotes growth in the cities.
CHANGE	History is subject to individual interpretation.	Record reactions to a staged classroom event. (For example, two learners might stage a fight, the "observers" would describe the fight, and differences will be discussed.)
Awareness that things, events, and ideas change over a period of time.	Individuals interpret materials based on their knowledge, skill, educational training, experiences and values.	Participate in a class activity where everyone makes interpretations about simulated historical event.

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>As learners they will often obtain historical information from secondary sources.</p> <p>History may change as it is retold.</p> <p>Change is: universal, continuous, and influenced by many factors.</p>	<p>The learner will:</p> <p>Locate historical data in texts or resource books in the library.</p> <p>Compare two written accounts of the same historical event and list the differences between them.</p> <p>List ways families in the local community and families in a chosen distant community change over time, including:</p> <ul style="list-style-type: none">* roles* rules* members relationships* homes* customs, and* language
	<p>Change happens in a variety of ways including:</p> <ul style="list-style-type: none">growthdeclineassimilationaccommodation <p>and that examples can be found in the local school and community.</p>	<p>Collect old school floor plans, pictures, yearbooks, and newspapers to use in reporting on changes in their schools.</p>
	<p>People in a community have needs and wants, some of which change over time.</p>	<p>Compare his/her needs and wants to the childhood needs and wants of historical characters.</p>

SOCIAL STUDIES Grade 4

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVES
	<p>The learner will understand that:</p> <p>Through change a local geographical history has developed.</p> <p>Changes in communities often result in conflicts over needs and wants.</p> <p>Rules and laws in the community's past are different than today's rules and laws.</p> <p>Ways of learning within the learner's local culture have changed over time and have varied from place to place in our country.</p> <p>The actions of people of the present will influence the lives of people in the future.</p>	<p>The learner will:</p> <p>Investigate and record the history of local boundaries and land use.</p> <p>Interview a local community member and tape record their account of how conflict has caused change in the area.</p> <p>Compare a list of past rules and laws with a list of rules and laws today.</p> <p>Gather information about schooling and growing up practices in different time periods and help develop a class mural depicting this information.</p> <p>Discuss his/her wishes for his/her children and ways to make those wishes come true.</p>

SOCIAL STUDIES

Grade 5

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
IDENTITY:	The learner will understand that:	The learner will:
Awareness of one's own values, attitudes, and capabilities as an individual and as a member of groups.	All people have historic roots and that these roots contribute to the diversity of culture in countries of the Western Hemisphere, i.e.: <ul style="list-style-type: none"> *ethnic heritage *cultural identity *customs and traditions *beliefs and attitudes *language. 	Utilize television, magazines, and current movies to develop a list of cultures represented, stereotyping, and ethnocentric bias. Prepare a report on the contributions of various cultural groups to the progress and development of the United States.
	Each individual has the responsibility to examine his/her own values.	Be introduced to a sample of the variety of languages spoken in the United States, Canada, and Mexico. Discuss his/her own values with classmates.
	Responsible decisions require serious thought.	View filmstrips or movies of hypothetical situations requiring decisions and discuss the pros and cons of the various decisions.
	Interests, aptitudes, skills, physical characteristics, educational achievements, needs, and relationships with other people influence goals and career decisions.	Interview parents and friends about why they chose specific careers.
	Various people and media can influence his/her decisions.	Create an advertising campaigns for a career or life style of his/her choice.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
CITIZENSHIP AND GOVERNMENT:	<p>The learner will understand that:</p>	<p>The learner will:</p>
<p>Awareness of the geographic/political organization which unites people by a common government.</p>	<p>Social and political systems are based on people's beliefs, i.e.:</p> <ul style="list-style-type: none">*the importance rights, and responsibilities of the individual*the citizen's role in decision making*beliefs concerning education	<p>Compare the rights and responsibilities of individuals in a several of Western Hemisphere countries.</p>
	<p>The social and political system of the United States affirms such beliefs as:</p> <ul style="list-style-type: none">*the importance of the individual*the responsibilities of the individual*public education for all children.	<p>List examples of laws or practices in which illustrate the political and social beliefs on which the American government was founded.</p>
	<p>Governmental structures vary from place to place, and are a reflection of the values and attitudes of the society.</p>	<p>Compare governmental structures of the United States, Canada, a Latin American country using charts including information, such as:</p> <ul style="list-style-type: none">- source of authority- election process- lawmaking process- leadership- law enforcement- judicial system.
		<p>Analyze political cartoons related to to government in the United States, Canada, and Latin America.</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	Governments pass laws and develop regulations for groups created by governments.	Explain that laws governing Alaska's Native Corporations were passed by Congress, and provide a simplified explanation of the structure of Alaska Native Corporations.
	Government policies change in response to the needs of people, i.e.: *to meet basic needs of citizens *to provide services *to regulate an increasingly complex society *to maintain order and control.	Participate in a class discussion of response of the United States government to the needs of: *handicapped people *senior citizens, and *rising crime rate.
	People in democratic nations share some beliefs that govern their rules, laws, and governmental structure,	Role play situations where basic freedoms (of equality, speech and press, etc.), have been taken away.
	Legal, political, and historic documents support the beliefs held important by people in a country, including, *Declaration of Independence *United States Constitution, including the Bill of Rights	Research the events which led up to the drafting of a certain document. Chart events on a time line and enact the event in dramatic form.
	Citizenship includes an awareness of the patriotic celebrations of our nation, including those established by law.	Research the possible equivalents in another Western Hemispheric country to our Independence Day, Memorial Day, or other patriotic celebrations.
	Citizenship includes an awareness of patriotic symbols, pledges, and anthems.	Identify various state and national flags and symbols.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
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The learner will understand that:

Governments of nations attempt to deal with economic disparity through social and economic planning.

The learner will:

Brainstorm a list of reasons why a country might remain less developed than its resource potential might indicate. Research specific areas and the reasons for lack of development and chart them, i.e.:

Nation: Mexico

Factor: which hinder economic development	Possible governmental solutions

CULTURE:

Awareness of the ways of living / society develops to the fundamental ne-

There are theories of the origin and diffusion of Native Americans who first inhabited the American continent.

Discuss various Native American creation myths and anthropological theories as to the origin of Native Americans.

One way Native Alaskans transmitted their culture was through a rich verbal tradition of stories, myths and legends.

Listen to tapes of Native Alaskan myths and will discuss the lessons which could be learned from the myths.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	The United States has contributed to history and culture of the world.	List at least five contributions of historical significance by the United States in the following areas:
		*architecture *government *justice *language *entertainment *literature *science *art.
	Families serve as transmitters of culture to the young, i.e.: *values and attitudes as in religious traditions passed on by families *vocational skills as hunting, fishing, and farming *recreation and leisure activities as games and sports. *arts and crafts, such as weaving, pottery, making bone and wood carvings.	Trace his/her own roots by interviewing family members. A large classroom outline map of the world will be filled in by students showing which countries their families came from. The learner will develop several pages for a class book entitled, <u>We Learned From Them</u> indicating what things they learned from family members.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	<p>The learner will understand that:</p> <p>Through migration and immigration, people of different cultural backgrounds influence one another, i.e.:</p> <ul style="list-style-type: none">*Asian settlers crossed the Bering Strait to Alaska*French and English explorers and settlers brought their heritage to Canada and the United States*Spain, Portugal, and England sent explorers who settled in Latin America.*throughout the history of the Western Hemisphere, people have learned attitudes and values, customs and traditions, skills, talents, and abilities from those other cultures. <p>Cultural patterns influence behavior.</p>	<p>The learner will:</p> <p>Work in small groups to make a mural of one of the immigrant cultures in the United States, showing some of the following:</p> <ul style="list-style-type: none">- cultural achievements- people at work, play, and worship- famous people- cultural problems- cultural history. <p>Build models of the various types of homes first built by settlers in the Western Hemisphere.</p> <p>Compare attitudes toward:</p> <ul style="list-style-type: none">*sharing*bragging*ownership <p>in Alaskan Native and European American cultures.</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
EMPATHY:	The learner will understand that:	The learner will:
The ability to understand others through being able to identify in one's self, responses similar to the experiences, behaviors, and responses of others.	Artistic and recreational activities of people are a reflection of their values and beliefs, as demonstrated in *visual arts *performing arts *sports *cultural institutions *literature.	Research the predominate sports of a country of his/her choice and in groups, he/she will work to identify sports or games with which are unfamiliar. The small groups will then study the rules of a specific game or sport and present it to their classmates by either demonstration or explanation.
	Artistic and recreational activities of people transmit cultural knowledge and attitudes.	Prepare an outline explaining his/her ideal personal recreation program, and then explain why it is his/her ideal.
	Value judgements about cultures are always made from the perspective of one's own culture.	Discuss with others which beliefs and practices of our culture which make us feel superior or inferior to other cultures.
	Diversity makes it difficult for people to understand each other.	Through use of the media, identify current events which are difficult to understand from another perspective.
	There are some people who do not have sufficient available resources to meet their basic needs and consequently suffer.	Participate in a <u>Choices for Survival</u> simulation game which demonstrates the moral dilemmas of survival.
	His/her life and the lives of other individuals living in the Western Hemisphere are influenced by the course of historical events.	Compare his/her life to the life of a student in Mexico, trying to identify historical events which have made a difference in the opportunities available to each of them.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
<p>INTERDEPENDENCE: Reliance upon others in mutually beneficial interaction and exchange.</p>	<p>The learner will understand that:</p> <p>The histories of Alaska and Canada have overlapped and influenced each other.</p> <p>Nations form organizations and make agreements to promote development and growth. Some examples of these are:</p> <ul style="list-style-type: none"> *Organization of American States *North Atlantic Treaty Organization *United Nations. *Pacific Rim Consortium <p>Nations depend on one another for resources and products they need, i.e.:</p> <ul style="list-style-type: none"> *food as needed in Latin America *oil as needed by industrialized nations, such as the United States and Canada *technologic products as needed by developing nations of Central and South America. 	<p>The learner will:</p> <p>List ways that Alaska and Canada cooperate.</p> <p>List potential problems in the future of the Western Hemisphere by using a variety of text resources and news events as a guide.</p> <p>Work in groups to develop lists of how life in the United States would change if we could no longer import petroleum or petroleum products.</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	<p>There are critical decisions facing all governments as members of a global world, i.e.:</p> <ul style="list-style-type: none"> *arms and weaponry *energy *pollution of air, land, and water *scientific technology *health *space and ocean exploration *human resources. 	<p>Participate in small group discussions by identifying problems and possible solutions concerning pollution, political differences, and declining energy sources as related to our interdependence with other nations.</p>
	<p>Belief systems which are in conflict can have global impact in our increasingly interdependent world. The awareness that nations differ in their beliefs is essential to global understandings.</p>	<p>Interview community members concerning opinions on a specific global problem.</p>
	<p>Friendly relations among the nations of the world impact trade and cooperative solving of mutual problems.</p>	<p>Compare and contrast beliefs held in the United States with those of other nations.</p>
		<p>Brainstorm and list ways to promote understanding and friendly relations among regions of world.</p>
ENVIRONMENT:		
<p>Awareness of surroundings, including natural elements and elements created by humans.</p>	<p>Climatic patterns are influenced by the interaction of various geographic factors.</p>	<p>Investigate dominant patterns of ocean currents and prevailing winds in the Western Hemisphere and how they have influenced selected case study areas of the United States, Canada, and Latin America.</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	Specific terms are used to identify types of habitats.	Correctly identify a series of pictures of the following habitats: *forest *grassland *desert *tundra *shore *savanna *prairie.
	Specific terms are used to identify water features.	Correctly identify pictures of the following water features by name: *oceans *seas *estuaries *deltas *rivers *lakes
	The major land features of the earth have specific names.	Correctly identify by name pictures of the following: *continents *plains *plateaus *hills *mountains *valleys Identify land forms visible in or around his/her community.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	People are affected by their physical environment as they attempt to fulfill basic needs, i.e.:	Contribute to a collection of classroom "case studies" of the lives of the individuals in a variety of environments in the Western Hemisphere.
	*food as in the mountains of Peru *shelter as in Northern Canada, Alaska, Hawaii, tornado-prone areas of the United States *clothing as with the Inuit of Canada and Alaska.	
	The physical environment is affected by people as they interact with it, i.e.:	Using actual or fictional news story cases, debate the positive and negative effects of one of the following:
	*establishing transportation networks as the Pan American Highway and St. Lawrence Seaway *using natural resources as with the Alaskan pipeline *harnessing waterways as with the Niagara and Colorado Rivers *altering natural vegetation as in strip mining in the United States *discarding chemical and radioactive waste materials as in Love Canal.	*a new industry *an interstate highway passing through the community *a large municipal office complex *an airport

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	<p>The learner will understand that:</p> <p>The effect of geography has been moderated by humans through the use of technology, i.e.:</p> <ul style="list-style-type: none"> *housing as in Alaska and the Canadian Northwest, past and present *transportation as in the Amazon Basin, both past and present. 	<p>The learner will:</p> <p>Work in groups to design a transportation network traversing a specific geographical region on a teacher-made map.</p> <p>Discuss the geography of space travel and the problems humans will need to overcome.</p>
SCARCITY:	<p>Available resources are limited.</p> <p>Human wants are unlimited.</p>	<p>Using catalogs, make choices on how he/she would furnish a home with a limited amount of money.</p> <p>Prepare individual lists of all the things he/she would like to have if there was an unlimited supply of funds. Circle those wants they feel he/she can expect to have met in the next year.</p>
Awareness of the conflict between unlimited needs and wants and limited natural and human resources.	<p>As individuals they will need to make decisions about how best to use:</p> <ul style="list-style-type: none"> *natural resources *human resources *capital goods. 	<p>Participate in class discussion of how others have made decisions about natural resources, human resources or goods, as portrayed in magazines or books.</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	Some people in the United States, Canada, and Latin America do not have sufficient available resources to meet their basic needs for food, shelter, and clothing.	Brainstorm reasons why some people in the United States, Canada, and Latin America do not have sufficient available resources to meet their basic needs, and suggest possible solutions to the suffering faced by those who do not have sufficient resources.
	Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	Design a display board showing means of acquiring income and means of using income.
	Individuals make choices about distribution of scarce resources based on their value system.	Discuss with classmates their reasons for personal spending choices.
	Availability of the following resources is important to a nation's economic growth. *air *water *soil *forests *fuels *rocks and minerals *animal resources *human resources.	Discuss the differences between capital, human, and natural resources and classify pictures as to the type of resources they represent.
	America's resources influenced the course of American history.	After reading and listening to teacher lectures, list ways that America's resources influenced Westward expansion.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	Alaska's resources influenced the course of Alaska's history.	Discuss the relationship between Alaska's growth and her natural resources.
	The main purpose of economic activity is to satisfy the wants of people for goods and services.	Compare in writing the economic system of a group of Native Americans before contact with and exposure to the American free enterprise system.
	Producers of goods must make decisions about what and how much to produce, and how goods and services will be distributed.	Be presented with a hypothetical problem about a drug company which must decide whether to produce a drug which is a cure for pneumonia or a drug which is a cure for a rare disease which only effects ten people in every one million. Along with others, he/she will consider profits to be made and moral considerations, as well as ways they could advertise the drug.
	In the United States, our economic system is called capitalism, or free enterprise.	Interview or write to a druggist to find out what kind of government regulations control the manufacture of drugs.
	Capitalism, communism, and socialism have specific characteristics.	Describe the differing characteristics of communism, socialism, and capitalism.
	Nations must trade beyond their borders to survive.	List some of the exports and imports for the United States, and Alaska.

SOCIAL STUDIES -- Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	There is a relationship between life-style and career.	Interview several community members and discuss career demands on leisure time, as well as which careers receive higher salaries.
TECHNOLOGY:	Science and technology have influenced the standard of living of people.	Use collections of news magazines and newspapers to find and collect examples of scientific and technologic developments in the United States, Canada, and Latin America and integrate them into a mural collage.
Awareness that people use tools and methods to get what they need and want.	Artifacts left by a culture tell a story about the culture.	Role play, along with classmates, anthropologists examining a trash can for evidence of life in Alaska.
	Technology influences the employment choices available to people.	Explain why the assembly line was important.
		List ways development of the microchip is changing their lives.
	The degree of technological progress that a nation has made relates to the citizens' ability to meet their basic wants and needs.	With classmates discuss reasons why large corporate-owned American farms might feed more people than the same amount of land in a country without the advantages of modern agricultural technology.

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	<p>The learner will understand that:</p> <p>Disparity in standard of living within and between nations causes conflict and tension.</p>	<p>The learner will:</p> <p>Write an editorial giving reasons why some nations may resent the United States.</p>
<p>CHANGE:</p>		
<p>Awareness that things, events, and ideas change over a period of time.</p>	<p>Nations of the Western Hemisphere have unique histories, i.e.:</p> <ul style="list-style-type: none"> *population uniformity to population diversity *westward movement *agriculture to industry *rural to urban to suburban movement *sectional to national, international, and global perspectives *self-sufficiency to interdependence *resource richness to resource scarcity. 	<p>Describe major periods in United States history.</p>
	<p>European exploration of North America resulted in change to the New World.</p>	<p>Prepare short biographies of explorers of the New World, especially to the United States.</p>
	<p>Knowledge of the major events of the American Revolution are shared by most Americans.</p>	<p>Make a timeline of the major events of the American Revolution and explain what happened with each event.</p>
	<p>Revolutions/changes, political socio/economic conflicts have had historical importance in United States history.</p>	<p>Identify some revolutions/changes, political socio/economic conflicts that have occurred within the United States (e.g.: the Revolutionary War, War Between The States, ERA, etc.).</p>

SOCIAL STUDIES - Grade 5

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
	The learner will understand that:	The learner will:
	Leadership is important to change.	Describe changes which would not have occurred without specific leaders. (Martin Luther King, Abraham Lincoln, William Seward.)
	Knowledge of a chronology of major historical events is shared by Americans.	Place major American historical events on a time-line.
	The history of Alaska is an important part of the history of the United States.	Integrate historical events important to Alaska into the timeline of America's history.
	Employment choices are constantly changing.	Compare employment opportunities between two distinct historical time periods.
	Current events are resulting in change.	Discuss a major current event and relate the event to the future, asking how it might change what will happen.

SOCIAL STUDIES

Grade 6

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
IDENTITY Awareness of one's own values, attitudes, and capabilities as an individual and a member of groups.	The learner will understand that: The family as a social unit takes many different forms in Western Europe, Eastern Europe, and the Middle East. *Family structure and relations are the result of centuries of custom.	The learner will: View pictures or gather information from readings which define different kinds of family structures and marriage practices. Develop a survey to gather data on some specific belief and values of his/her classmates and their families. He/she will then compare similarities and differences with data on ethnic background religion length of time their family has been in the U.S. He/she will then compile the results and participate in a class discussion to compare and contrast the findings and will hypothesize about reasons for the differences and similarities in beliefs and values relative to the families' background data.

SCARCITY

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
<p>Awareness of the conflict between unlimited needs, and wants and limited natural and human resources.</p>	<p>People throughout the world must solve basic economic problems, including:</p> <ul style="list-style-type: none"> *Limited resources must be reconciled with unlimited needs and wants. *Not all nations/peoples have the same potential for economic development. *Systems evolve to deal with economic decision-making. <p>People have unlimited needs and wants which they must meet with limited resources.</p>	<p>Will participate in a class group project in which each group represents people from different part of Europe and the Middle East. Each group will research its country and compile a list of available resources, industries, and problems in meeting basic needs. After a discussion, each group will list alternatives for solving its problems and will arrive at a group decision on which alternative they will pursue. Each group will present its decision to the rest of the class. The class will then discuss the consequences of each decision.</p> <p>Participate in a simulation called the Tiber River Simulation, in which the class is split into groups representing each of five villages along the Tiber River. Each city depends on the river, in one way or another for its survival (example: fishing, industry). Each village is obviously interfering with the rights of people in other villages, even though each village feels it is doing the right thing. Each group will outline the problems each village faces and will make rules which cover the use of the river. The laws must be agreed upon unanimously by each village involved.</p>

SOCIAL STUDIES Grade 6

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will understand that:</p> <p>People need food but the geography of a region does not always make adequate food production possible... lack of arable land as in Greece lack of a dependable water supply as in the deserts east of the Caspian Sea.</p> <p>Industrialization requires sources of minerals and fuels which are non-renewable.</p>	<p>The learner will:</p> <p>Help develop a play enacting the effects of food shortage on a given group of people.</p> <p>Develop written scenarios based on depletion of one or several resources and will explore global consequences.</p>
<p>EMPATHY</p> <p>The ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.</p>	<p>Individuals or groups of individuals held authority over other members of the group.</p>	<p>Discuss the rules and laws they are expected to follow at home, at a friends, in the community and who enforces those laws.</p> <p>Investigate ways law and order were maintained in specific groups as evidenced in children's literature selections such as <u>Call It Courage</u>, <u>Island of the Blue Dolphins</u>, and <u>The Bronze Bow</u>.</p>

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Traditionally, women have had less freedom socially, economically, and politically than men have.	Watch a number of TV shows which have women as key characters and focus on the advertising during the shows. Then he/she will discuss the shows and the ads, focusing on the different roles played by females. He/she will compare how the characterizations reflect the attitudes of the society toward women during the time period in which the story or ad takes place.
	Many societies develop class structures.	<p>Discuss the limitations or restrictions that have been placed on people today and in the past. Research and report on how some of the following have been the basis of restrictions on human rights at various times:</p> <ul style="list-style-type: none"> - sex - age - religion - ethnic background - occupation/wealth - birth place
TECHNOLOGY		
Awareness that people use tools and methods to obtain what they need and want.	Civilization developed where geographic conditions were most favorable.	Examine relief maps of key areas in the development of human civilization. Hypothesize why civilization developed in these regions.

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
		Work with other students to create a shelf or table top model of the stages of human civilization, from early humans through to today. It might include: <ul style="list-style-type: none">- hunting and gathering- discovery of agriculture and the domestication of animals- industrialization- revolution of science and technology
CITIZENSHIP/GOVERNMENT		
Awareness of the geographic/political organization which unites people by a common government, another country.	Citizenship includes an awareness of the patriotic celebrations of our nation and other nations.	Make an international calendar of patriotic celebrations, and will report on a particular holiday or celebration from
Awareness of membership in a community, with its accompanying behaviors, rights, and responsibilities.	Each level of government has a specific purpose.	Listen as guest speakers such as city manager, city council, airport manager, etc., describe their particular role in government and help develop a class chart which identifies the various functions.
	Each person has rights and responsibilities as a citizen.	Hypothesize how rights, responsibilities and values might differ in different countries/cultures (for example in the middle east.)

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Present systems of government have their origins in the past.	Listen as the teacher presents information on the democratic form of government in the United States; then help construct a comparative chart by finding corresponding practices in ancient Egyptian, Greek and Roman civilizations, identifying the ways laws and rules were formulated, how and by whom leaders were selected, and how power and authority were distributed.
	As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.	Study the sociopolitical structure of different societies at different times, and help plan a whole day where the class will operate as if it were in: <ul style="list-style-type: none">- ancient Egypt- classical Greece/Rome- feudal Britain
	In modern political states, formalized governmental structures play a major role in maintaining social order and control.	After interviewing adults in the building to find out how their jobs are affected by regulations and laws, present their findings to the class. Some people to interview may include: <ul style="list-style-type: none">- cafeteria manager- custodian- secretary- librarian- principal/assistant- school nurse

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Modern Governments have assumed new roles in relation to the individual previously carried out by family and/or the church.	Debate social issues to discover the role of the family versus the role of the government in today's society. (Issues might include: state-run nursing homes for the elderly free medical clinics Social Security income unemployment benefits welfare)
	Government services agencies are available at the state and local level.	The learner will brainstorm various needs of individuals and groups and identify those aspects that can be helped through use of service agencies.
	In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.	The learner will identify the factors used in making decisions about the production and distribution of products in the U. S. and in the Soviet Union.

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>INTERDEPENDENCE</p> <p>Reliance upon others in mutually beneficial interaction and exchange.</p>	<p>The learner will understand that:</p>	<p>The learner will:</p>
	<p>People and nations are interdependent on one another, personally, socially, culturally, politically, and economically.</p>	<p>Describe the relative importance of the causes of and interdependence of at least two countries.</p>
	<p>All people of the world are both producers and consumers of goods and services:</p> <ul style="list-style-type: none"> - hunters and gathers - pastoralists - subsistence farmers - industrial workers - service jobs. 	<p>Select a working adult whom they can observe over a period of time (preferable a whole day), observe and record as many of that person's activities as possible. After the observation, the learner will classify/categorize the person's activities under relevant economic headings.</p>
	<p>A variety of conditions determine the types of economic systems that people employ to solve economic problems.</p>	<p>Identify ways people in the Middle East and Europe produce and consume various goods and services.</p> <p>Research in books and other media economic conditions for a particular country.</p> <p>Prepare a summary list of his/her findings to share with the class along with information on the type of economic system which is predominant in that country.</p>

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	In many countries, "mixed" economies have evolved to deal with economic decision-making.	Select a major American industry (steel, auto, mining, farming) and study the government controls on it, placed on it directly or indirectly by the government, and then compare and contrast this data with information on government control of economic decision-making in Eastern European command economies.
	A variety of factors determine the level of economic development of a nation, including the availability of resources, a skilled labor force, investment capital, markets available, and advancements in production technology.	Do a comparative case study of a subsistence agricultural village in the Middle East and a Western European industrial city.
		Develop and prepare a questionnaire related to the research topic of "What makes a nation an industrial leader?", survey adults in the community to explore the attitudinal aspect of development, gather the data, categorize, classify it, and then draw conclusions.
	Nations have joined with one another in organizations which promote economic development and growth, including Council for Mutual Economic Assistance (Comecon), League of Arab States (The Arab League), Organization of Petroleum Exporting Countries (OPEC), and Warsaw Treaty Organization (Warsaw Pact).	Brainstorm a list of economic decision/problems we may face in the next 25 years, and outline a structure for an international organization that will deal with problems identified.

SOCIAL STUDIES Grade 6

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
CULTURE Awareness of the ways of living a society develops to meet its fundamental needs.	The learner will understand that:	The learner will:
	The marriage institution differs.	Compare the family structures and marriage patterns existing on an Indian reservation, a migrant labor camp, a city neighborhood, and in their own community, and give reasons for why it might be that way in each particular case..
	Understanding the values of others leads to a clearer understanding of one's own values and a deeper sense of commitment to them.	Research how similar aged students learn in four other historical or social contexts. Write endings to open-ended stories posing value dilemmas to a variety of different people in different settings.
	Different social institutions within a society influence the lives of people in different ways. Different groups of people have made lasting contributions to the arts and sciences.	Interview their parents and grand-parents to find out what customs they observed in their families as children, and will share this information with the rest of the class. Write or interview a social agency staff member, asking them to describe how their work has affected people's lives. Write a report on the artistic contributions that one cultural grouping has made to the world.

SOCIAL STUDIES Grade 8

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	The civilizations of Western and Eastern Europe and the Middle East have made important, long-lasting achievements in many fields	Use reference books to investigate, compare, and contrast works of art of various periods and places.
	Family, clan, and tribal groups act to maintain law and order.	Make a booklet of scientific achievements from these three areas..
	Cultural institutions often served as the impetus for growth and unification of civilizations.	Compare family structures and rule-making in ancient Rome, Egypt, or feudal England, and compare this data with family structures and rule making today.
		Select a civilization he/she would like to focus on, research a cultural institution in their selected civilization such as religion, art, education, music, or recreation, and write a paper to be shared with the class explaining how that cultural institution served as an impetus for growth and unification in the civilization selected.

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
<p>ENVIRONMENT</p> <p>Awareness of surroundings including natural elements and elements created by humans.</p>	<p>The learner will understand that:</p> <p>Maps symbolically represent features of the earth's surface, including land masses, water bodies, and relief features.</p>	<p>The learner will:</p> <p>Using an atlas and/or other map resource materials, locate and label land masses, water bodies, and draw in and label relief features.</p>
	<p>The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction.</p> <ul style="list-style-type: none"> - latitude and longitude - map keys/legends - map symbols 	<p>Describe how physical features might affect the life style of European and Middle Eastern inhabitants. Some ideas to consider might include:</p> <ul style="list-style-type: none"> - land usage - occupations - housing styles - clothing
	<p>Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in Europe and the Middle East, including, natural phenomena and human uses.</p>	<p>Use latitude and longitude, the map key, and symbols to solve a teacher-developed map puzzle and discover the name of the mystery place.</p> <p>Study several types of maps showing natural phenomena and then hypothesize on blank outline maps about:</p> <ul style="list-style-type: none"> - population density and distribution - products -- agricultural and industrial - land and sea routes. <p>and then research the accuracy of their original hypotheses.</p>

SOCIAL STUDIES Grade 6

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will understand that:	The learner will:
	Geographic variables may serve as criteria for grouping countries into regions.	Examine political/relief maps to identify natural features which serve as the boundaries of countries.
	Geographic features and climatic conditions influence land usage.	Using a climate map of the Middle East region, develop an hypothesis about how people in the region might live.
	Use of resources has had an influence on the economic, political, and historic aspects of life throughout the world. <ul style="list-style-type: none">- control of petroleum resources- routes from Europe to Asia were- need for arable land and water- access to water routes for transportation- availability of mineral resources for industrial development	Prepare a scenario which focuses on the geographic characteristics of a fictitious region. The scenario should include data on the region's terrain, climate type, soil vegetation, and mineral resources.
		Use maps and other appropriate references to prepare a detailed, annotated itinerary for a tour through a country or region of Europe or the Middle East.
		Do a case study of particular situations which illustrate the understanding. An issue such as: <ul style="list-style-type: none">- Arab role as traders before all water discovered.- Control of water in ancient Egypt.- Middle Eastern oil wealth in a modern world economy.

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
	Availability and allocation of limited resources must be reconciled with the unlimited needs and wants of the human groups that use them.	Take a futuristic look at the problem of depletion of resources by researching an issue and then writing a scenario along the lines of "What if...?" <ul style="list-style-type: none">-- we use up all known oil reserves in the next 50 years?- population grows so that little space is left for farming?- the temperature of the earth changed to 10 degrees over the next 25 years?
	The environment is affected by people as they interact with it.	Research and discuss ecological and conservation issues such as: <ul style="list-style-type: none">- energy conservation and alternative energy sources- industrial pollution of the oceans and seas-- deforestation and its effects on climate- the search for adequate drinking water supplies
	The effects of geographic conditions are moderated by technology.	Interpret and then defend or refute this statement:

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will understand that:	The learner will:
		"Superior intelligence has allowed humans to master nature."
		Compare factual and fictional accounts of technological progress.
CHANGE	Different forces cause changes within cultures such as:	Report on how an invasion has changed the culture and economy of at least one country in the world.
Awareness that things, events, and ideas change over a period of time.	<ul style="list-style-type: none"> - invasion -- cultural interaction - technological development 	
	In traditional economies, decision-making and problem-solving are guided by the past.	Read a case study of traditional economic decision-making to describe the influence of the past on:
		<ul style="list-style-type: none"> - an Italian farmer - a French craftsman - a Basque Shepherd
	Internal and external factors altered civilizations and eventually contributed to their decline.	After investigating one of a number of dilemma situations which could possibly confront the U.S. in the next several decades, discuss with classmates. Examples might be related to:
		<ul style="list-style-type: none"> - the energy crisis - a shift in birth and age trends - foreign invasion - industrial obsolescence - racial/ethnic strife

SOCIAL STUDIES Grade 6

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will understand that:</p> <p>The modern era has been a time of great change.</p>	<p>The learner will:</p> <p>Interview their parents and someone of their grandparent's generation and ask them what changes have occurred during their lifetimes.</p> <p>Ask about changes in:</p> <ul style="list-style-type: none">- politics- economics- foreign affairs- fads- standard of living- life style <p>Based on that activity, construct a time line to represent some of the changes discussed.</p>

SOCIAL STUDIES

Grade 7

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
GEOGRAPHICAL LOCATION & CONTINENTS	The learner will:	The learner will:
	Compare the area, population and location of continents.	Correctly identify those that describe each continent, after being given a list of various characteristics of continents.
	Describe how physical geography is a factor in determining how and where people live and have lived.	List examples of adaptation to physical geography in ways of living, after having discussed instances in which physical geography was or is a factor in determining how and where people live and have lived.
	Identify factors which distinguish one geographical region in Africa from another.	Complete a chart comparing one geographical location to another, after having discussed such factors as landform, climate, and zones.
	Identify factors which distinguish Alaska's geographical regions from others.	Compare one geographical region of Alaska to one geographical region in the world, after having discussed in class such factors as landform, climate, politics, economics, culture and zones.
Explain how Alaska is geographically related to other areas of the world.	Identify the seven continents and their relationship to Alaska using an outline map of the world.	

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will: Describe how physical geography is a factor in determining how and where people live and have lived.	The learner will: List examples in Alaska of adaptation to physical geography in ways of living after discussing stances in which physical geography was or is a factor in determining how and where people live and have lived in Alaska.
CULTURE	Describe factors related to population distribution. Identify by location the major urban areas in the world. Compare lifestyles of inhabitants of major political divisions. Identify how language, tools, and behavior patterns vary within and among the various cultural groups. Identify how language, tools, and behavior patterns vary within and among Alaska cultural groups.	Cite reasons for dense and sparse population in certain areas of the world using a population distribution map. Identify the major urban areas of the world by name and location, using a political world map. Describe similarities and differences among inhabitants of major political divisions, including such items as religion, political structure, ethnic make-up, language, and economic development. Compare in a written report such factors as language, tools, and behavior patterns of several major cultural groups. Compare such factors as language, tools, and behavior patterns of the major Alaska Native groups.

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will:	The learner will:
	Compare cultural characteristics of one group in to his/her own local cultural group.	Compare another culture to his/her own local culture, using such cultural characteristics as social structures, behavior patterns, communication system, training of young, subcultural groups, regional differences and influence of environment.
	Describe ways change affects the lives of people.	Predict logical effects on the lives of people of a stated change occurring after discussing in class the impact of change on the economic, social, and political structure of people of a continent.
CLIMATE	Describe varying types of climates.	List at least two characteristics of each of the major world climates.
	Explain factors that influence climate.	In an oral presentation describe how various factors such as proximity to water, elevation, prevailing winds, mountain barriers, affect the climate of an area.
	Explain the relationship of climate to lifestyles of the inhabitants of a region.	Hypothesize the relationship of climate to such things as clothing, shelter, occupations and recreation in two differing regions..
	Describe the climates of Alaska.	Give at least two characteristics of climates found in Alaska, using a weather map.

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will:	The learner will:
	Explain reasons for climate differences in Alaska.	Explain how various factors influence climates in different areas of Alaska.
	Explain the relationship of climate to lifestyles of people in Alaska.	Hypothesize the relationship of climate to such things as clothing, shelter, occupations and recreation across Alaska.
TOPOGRAPHY	Locate by name the major physical features of the world.	Label by name the major mountain ranges, plains, plateaus and deserts using an outline map.
	Identify by location major bodies of water in the world.	Identify by name the major rivers, bays, seas, gulfs, and lakes using a topographic map of the world.
	Locate by name the major political divisions in the world.	Label political major divisions of the world by name, given an outline map.
	Locate the major physical features of Alaska.	Label by name and locate on a map the major mountain ranges, valleys, plateaus, deserts (arctic) tundra, and taiga of Alaska.
	Identify by location bodies of water in or surrounding Alaska.	Identify by name the major rivers, bays, seas, gulfs, and lakes of Alaska.
NATURAL RESOURCES	Describe factors that impact upon the value of a natural resource.	Orally describe how the value of one natural resource may have changed over time.

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will:	The learner will:
	Explain why there is an unequal distribution of natural resources in the world.	Given a physical resource world map, locate: a. Areas best suited for agriculture b. Areas best suited for extractive industry c. Areas best suited for location of basic industry.
	Describe by location major natural resources of the world.	Point out natural resources predominate in regions of the world..
	Explain the uses of major natural resources.	Given a list, give at least three uses of 10-12 international resources. .
	Understand how natural resources may be consumed, conserved, polluted, and renewed.	Given a case study outlining the pollution of resources; a. State reasons why the pollution occurred. b. Suggest local alternatives to the pollution. c. Suggest ways of renewing the polluted resources.
	Describe factors that impact upon the value of an Alaska natural resource.	Report on why the value of an Alaskan natural resource may have changed over time. Given an example of Alaskan natural resource, explain at least three factors which must be present in order for the resource to be an asset.

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will:	The learner will:
	Explain why there is an unequal distribution of natural resources in Alaska.	Given a physical/resource map of Alaska locate: a) Areas best suited for agriculture b) Areas best suited for extractive industry c) Areas best suited for location of basic industry.
	Describe by location major natural resources in Alaska.	Using maps and charts, identify and describe natural resources predominate in regions of Alaska.
	Explain the uses of major Alaskan resources.	Given a list of 5-6 Alaskan resources, the learner will give at least three uses of each.
	Understand the relative importance of major Alaskan resources in present and future markets.	Having prioritized a list of Alaskan resources according to their relative value, verbally defend his/her selections in terms of present and future markets.
	Explain how Alaskan natural resources may be consumed, conserved, polluted, and renewed.	Given a case study outlining the pollution of resources in Alaska. a) State reasons why the pollution occurred. b) Suggest local alternatives to pollution c) Suggest ways of renewing the polluted resources.
THE REGION TODAY CURRENT ISSUES	Describe current problems/issues facing Alaska.	Having studied various Alaskan newspapers, write an editorial describing at least three problems/issues currently facing Alaskan today.

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVES</u>
	The learner will:	The learner will:
INTERDEPENDENCE	Describe ways that Alaskan are dependent on each other and the rest of the world.	List at least four ways that Alaskans are dependent on each other and the rest of the world. (Pacific Rim, Europe, etc.)
ECONOMICS	Describe significant factors in the economic growth of major regions of the world.	Having researched economic factors as minerals, agriculture, oil, the learner will relate how each influenced the economic growth of major world regions.
	Describe significant factors in the economic growth of Alaska.	Having researched economic factors such as tools, gold rush, fishing, minerals, oil, and agriculture, describe how each influenced the overall economic growth of Alaska.

SOCIAL STUDIES

Grade 8

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
EXPLORATION	The learner will: Explain reasons for European voyages of exploration in the 15th and 16th century.	The learner will: Research the economic, political, religious, and social conditions as they existed in the "Old World," and identify three reasons leading to the exploration of the "New World."
	Compare lifestyles of inhabitants of early peoples of Alaska.	After researching significant theories and findings regarding the origins and pre-history of the state, hypothesize as to the lifestyles of the early inhabitants of Alaska.
	Compare lifestyles of inhabitants of major pre-Columbian cultures.	Using an outline map of the Western Hemisphere, identify South and Central American cultures (Aztec, Incas, Mayan, Ohmecó)
	Identify important developments in American history from the pre-Columbian period of exploration and discovery to the European period of exploration.	Having studied pre-Columbian cultures, report on major artistic, scientific or mathematical contributions of at least two cultures. Using a historical outline map of the Americas, locate areas of European influence in 1700. Given a description of geographic features, debate how each of these encouraged and/or discouraged European exploration.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
COLONIZATION	The learner will:	The learner will:
	Compare and contrast European approaches of colonizing the Americas.	In a written report, compare and contrast the methods of colonizing by Spanish, French and British explorers in terms of location and major economic activity.
		Point out on a historical map areas controlled by the British and French in 1750.
	Compare and contrast the Russian approach of colonizing Alaska with other European approaches.	Having distinguished among Spanish, French, British and Russian Colonial control, compare and contrast the methods of colonizing in terms of location and major economic activity.
	Identify European explorers of the new world.	Correctly identify two significant events associated with individual European explorers
	Identify major explorers of Alaska.	Give a five minute oral presentation on one of the Alaskan explorers. (Bering, Chirikov, Cook.)
	Compare to one another the area, population, and location of the European colonies in the New World.	Demonstrate major geographic features influenced the development of the European colonies in North America.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p> <p>Be familiar with important aspects of life in colonial America.</p>	<p>The learner will:</p> <p>Discuss characteristics of the New England, Middle and Southern colonies, and:</p> <ol style="list-style-type: none">Identify major colonial figures.Distinguish among the colonies in terms of economic activity.Compare social and recreational activities.Distinguish between indentured servitude and slavery.
	<p>Explain the relationship of physical geography to economic activities in Colonial America.</p>	<p>Using a map of Colonial America, locate major colonial towns of the New England, Middle, and Southern colonies.</p>
<p>AMERICAN REVOLUTION</p>	<p>Describe causes for the American Revolution.</p>	<p>Prioritize a list of causes for the American Revolution, and defend his/her selections to classmates in terms of British or colonial interests.</p>
	<p>Be familiar with major events and personalities of the Revolutionary</p>	<p>Explain how a number of factors which led to the American Revolution related to economic or political interests of the British or colonists.</p> <p>Arrange a series of events from the Revolutionary War in correct chronological order.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p> <p>Outline contributions of various personalities to the Revolutionary War.</p> <p>Understand the impact of of the Revolutionary War upon American and European history.</p>	<p>The learner will:</p> <p>Identify at least two contributions of each of 10-12 major personalities of the Revolutionary War..</p> <p>After having analyzed the political, economical, and social aspects of the American Revolution, explain the impact of each on the United States, the Western Hemisphere, and Europe.</p>
GOVERNMENT	<p>Describe how the government of the United States was created and established.</p> <p>Be familiar with factors and events involved in the writing and adoption of the United States Constitution.</p> <p>Compare the changes in the United States Government over time.</p>	<p>In a written report, list and describe problems and solutions faced by the United States as a new government was created and compare that development to another country's creation.</p> <p>After having discussed items such as the Articles of Confederation and the 3/5 Compromise, identify:</p> <ul style="list-style-type: none">a. major issues involved in the writing and adoption of the U.S. Constitution.b. basic features of the U.S. Government under the Constitution. <p>Research such items as system of checks and balances, two houses of Congress, the separation of powers, and a federal system of government, and compare the U.S. Government from its creation to today.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Understand the Bill of Rights.	Identify those guaranteed by the Bill of Rights.
		Discuss with classmates the rights of citizens, and correctly identify responsibilities that go with those rights.
	Describe some of the factors leading to the emergence of political parties in the United States.	Write a newspaper article or other report outlining how the Federalist/Democratic and Republican Parties developed.
NATION	Explain the impact of land ordinances on American development.	Participate in a class discussion of issues facing a "new nation," and assess the importance of: a. the Land Ordinance of 1785. b. the Northwest Ordinance (1787).
	Outline major trends and events of the "new nation."	Use an outline map of the United States, to identify states in the Union as of 1789, 1800, and 1815.
		After reading assigned selections discuss events in Britain and France, and describe their relationship with the United States between 1789-1815.
	Identify and describe major problems facing the "new nation."	Having discussed such items as relations with Native Americans and establishing the power of the U.S. Government, the learner will analyze how they were solved.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
WAR OF 1812	Explain the impact of the War of 1812 on later American history.	Discuss with others the War of 1812, the explaining the reasons for and effects in: a. Gaining "respect" from European nations. b. Relations with Indians. c. Freedom of the seas.
EXPANSION	Explain important acquisitions that led to the expansion of the United States.	Read and research commercial and nationalist/expansionist factors existing in the early 1800's explain at least three factors involved in the Louisiana Purchase and other acquisitions.
FOREIGN RELATIONS	Describe early foreign relations between the United States and other countries.	Act as a newswriter and report on the U.S. relationship with other countries of the world in 1820.
REFORM MOVEMENT	Understand what is meant by the "Growth of a National Consciousness."	Given information on various reform movements (abolition, women's suffrage, temperance, labor unions, and public education), describe in writing the effects on society of each of these movements on our society. Study about artists and writers of the time, and report on how each influenced the later consciousness of the American people.
EXPANSION	Explain how the period of 1815-1850 was a time of Westward Expansion.	Locate states in the Union as of 1815 and 1850 on an outline map of the United States.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p>	<p>The learner will:</p> <p>Discuss the phenomenon of expansion and prepare a report which may include:</p> <ul style="list-style-type: none">a. reasons for the movement west.b. description the role of government and private businesses in promoting westward expansion.c. Impact of major immigrant groups important in settling the West.d. Description of some of the effects of the Westward Movement on national politics.e. Description of attitudes toward Native American.
<p>CIVIL WAR</p>	<p>Outline events which contributed to the growth of nationalism and/or sectionalism in the period 1815-1840.</p>	<p>Research the impact of such items as the cotton gin, slavery, high tariffs and industrial development on the growth of nationalism or sectionalism.</p> <p>Compare and contrast in terms of their influence on nationalism and sectionalism the Missouri Compromise, the Nullification Controversy, the Compromise of 1850, the Monroe Doctrine, .</p>
	<p>Compare lifestyles that existed among Native Americans.</p>	<p>Debate the effects of expansionism on two Native American cultures (may include Plains, Pueblo Indians, Tlingits, Athabascans.)</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
WAR	The learner will:	The learner will:
	Know the major causes of the Civil War.	Using an outline map of the United States, identify: a. the states admitted to the Union between 1850-1860. b. "slave" states and "free" states of 1860.
		Place a list of important political events or crises leading to the secession of the Confederate States of America, in chronological order.
	Discuss the advantages and disadvantages of the North and South in the Civil War.	In a chart form, compare and contrast the relative strengths of the Union and the Confederacy, including things like population, number of factories, cultivated acreage.
	Analyze the military and political dimensions of the Civil War.	Participate in a class discussion of the political/military importance of various Civil War events, including the election of Lincoln, the Blockade of Confederate forts, the Emancipation Proclamation.
		Given a list of major Civil War battles/campaigns: a. Indicate whether each was fought on Union or Confederate soil. b. Indicate whether each was a Union or Confederate victory. c. Place them in chronological order.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Understand the role of the British on the outcome of the Civil War.	After having discussed the British commercial/political influence on the Civil War, evaluate in writing how this influenced the outcome of the Civil War.
	Be familiar with various personalities of the Civil War.	Role play several key personalities, both male and female, of the Civil War.
	Compare the Presidential and Congressional plans for reconstructing the Union.	Discuss with classmates reconstruction plans as they related to former slaves, readmission of Confederate States to the Union, and punishment of the Confederate States and preserving the power of the Republican Party, outline similarities and differences between the Congressional and Presidential Plans.
	Evaluate the effects of of Reconstruction on the South.	Present an oral or written evaluation of the effects of Reconstruction on a) race relations in the South. b) southern attitudes toward the Republican Party.
GROWTH OF ALASKA BETWEEN 1850-1900	Discuss significant factors and personalities in the development in Alaska.	Discuss the Russian period of control in Alaska to 1867, and role play the purchase of Alaska by the United States.
	Compare the Louisiana Purchase to the Alaska Purchase.	Having researched both the Louisiana Purchase and the Alaskan Purchase, identify the differences between the two.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Identify significant events leading to the creation of the territory of Alaska.	Using a list of events leading to the creation of the territory of Alaska, place them in chronological order.
BUSINESS ORGANIZATION	Describe the development of a variety of business organizations during the late 19th century.	Research laws & government policies which encourage the development of large corporations, and analyze the relationship between government and business.
	Identify changes in patterns of economic organization and activity in the United States during the late 19th century.	Arrange a given list of technological advances in chronological order.
		Given descriptions of an American city in 1820 & 1900, prepare a dramatic presentation showing changes brought about by industrialism.
		Using an outline map of the United States, locate late 19th century industrial centers and hypothesize why they developed in those locations.
SETTLEMENT	Explain the causes and events of the settlement of the "last west".	Describe the importance of railroads in the settlement of the west.
		Evaluate the impact of settlers and military in the culture of the American Indian.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
IMMIGRATION	<p>The learner will:</p> <p>Understand the impact of the late 19th century immigration on American Society.</p>	<p>The learner will:</p> <p>Role play an immigrant in 1890 and an American confronted with many new immigrants in the neighborhood.</p>
	<p>Describe factors leading to the "melting pot" theory.</p>	<p>Describe the "melting pot theory" and its effects.</p>
	<p>Explain the changing status of agriculture during the late 19th century.</p>	<p>After having discussed the agrarian revolt, with classmates.</p> <ul style="list-style-type: none">a) identify and give reasons for farmers grievances.b) compare and contrast efforts of farmers to improve their lot.c) evaluate the importance of physical geographic conditions as a factor in the revolt.
	<p>Describe how the late 19th century was a time of great social, political and economic change and unrest.</p>	<p>Dramatize why laborers tried to organize unions.</p>
	<p>Describe factors influencing the Progressive Movement.</p>	<p>Prioritize a list of reasons supporting or opposing labor unions, and defend his/her selection from an employer or worker's point of view.</p> <p>Develop the character sketches of leaders of the Progressive Movement. Identify programs and reforms of the Progressive Movement.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
PRE WORLD WAR I	The learner will: Explain the growth of imperialist sentiment prior to World War I.	The learner will: Research the concept of imperialism, list at least four ways how this is applicable to the a. Spanish American War b. the partition of Africa c. the creation of European Alliance systems.
	Describe the United States conduct as an imperial power.	Locate areas held in colonial control by the United States in 1910. State arguments for and against this practice of colonial acquisitions and distinguish between the government of these territories and that of earlier territories which became states. Compare the rights of inhabitants of these territories and of U.S. citizens.
	Explain the United State's position of neutrality prior to WWI.	State reasons why the United States attempted to remain neutral during WWI.
WORLD WAR I	Explain why the U.S. entered WWI.	Prioritize a list of events according to their impact on the U.S. decision to enter WWI, and defend his/her first three choices to classmates.
	Describe major personalities of World War I.	Give a list of 10-12 major personalities of World War I, the learner will identify at least two contributions of each.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will: Describe how WWI affected social and political attitudes.	The learner will: Discuss events of World War I, and evaluate how the war affected the: a) Civilian populations b) American attitudes toward Europe. c) The rise of communism in Russia. d) Economic stability of Europe.
POST WORLD WAR I	Explain America's policy of isolationism following World War I. Describe how the "time between wars" was a time of economic prosperity. Explain factors contributing to or reacting to freedom of expression in the 1920's.	Research reasons for America's retreat into isolation, and report on that retreat in terms of a) success/failure of the League of Nations. b) the use of dictatorship in Europe. Dramatize with classmates domestic scene in the United States between 1920-1940. Using music, dance, clothing, writings, motion pictures, advertising, explain at least two factors of each which contributed to "freedom of expression" during the 1920's.
GREAT DEPRESSION	Understand factors which led to the Great Depression Compare the effects of the Great Depression on the global scene to the domestic scene.	Role play with classmates economic condition which led to the Great Depression. Describe similarities and differences among European countries and the United States during the Great Depression.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p> <p>Describe short and long term effects of New Deal activities.</p>	<p>The learner will:</p> <p>Discuss the New Deal and categorize such activities as,</p> <ul style="list-style-type: none">a) reliefb) recovery, or ac) reform effort. <p>Given groups such as Blacks, women, farmers, industrial workers, small business owners, bankers, stockholders, large corporations, older people and Native Americans, defend whether each would generally support or not support Roosevelt's policies as of 1936, 1940, & 1944.</p> <p>Research the lasting influence of New Deal Policies on blacks, labor unions, farmers, banks, older people, the stock market and federal government.</p>
<p>PRE WORLD WAR II</p>	<p>Be familiar with causes and events leading to the outbreak of WWII in Europe.</p>	<p>Report on the political climate of each country prior to WWII.</p> <p>Using an outline map of Europe, locate and compare areas controlled by totalitarian governments as of 1935 to areas controlled by the summer of 1939.</p> <p>Place events which led to the outbreak of WWI in chronological order.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
	Describe events which led to the entry of the U.S. in WWII.	Locate and describe areas controlled by Germany, Italy and Japan in 1942.
	Describe the impact WWII on American lives.	Arrange in chronological order steps which preceded the U.S. entry into WWII.
	Explain the major events and results of WWII.	Role play changes in the lives of groups such as Aleuts, blacks and farmers as a result of WWII.
	Be familiar with major personalities of World War II.	Explain the importance of various events and battles of WWII.
	Understand significant factors and personalities in the development of Alaska during World War II	Prepare a biography of the lives of several major personalities of WWII.
	Explain the factors involved which led to the end of World War II.	Research the role of Alaska in World War II, and participate in a group presentation of one aspect of the Alaska Campaign.
	Explain the creation of the "superpowers" in post World War II.	Describe some of factors that led to the surrender of Germany and Japan, detailing the importance of each on later history.
		With classmates discuss and debate the "cold war" and the relative strengths of the United States and Russia.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p> <p>Compare and contrast the world organizations created for peace keeping purposes following World War II.</p> <p>Explain the major features of the United States foreign the foreign policy of 1945 to present.</p> <p>Describe ways that countries of the world are dependent on each other.</p>	<p>The learner will:</p> <p>Research League of Nations and the United Nations, and compare them in terms of</p> <ul style="list-style-type: none">a) aimsb) membershipc) United States supportd) ability to prevent or limit war. <p>Place in chronological order and describe the importance of such items and events as the Berlin Blockade Marshall Plan, Bay of Pigs, Invasion, Communist victory in China, the Korean war, the French defeat in Indo-China, and the Vietnam war.</p> <p>Analyze foreign policy dilemmas faced by the U.S. using U.S. need for oil, as an example,</p> <p>Describe several ways how one country's decision affects the life of another country.</p>
CHANGE	<p>Describe major social, economic and political world changes since 1945.</p>	<p>Report on the political and social consequences of technological innovations of the last 30 years.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
		Discuss major political changes and events of the last 30 years, and discuss the impact of each of the lives of a) Women b) Blacks c) Native Americans
ALASKAN STATEHOOD	Identify significant factors involved in the passage of the Alaska Statehood Bill.	Analyze pertinent newspaper articles as well as historical documents, and summarize major events and personalities involved in the passage of Alaska Statehood Bill.
	Understand the importance of the Native Land Claims Settlement Act.	Given information on the Native Land Claims Settlement Act, participate in a class discuss the impact on Alaska Natives and non-Natives.

APPENDIX