

**HB**

**30**

<TARGET><BILL>HB 30</BILL><SUBJECT>HB  
30</SUBJECT><COMM>HEDC29</COMM></TARGET>

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# ALASKA STATE LEGISLATURE

**Interim:**

600 East Railroad Avenue  
Wasilla, Alaska 99654  
Phone (907) 373-1842  
Fax: (907) 373-4729



**Session:**

State Capitol Building  
Juneau, Alaska 99801-1182  
Phone: (907) 465-2186  
Fax: (907) 465-3818

## REPRESENTATIVE WES KELLER DISTRICT 10 MEMO

To: Representative Wes Keller-Chair  
House Education Committee

Fm: Jim Pound, Staff

Date: January 21, 2015

Re: Request for hearing on HB 30 (29-LS0186\A)

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Please consider this as a request for you to schedule HB 30- "Constitutional History Curriculum" before the House Education Committee. I have included a packet of information in a .pdf version.

HB 30 concentrates on an extremely important part of American History that needs to be highlighted in our classrooms. Fifteen years, when most of our founding documents were written and debated. We have forgotten many of those words and may pay the price by not learning from our mistakes. HB 30 will give our next generation a better understanding of where we came from and why we are here.

If you have any questions please feel free to contact my office.

Note: A Copy of the Alaska Education Standards is available on line which will probably be better than printing 145 pages. A copy is included in the .pdf packet.

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Thank you

E-Mail: [Representative.Wes.Keller@akleg.gov](mailto:Representative.Wes.Keller@akleg.gov)  
Call Juneau Toll free: (800) 468-2186  
Website: [www.akrepublicans.org/keller/](http://www.akrepublicans.org/keller/)

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## REPRESENTATIVE WES KELLER

### DISTRICT 10

### House Bill 30

### Sponsor Statement

**"An Act requiring school districts to develop and require completion of a history of American constitutionalism curriculum segment; and providing for an effective date."**

The Spanish American philosopher George Santayana once said "Those who cannot remember the past are condemned to repeat it."<sup>1</sup> The situation today has changed. No longer do our youth not remember our past it is often completely overlooked by the education system. House Bill 30 is written to return American history to the classroom.

House Bill 30 will require the Alaska's Department of Education and/or organized school districts to implement courses for our student's centering on 15 years of American History critical to the creation of our country. The program will concentrate on the documents that so many people have lived and died for over the past 236 years. Included in the course work will be an understanding of the Declaration of Independence, first state constitutions, Article of Confederation, and the U.S. Constitution.

Students will be required to demonstrate the knowledge of these American documents. They will understand why they remain important today.

House Bill 30 is legislation necessary to keep Alaska strong in the face of growing opposition to our country and what it stands for from both those foreign and domestic. Support of House Bill 30 will make them aware that we understand our roots and will not repeat past mistakes.

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<sup>1</sup> *Life of Reason, Reason in Common Sense, Scribner's, 1905, page 284"*

E-Mail: [Representative Wes Keller@legis.state.ak.us](mailto:Representative_Wes_Keller@legis.state.ak.us)

Call Juneau Toll free: (800) 468-2186

Website: [www.akrepublicans.org/keller/](http://www.akrepublicans.org/keller/)

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## REPRESENTATIVE WES KELLER

### DISTRICT 10

## MEMO

To: Members of the Alaska Legislature

Fm: Representative Wes Keller

Date: January 21, 2015

A handwritten signature in black ink that reads "Wes Keller".

Re: Sectional for HB 30 (29-LS0186\A)

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House Bill 30 is broken into four sections:

1. Established the title of the Act.
2. Legislative Findings that stress the importance of the founding documents to this country. Those documents include the Declaration of Independence, the first state's constitutions, the Articles of Confederation, the Constitution of the United States, the Federalists Papers and the Bill of Rights. It is critical that students understand these documents and their historical context as part of their education.
3. Local school districts will establish a one semester course and final exam that represents one-half credit during the senior year of high school on these documents and historical context which will supplement the U.S. government course also taught in the senior year.
4. Effective date

Please note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

E-Mail: [Representative.Wes.Keller@akleg.gov](mailto:Representative.Wes.Keller@akleg.gov)  
Call Juneau Toll free: (800) 468-2186  
Website: [www.akrepublicans.org/keller/](http://www.akrepublicans.org/keller/)

29-LS0186\W  
Glover  
2/12/15

**CS FOR HOUSE BILL NO. 30(EDC)**  
**IN THE LEGISLATURE OF THE STATE OF ALASKA**  
**TWENTY-NINTH LEGISLATURE - FIRST SESSION**

**BY THE HOUSE EDUCATION COMMITTEE**

**Offered:**  
**Referred:**

**Sponsor(s): REPRESENTATIVES KELLER, SADDLER, AND LYNN, Millett, Reinbold**

**A BILL**  
**FOR AN ACT ENTITLED**

1 **"An Act requiring school districts to develop and require completion of a history of**  
2 **American constitutionalism curriculum segment; and providing for an effective date."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 \* **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section  
5 to read:

6 **SHORT TITLE.** This Act may be known as the American Constitutionalism History  
7 Literacy Act.

8 \* **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to  
9 read:

10 **LEGISLATIVE FINDINGS.** The legislature finds that

11 (1) the adoption of the Declaration of Independence, the Articles of  
12 Confederation, the Constitution of the United States, and the Bill of Rights were seminal  
13 events in the history of the United States of America;

14 (2) American constitutionalism represents this country's greatest gift to human

1 freedom; its ideals, ideas, and institutions have influenced different people in different lands  
2 at different times;

3 (3) an early understanding of American constitutionalism empowers students  
4 to make rational, evidence-based decisions regarding their civic judgments, rights, and duties;

5 (4) a number of historical written documents that appeared over a span of 15  
6 years continue to serve to define our national identity and our constitutional republic form of  
7 government: the Declaration of Independence, the first state constitutions, the Articles of  
8 Confederation, the Constitution of the United States, the Federalist Papers, and the Bill of  
9 Rights; a general understanding of the philosophies and historical contexts that generated  
10 those documents is an essential element in the education of Alaska students;

11 (5) the Citizen's Advisory Task Force on Civics Education Policy, in its report  
12 dated January 2008, made a strong case for improving civics education; this Act should be  
13 applied in the context of school district response to the recommendations in the report.

14 \* **Sec. 3.** AS 14.14 is amended by adding a new section to read:

15 **Sec. 14.14.095. Secondary school requirement; history of American**  
16 **constitutionalism.** (a) The chief school administrator of a school district shall develop  
17 and submit to the governing body of a school district for approval a syllabus for a  
18 curriculum segment in the history of American constitutionalism to be taught to all  
19 students enrolled in the district. An approved syllabus must ensure a student's  
20 understanding of the history of American constitutionalism as portrayed in the  
21 Declaration of Independence, the first state constitutions, the Articles of  
22 Confederation, the Constitution of the United States, the Federalist Papers, the Bill of  
23 Rights, and other historical documents produced in the founding of our constitutional  
24 republic model of government.

25 (b) A district may not issue a secondary school diploma to a student who does  
26 not successfully complete the course in which the curriculum segment described in (a)  
27 of this section is contained.

28 (c) In this section, "district" has the meaning given in AS 14.17.990.

29 \* **Sec. 4.** This Act takes effect July 1, 2015.

# LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES  
LEGISLATIVE AFFAIRS AGENCY  
STATE OF ALASKA

(907) 465-3867 or 465-2450  
FAX (907) 465-2029  
Mail Stop 3101

State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

## MEMORANDUM

February 10, 2015

**SUBJECT:** Amendment to American constitutionalism bill  
(HB 30; Work Order No. 29-LS0186\A.1)

**TO:** Representative Wes Keller  
Attn: Jim Pound

**FROM:** Kate S. Glover  
Legislative Counsel

You have requested an opinion regarding a proposed amendment to HB 30. In my opinion, the amendment, work order no. 29-LS0186\A.1, does not make any substantive changes to the content or intent of the bill.

HB 30 requires school districts to include a segment regarding American constitutionalism in their curricula. The amendment specifies that this curriculum segment "may be taught as part of a course already required by the governing body of the school district." However, nothing in the language of HB 30, without the amendment, would require the American constitutionalism curriculum to be taught as a stand-alone course. Rather, proposed AS 14.14.095(b) specifies that a student must "successfully complete the course in which the curriculum segment described in (a) of this section is contained" to be eligible for a diploma. The constitutionalism segment is considered a part of another course, not a separate course. Likewise, proposed AS 14.14.095(a) refers to this component as "a syllabus for a curriculum segment[,]" not an independent course requirement. It seems clear from this language that the segment on American constitutionalism is intended to be taught as a part of another class, not to create an entirely separate class.

If I may be of further assistance, please advise.

KSG:lem  
15-069.lem

# Fiscal Note

State of Alaska  
2015 Legislative Session

Bill Version: HB 30  
Fiscal Note Number: \_\_\_\_\_  
( ) Publish Date: \_\_\_\_\_

Identifier: HB030-EED-SSA-1-29-15  
Title: CONSTITUTIONAL HISTORY CURRICULUM  
Sponsor: \*\* KELLER, SADDLER  
Requester: House Education Committee

Department: Department of Education and Early Development  
Appropriation: Teaching and Learning Support  
Allocation: Student and School Achievement  
OMB Component Number: 2796

**Expenditures/Revenues**

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
<b>Total Operating</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Fund Source (Operating Only)**

None								
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Positions**

Full-time								
Part-time								
Temporary								

<b>Change in Revenues</b>								
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**Estimated SUPPLEMENTAL (FY2015) cost:** 0.0 *(separate supplemental appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**Estimated CAPITAL (FY2016) cost:** 0.0 *(separate capital appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? **Yes**  
If yes, by what date are the regulations to be adopted, amended or repealed? **12/31/15**

**Why this fiscal note differs from previous version:**

Not applicable, initial version.

Prepared By: <u>Dr. Susan McCauley</u>	Phone: <u>(907)465-2857</u>
Division: <u>Director, Teaching and Learning Support</u>	Date: <u>01/20/2015 04:20 PM</u>
Approved By: <u>Mike Hanley</u>	Date: <u>01/29/15</u>
Agency: <u>Commissioner</u>	

## FISCAL NOTE ANALYSIS

STATE OF ALASKA  
2015 LEGISLATIVE SESSION

BILL NO. HB30

### Analysis

Section 3 of HB30 amends AS 14.14.095 by adding a new section requiring a specific topic of American constitutionalism history to be imbedded within an appropriate existing district course. The bill places the responsibility with the local school districts to develop and review the curriculum segment. A student must successfully complete a course in which the curriculum segment is taught in order to receive a diploma. A district may not grant a student waiver of this requirement.

This bill requires no oversight by the Department of Education and has no fiscal impact on the department as written.

Section 4 provides for an effective date of July 1, 2015.

## CONSTITUTIONALISM

As described by political scientist and constitutional scholar David Fellman:

“ "Constitutionalism is descriptive of a complicated concept, deeply imbedded in historical experience, which subjects the officials who exercise governmental powers to the limitations of a higher law. Constitutionalism proclaims the desirability of the rule of law as opposed to rule by the arbitrary judgment or mere fiat of public officials.... Throughout the literature dealing with modern public law and the foundations of statecraft the central element of the concept of constitutionalism is that in political society government officials are not free to do anything they please in any manner they choose; they are bound to observe both the limitations on power and the procedures which are set out in the supreme, constitutional law of the community. It may therefore be said that the touchstone of constitutionalism is the concept of limited government under a higher law."<sup>1</sup>

(David Fellman, "Constitutionalism"), vol 1, p. 485, 491-92 (1973-74) ("Whatever particular form of government a constitution delineates, however, it serves as the keystone of the arch of constitutionalism, except in those countries whose written constitutions are mere sham. Constitutionalism as a theory and in practice stands for the principle that there are—in a properly governed state—limitations upon those who exercise the powers of government, and that these limitations are spelled out in a body of higher law which is enforceable in a variety of ways, political and judicial. This is by no means a modern idea, for the concept of a higher law which spells out the basic norms of a political society is as old as Western civilization. That there are standards of rightness which transcend and control public officials, even current popular majorities, represents a critically significant element of man's endless quest for the good life.")

**Philip P. Wiener, ed., "Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas",**

Constitutionalism has prescriptive and descriptive uses. Law professor Gerhard Casper captured this aspect of the term in noting that: "Constitutionalism has both descriptive and prescriptive connotations. Used descriptively, it refers chiefly to the historical struggle for constitutional recognition of the people's right to 'consent' and certain other rights, freedoms, and privileges.... Used prescriptively ... its meaning incorporates those features of government seen as the essential elements of the ... Constitution."

**Leonard Levy, ed., *Encyclopedia of the American Constitution*, (Gerhard Casper, "Constitutionalism"), vol 2, p. 473, 473 (1986) ISBN 9780028648804.**

## **Descriptive use**

One example of constitutionalism's descriptive use is law professor Bernard Schwartz's 5 volume compilation of sources seeking to trace the origins of the Federal bill of rights. Beginning with English antecedents going back to the Magna Carta (1215), Schwartz explores the presence and development of ideas of individual freedoms and privileges through colonial charters and legal understandings. Then, in carrying the story forward, he identifies revolutionary declarations and constitutions, documents and judicial decisions of the Confederation period and the formation of the federal Constitution. Finally, he turns to the debates over the federal Constitution's ratification that ultimately provided mounting pressure for a federal bill of rights. While hardly presenting a "straight-line," the account illustrates the historical struggle to recognize and enshrine constitutional rights and principles in a constitutional order.

**Bernard Schwartz, *The Roots of the Bill of Rights* (5 vols., Chelsea House Publisher, 1980) [ISBN 9780877542070].**

## **Prescriptive use**

1. In contrast to describing what constitutions are, a prescriptive approach addresses what a constitution should be. As presented by Canadian philosopher Wil Waluchow, constitutionalism embodies "the idea ... that government can and should be legally limited in its powers, and that its authority depends on its observing these limitations. This idea brings with it a host of vexing questions of interest not only to legal scholars, but to anyone keen to explore the legal and philosophical foundations of the state."

***Stanford Encyclopedia of Philosophy, Wil Waluchow (Constitutionalism) (Intro Jan 2001 (revised Feb 20, 2007).***



OFFICE OF EDUCATION & INSTRUCTION  
Gene Stone, Assistant Superintendent of Instruction

*Mission: Mat-Su Borough School District prepares students for success*

February 10, 2015

Legislature of the State of Alaska  
Twenty-Ninth Legislature – First Session

Dear Members of the Twenty Ninth Legislature:

The Mat-Su Borough School District would like to offer support for House Bill 30, Constitutional History requirement with exceptions. Currently our district curriculum embeds the teaching of the U.S. Constitution and the teaching of original documents that helped found our country and governing system in our required Civics course. We concur these are important civics standards that all students should learn and master. Our exception rests with creating a mandatory test.

Having discontinued the HSGQE last year was something our district applauded. To move back in the arena of mandatory testing to receive a diploma seems to take us back down the same road of an unfunded mandate.

We would encourage our legislators to carefully consider leaving the testing requirements to a local district and provide the ability for a district to waive the testing requirement as there are always extenuating circumstances that sometimes make mandatory testing an unreasonable outcome or expectation; never does one size fit all

We believe our community as represented by our Mat-Su Borough School Board supports local control for the determination of the assessments and curriculum requirements that will lead to a high school diploma.

We look forward to our continued work with increasing rigor through high standards and more meaningful measures for student, teacher and administrator performance.

Thank you,

Gene Stone  
Assistant Superintendent  
Mat-Su Borough School District

## Civics Education in the MSBSD

### MSBSD School Board Update

Mike Vrvilo, Executive Director of Education

- 30 years ago Civics was 8th grade Social Studies curriculum
- In the late 1980's Civics was replaced by 8th grade U.S. Studies
  - 6<sup>th</sup> Grade: Western Hemisphere Geography
  - 7<sup>th</sup> Grade: Eastern Hemisphere Geography
  - 8<sup>th</sup> Grade: US Studies (pre-Colonial through Civil War)
- At roughly the same time, a 9th grade Social Studies requirement called Law Related Studies was added. At that time the 3 credit Social Studies requirement for graduation consisted of:
  - Law Related Studies (9<sup>th</sup> Grade) .5 credit
  - World History (10<sup>th</sup> Grade) 1 credit
  - 11th grade--U.S. History 1 credit
  - 12th grade--U.S. Government .5 credit
  - Total 3 credits
- In 2004 the State Legislature passed a law that required the teaching of Alaska History as part of the 3 credit Social Studies requirement, beginning with the class of 2009
- A group of Mat-Su Social Studies educators began to meet to discuss ways of making this new requirement happen. The original proposal was an increase in the Social Studies credit requirement to 4 credits consisting of:
  - World History 1 credit
  - U.S. History 1 credit
  - Alaska History .5 credit
  - U.S. Government .5 credit
  - Approved elective 1 credit
  - Total 4 credits
- This proposal was initially accepted by the district and the School Board, but when the budgetary impact of adding more sections and thus more teachers was realized, the Board rescinded the new 4 credit requirement. In doing so, it became apparent that we would have to replace Law Related Studies with Alaska History.
- There were then some suggestions to rename Law Related Studies to Civics. This also proved problematic as a standard Civics class is much broader than Law Related Studies. One definition of a Civics class is the “study of the workings of the national and local government especially as the subject of a secondary school course suited as training for citizenship.” While there are some elements of civic education in Law Related Studies, simply changing to name to Civics would have been misleading.

## Civics Education in the MSBSD

### MSBSD School Board Update

Mike Vrvilo, Executive Director of Education

- In 2007 a discussion among some social study teachers regarding Civics took place which prompted an investigation into what defines “Civics”. From those discussions a teacher brought Civics as a class forward to the curriculum council. The council approved and made the recommendation to the school board for the course to be approved. The school board approved the course shortly after in 2007.
- Currently there are no sections of Civics being taught in the Mat-Su School District.
- However, elements of Civics are embedded in 8<sup>th</sup> grade US Studies, 11<sup>th</sup> grade US History, Government (12<sup>th</sup> grade)
- Currently we still have 3 graduation requirements for social studies. They consist of:
  - World History (Grade 10) 1 credit
  - US History (Grade 11) 1 credit
  - Government (Grade 12) .5 credit
  - Alaska History (Grade 12) .5 credit
  - Total 3 credits



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217 Second Street, Suite 200 • Juneau, Alaska 99801

Tel (907) 586-1325 • Fax (907) 463-5480 • www.akml.org

February 5, 2015

Representative Wes Keller  
Education Committee  
Alaska State Capitol Building  
Room 403  
Juneau, Alaska 99801

RE: HB 30 – An Act requiring school districts to develop and require completion of a history of American constitutionalism curriculum segment; and providing for an effective date.

Dear Representative Keller,

The Alaska Municipal League represents all 164 Cities and Boroughs throughout the State of Alaska. As you may know, all boroughs and all First Class cities contribute a percentage of their property taxes to the schools they operate. As you are also probably aware, there will be a decline in the funds available to schools and municipalities for future operations.

While the concept of teaching our young people the basics of our U.S. Constitution is a laudatory goal, it seems that this is not the time to put one more unfunded mandate in front of all of Alaska's school districts. On introduction of the bill, you mentioned that most schools are already doing this, so you visualize very little cost involved. While Anchorage may be doing this, I am fairly certain that this is not necessarily being done in Craig, Dillingham, Galena, Hoonah, Hydaburg, Kake, King Cove, Klawock, Pelican, Saint Mary's, Seldovia, or Tanana (all First Class cities responsible for their own school district).

For those reasons, keeping in mind the looming deficit that we face, the Alaska Municipal League is opposed to this bill as a prime example of an unfunded mandate.

Sincerely,

Kathie Wasserman  
Executive Director

## Jenny Martin

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**From:** Jenny Martin  
**Sent:** Tuesday, February 03, 2015 5:47 PM  
**To:** 'annronkeffer@gmail.com'  
**Subject:** RE: HB 30

Hi Mr. Keffer,  
Rep. Seaton wanted me to email and encourage you to share your email with the chair and other members on the House Education Committee. Note that you are submitting it as public testimony to the Chair and Committee (this way it will get in all their packets). You can access the Chair's email via:  
<http://www.akleg.gov/basis/Committee/Details/29?code=HEDC>

Also HB30 will be heard tomorrow between 8am-10am. Public testimony is allowed as well. You can contact our Homer LIO office to set up:  
<http://akleg.gov/lios.php>

Thanks! And please let me know if you have any questions.

Sincerely,  
Jenny

Jenny Martin  
Legislative Aide  
Office of Rep. Paul Seaton  
*Session (Jan-April):* 907-465-2689 toll free: 1-800-665-2689 Fax: 907-465-3472  
State Capitol-Room 102; Juneau AK 99801

*Interim:* 907-235-2921 fax: 907-235-4008  
270 W. Pioneer Ave; Homer AK 99603

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**From:** Ann and Ron Keffer [<mailto:annronkeffer@gmail.com>]  
**Sent:** Monday, February 02, 2015 1:28 PM  
**To:** Rep. Paul Seaton  
**Subject:** HB 30

Hi, Paul!

I just read over House Bill 30. While I'm not particularly concerned about the bill in some of its aspects, I do wonder about the motivations of those who wrote the bill, and I fear it could be implemented in such a way as to present a false impression of the nature of the early history of our nation.

We live in a great democracy, and our freedoms are founded on our Constitution, but let's remember that a great deal of what we think of as Americanism got off to a rather shaky start. Please remember these portions of the *original* Constitution:

Article I, Section 2, includes the infamous sentence regarding determining representation by counting 3/5 of "all other Persons." Of course, those *persons* were black slaves. One of our founding values was slavery. That

should not be glossed over; instead, the long struggle to realize the full measure of equality under the law should be taught. Civil rights, in other words! That struggle did not begin in the 1960's, and it has yet to end.

Article I, Section 3, originally provided for senators to be selected by state legislatures. That was hardly a democratic process, and students should understand that. The notion that the riffraff had to be kept from power was very strong among many of the writers of the Constitution. Since many of us would have been considered riffraff during that era, this is an important concept to teach.

Article II, Section 1, discusses the Electoral College. I won't write much about that here, but it deserves a lengthy study in any realistic account of the basis of our freedoms.

Article III, Section 1, established only one court, the "supreme Court." That section did permit Congress to establish other courts, but the nature of our court system to this day is handled on almost an *ad hoc* basis by elected officials. The notion that our court system is flawless and that it is a timeless institution established for the ages in the Constitution should not be taught.

Article V takes us back to the issue of slavery. It says, ". . . that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth section of the first Article . . . ." In other words, this Article prohibited any effort to eliminate slavery by amending Section 9 of Article I. (The largely philanthropic and hugely expensive efforts of the British navy to squelch the slave trade to the United States would be a good addition to the curriculum in relation to this portion of the Constitution.)

I taught history for over a decade before beginning my career in school administration, and during two of those years I taught as a graduate teaching assistant at the University of Georgia. It is supremely important that requirements such as those envisioned by HB 30 be tempered by the simple expedient of insisting that *all* history be taught. To teach the Constitution only as it now reads, and to represent our form of government as one that has not evolved to become more free and more accommodating to the needs of its citizens would be wrong, and smacks of political propoganda.

Paul, I would love to hear your thoughts on this subject.

Thanks for hearing me!

Ron

-----

Ann and Ron Keffer  
189 Island View Court  
Homer, Alaska 99603  
H: 907-235-8293, Ann's Cell: 907-299-0812  
Ron's Cell: 907-299-0821  
[annronkeffer@gmail.com](mailto:annronkeffer@gmail.com)

To legislators considering HB 30 Constitutional History Curriculum:

I, Stuart Thompson, telephonically attended the initial hearing on HB 30—where support and opposition to it were well articulated by Rep Keller and Rep Seaton. I testified in the bill's support. My prepared testimony has been faxed in. As committee debate will ensue that I cannot directly participate in, I wish to have my responses to opposition points be viewed.

- 1) The difference between civics indoctrination and civics education must be more clearly understood in the context of the bill. Civics indoctrination gives a comprehension of a citizen's place in the political scheme of things—highly simplified. However, it instills a mental dependence on accredited authorities for the rightness or wrongness of political activity and the use of delegated power. Naturally, individual judgment isn't developed, thus lack of civic participation is encouraged. On the other hand, civics education gives a comprehension of the practical “doing ness” of citizenship, creating ability to make government do its job right. However, it tasks people with understanding the grounds for the compromises—based on principles being used to resolve problems perceived—that are reflected in constitutions and subordinate law. This enables competent judgment in wielding ultimate political power, or successfully supervising it when delegated.
- 2) Rep. Keller errs in depending on the use of the word “values” in communicating what he's aiming at with his bill. As demonstrated by Rep. Seaton, a lot of people define “values” only as “moral or political prejudices”. This leaves out “successful problem-solving principles arising from verified reality”—what Rep. Keller really does want taught our youth.
- 3) The moral or political prejudices of US founders that Rep. Seaton decried — constitutional support of slavery, law-enforced political prejudices against women, lack of enforcement of constitutionally-admitted sovereignty of Indian tribes, etc. — all need to be viewed in the context of the realities and circumstances of the times. This is one of the compelling reasons to study history. Rep. Seaton is apparently not aware of what got edited out of the Declaration of Independence, founding father familiarity with the Iroquois Confederacy that influenced development of our form of government, or the direct influence Abigail Adams had on John Adams and his son's politics. This is not to mention careful construction of a constitutional amendment process— reflecting how the Founders knew that some problems they weren't solving could be solved later, if provided for.
- 4) To deny our youth access to the problem-solving principles and awareness of realities used by our founders is a hideous attack on posterity. US Supreme Court decisions are flooded with judicial attention to the Federalist Papers and other sources of Constitutionalism (including the Mayflower compact!). Example: if our youth were made aware of the problems surrounding the institution of slavery and the political compromises it enforced, they would have guidance to act on current repetitions of them. Like politically handling US energy dependence on oil. Like dealing with the US Supreme Court's Citizens United decision—that rules that virtual public slavery to corporate and special interests is constitutional. And what about government problems we now suffer from that have ready-made solutions available in the Anti-Federalist papers and Madison's notes on the US Constitutional Convention?
- 5) The greatest enabler of political corruption is ignorance. Why should we citizens suffer from general ignorance of the riches of our political heritage? Why should citizens called to public service— like you—have your honor compromised by fellow citizen ignorance? Haven't we citizens been tortured enough with betrayals of the dreams that founded our state and country? Why can't you legislators ride a tidal wave of People Power to glory and renown? This triumphant effort awaits public access to Constitutionalism.

Stuart Thompson /// PO Box 870702, Wasilla AK 99687 /// 1-877-950-7980 /// [lookitover@att.net](mailto:lookitover@att.net)

Page 1

Given via L10  
6 Feb 2015

Greetings to the ~~Vice~~<sup>all</sup> Chairman and members of the House Education Committee. I speak for myself, a District 8 citizen, for passage of HB 30 Constitutional History Curriculum. I pray for committee compassion. Despite hours of struggle, my prepared testimony still lasts 3 and a half minutes. ~~Madam Vice~~<sup>Hearing</sup> Chairman, may I still testify? Thank you. Start of my testimony.

It's a well known concept that knowledge enables competent change and problem solving. It follows that chronic state and national problems, or propaganda-driven solutions that rebound with grosser problems, or no verifiable/satisfactory results from using public money, all expose poor or no education.

I've followed the debate on Rep. Wes Keller's bill for some years. Educational special interests claim that necessary civic education is provided in segments within a couple semesters of social studies. Further, they say, an educational mandate would generate extra labor Alaska can ill-afford. These rationalizations for continuing ~~ineffective~~<sup>inadequate</sup> citizen education make me want to puke. Here's a simple elaboration.

Contrary to the propagandized portrayal of America having government of, for and by the people, what actually gets conducted now is benevolent elected aristocracy (government by an elite). This is well revealed by the chronic vulnerability of American politicians to lobbyists and campaign donation blackmail — typical of highly centralized forms of government. Naturally, politicians think it's best to make the hard decisions, as elected agents or officials, on behalf of everyone. This political definition of "represent" is supported by being in modern college-level dictionaries.

But there lies the problem. This definition of "represent" isn't the one that was used by US founding fathers! Nor does it align with the Alaska Constitution's Article I sections 1 & 2! The proof is simple. There were no English dictionaries available to people in America's formative years. Educated people then were also conversant with Latin and Greek. Therefore, their understanding of English words for use in important writings arose from the Latin or Greek derivations of those words. So what is the true meaning of "represent" on that basis? It is to "show or put forth again". If you represent people that way, politicians are supposed to relay the fruits of their constituent's minds. That means elected officials are duty-bound to actually lead their constituents so they supply an organized body of comprehensive viewpoints for legislative use. That also means a political leader has to handle constituent laziness or ignorance or immaturity so he can represent something.

Let me note here that elected officialdom is our country's only major profession that doesn't compel continuing education. The pride in this is so arrogant that about 10 years ago I was refused even a hearing before the House Rules Committee about making legislator continuing education about government a legislative rule. This is despite existing Legislative Rules that legitimize doing so

Not knowing true representative government methodology well—easily a consequence of not understanding the basic word underlying all of our political heritage—makes politicians and citizens alike reach for the methodologies of other forms of government. For example, how most elected officials now treat constituent concerns, and how constituents now approach elected officials, is ~~quite similar~~<sup>quite similar</sup> to the political relationship of nobles & peasants in the Middle Ages. Research the word assizes—the "town hall meeting"/public hearing of that era.

Pass HB 30. Let's give our youth a start at learning the true philosophy and methods of self-government—which channels organized liberty with true justice in the pursuit of happiness.

Thanks for your attention.


Page 2

By the way, <sup>Mr.</sup> Madam Vice Chairman, after all other citizens have had their say, will you give me <sup>5:20:14</sup> permission to speak for another minute? I would like to simply state what is arguably the most fundamental principle of government known to history—that is apparently not being taught. This omission is arguably hurting Alaskans and their teachers.

Alaska Constitution Article 7's prohibition against sectarian control of education should compel your interest in the fact that the following principle is not directly taught in Alaskan schools — evidenced by citizen and government conduct.

All types of government fall somewhere on a spectrum as follows: 1) Government of the people (examples: dictatorships, monarchies, and theocracies, shading to elite oligarchies/aristocracies); 2) Government of and for the people (examples: benevolent ruler-ships like nobility-counseled or parliamentary-backed monarchies, shading to elected aristocracies that honor Rule of Law); and 3) Government of, for, and by the people (examples: real constitutional republics and parliamentary democracies, shading to ethics-driven democracies and anarchies). You can judge the type of government being used by the types of devices that get utilized to rule, the attitude towards citizen potential (i.e. Obama's "people are too small minded to govern themselves" versus Thomas Jefferson's convictions), and how much a government harvests the fruits of people's minds to govern.

Thanks again for your attention. I shall leave you with something to think about for the rest of your legislative careers. Consider. **The volume of true citizen participation in government of, for, and by the People is probably the most reliable test for public education effectiveness that could ever be.** Good luck on your deliberations.

Stuart Thompson   
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Supplemental general references:

2014 Princeton Study on actual impact of Americans on the course of US government (i.e. U.S. is now an oligarchy rather than a republic).

Montesquieu's book <sup>historical</sup> on forms of government — studied by all US founding fathers.

On Friday, Representative Seaton stated on the record that he is uncomfortable with HB 30 and requested an outline of what "we are really looking at". His comments and request can be found in the Friday, Feb 6, 2015 at 9:20 AM in the recorded audio minutes. The following responses to the concerns he raised are intended to clarify the intent of the bill.

Regarding the stated discomfort that the HB 30 requirement to teach Constitutional values in context of other founding documents is "controlling" ( Specifically with the early State Constitutions, The Declaration, The Articles of Confederation, and the federalist papers): The documents cited in HB 30 are selected because they were produced in the brief ~15 year period when America was established. Referencing them provides a context for understanding original intent, not to control anything. I cannot imagine any valid reason to exclude some or any of them, and the list is NOT meant to be exclusive. HB 30 specifically includes other historical documents. Hundreds of thousands of original pre-1800 documents penned in that time period have been preserved and would provide valuable context.

Regarding the stated discomfort that some of the values that may have been emphasized then may not match our values now: HB 30 proposes that a high quality education must include an understanding of the values upon which America was formed. HB 30 does not presume that current cultural values must align with all historical cultural values. This aligns with an obvious and undeniable value the US Constitution includes a process to amend it in compliance with the will of future Americans. Article V has allowed for ~11,000 amendment attempts of which 27 have been ratified.

Regarding the stated discomfort with the fact that the values derived from a study of these documents would not include understanding the values revealed in subsequent amendment processes: Ironically, HB 30 proposes that an understanding of American Constitutionalism is essential to understanding any subsequent amendments and beyond that, to include application to understanding other government policy decisions.

In regard to the implication that we maybe should not require our students to understand American Constitutionalism because it allows awareness that the early state constitutions in particular, allowed things like slavery, discrimination against women (voter rights and property ownership rights), Indians being viewed as less than human, etc. ) I would propose that by any Education standard there is no justification for hiding the errors of our past. To use a rather worn quote, "He who cannot remember history is destined to repeat it" (Santayana). I would argue that the emancipation proclamation and women's rights are consequences of application of the very values we speak of. The self-evident value that human dignity is based on universal and natural human rights is enshrined in the Declaration. I believe countless Americans cling to this value to the point that we are willing to risk our lives to defend it. It was enshrined by the success of the founding of America as a world standard. The French acknowledged this when they presented us with the Statue of Liberty.

If Committee members find that the language of HB 30, version LS 0186\A is inconsistent or unclear, I invite your suggestions. Keep in mind that the actual description is one sentence long in the bill (p2, lines 19-24). HB 30 does make two presumptions; 1) that parents and school boards will appropriately control the specifics of the requirement to teach, and 2) there is a danger in not taking a disciplined approach to refresh this crucial history. I invite your support.

**Janet Ogan**

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**From:** Bob McCard <bmccard@alaska.net>  
**Sent:** Monday, February 09, 2015 1:07 PM  
**To:** Rep. Wes Keller  
**Subject:** American constitutionalism requirement

Dear Representative Keller:

With you being a member of the House Education Committee, I have some concerns regarding the consideration of a bill that would require schools to teach American constitutionalism as a requirement for graduation.

As a former educator, I am aware that not all students are academically inclined and by adding another requirement for graduation; I fear that some of these students will not make it to graduation.

Also, I question whose needs are being met by this requirement—the students or the promoters of this bill.

Thank you for taking the time to read my email.

Sincerely,

Bob McCard

[bmccard@alaska.net](mailto:bmccard@alaska.net)

## Janet Ogan

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**From:** Charlene <carneson@chugachschoools.com>  
**Sent:** Tuesday, February 17, 2015 4:40 PM  
**To:** Rep. Wes Keller  
**Subject:** HB30

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

The Honorable Representative Wes Keller,

HB30 is titled, "An Act requiring school districts to develop and require completion of a history of American constitutionalism segment; and providing for an effective date."

It would be difficult to argue the value of students learning more about the documents upon which our country is founded. However, the requirement for districts to develop a curriculum and the requirement for students to take it as a graduation requirement is an additional unfunded mandate.

We value civics education as one that should be included at all schools but the difficulty lies in an additional unfunded mandate - especially with the proposed loss of \$32 million in one-time funding proposed in the Governor's budget. Alaska's districts have been challenged to identify statutes and regulations that could be eliminated or modified to save money and staff time in these austere budget times. This would be yet another unfunded mandate to create curriculum, courses, purchase any needed curricular materials, staff training and providing the teaching staff, and tracking students to ensure they receive a passing grade as a requirement for graduation.

I thank you for this opportunity to weigh-in on this important issue and urge you to consider the impact upon local schools and districts before enacting additional education requirements.

Sincerely,

Charlene Arneson  
President  
Chugach School District Board of Education

## Janet Ogan

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**From:** Kelly Snider <kelly.snider@k12northstar.org>  
**Sent:** Tuesday, February 17, 2015 3:51 PM  
**To:** Rep. Wes Keller  
**Cc:** Rep. Lora Reinbold  
**Subject:** Citizen and Teacher concern for HB30

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Representatives Keller and Reinbold,  
I have some concerns over HB30 which is scheduled for a hearing for tomorrow morning (2-18). I am unfortunately traveling and do not have the means to teleconference but wanted to be sure my thoughts reached the committee.

My name is Kelly Snider and I teacher Government and AP Government at North Pole High School. I deeply concerned about the unfunded mandate that would be generated from passing HB30. In our district we already require students to pass US Government in order to graduate from High School. In my situation, I am the only teacher that teaches this class at our small, underfunded, school. At the beginning of the year my classes were at 40 students. The current Government curriculum has a unit on American Constitutionalism and therefore I am confused as why you would mandate that our Alaskan students take a required course solely in Constitutionalism. My students love my Government class and I get great satisfaction out of the challenges it presents. We discuss current events on a daily basis and relate our historical foundations to every day on a regular basis. I am concerned that requiring a history based class will encourage our kids to grow disdain for a topic that they should have a growing interest in.

My require a history based Constitution class we will be taking one of the most relevant topics in their lives - how their voice and political awareness relates to their daily lives - and minimizing it to yet another required history curse with little connection to their lives.

On the flip side, I know the argument is that the Constitution is a very dynamic document that is applicable to today. To that, I wholeheartedly agree. But we already have the means in place to education about the Constitution without another required course.

My primary concern will lie with who writes this new curriculum and under whose interpretation of the Constitution? What makes our founding documents so valuable is that they are dynamic and can be interpreted in many different ways. Our rich history is proof of this. I would be very concerned that partisan politics will not only leak into my classroom and curriculum and we will be smothered in partisan interpretations of our founding documents.

Please consider the in classroom ramifications of this bill prior to any vote.

Kelly Snider

## Testimony on HB 30

For the record, my name is John Conwell, I am superintendent with the Unalaska City School District. I have a BA in history from the University of Alaska Fairbanks and I am a former teacher of US government and history.

I would like to thank the sponsor of HB 30 for drawing attention to the study of American government and constitutionalism. It's an important discussion, especially when so much of the recent focus has been on the core subjects of reading, writing, and math. Despite this, I must speak in opposition to this bill.

HB 30, in my opinion, calls for a narrowly focused study of America's founding documents that might more appropriately be covered in an Advanced Placement course or in an undergraduate college course. In high school, US government, or civics, is generally a culminating course offered to juniors or seniors. The civics course should lead the student to a general understanding of the constitutional foundations of the American political system and the democratic ideals of the United States.

At Unalaska high school, US government is offered as a yearlong course, during which students study the founding documents, including the US constitution. The Unalaska Board of Education and I trust our highly qualified high school history teacher to cover the required subject matter and to appropriately assess the students' understanding of the content.

As this committee knows, school districts have their plates heaped full right now with several recently mandated initiatives. Although HB 30 is well-intentioned, it is, at this time, another unnecessary, unfunded mandate.

Thank you for this opportunity to testify.

John P. Conwell, Superintendent

Unalaska City School District

P.O. Box 570

Unalaska, AK 99685

[jconwell@ucsd.net](mailto:jconwell@ucsd.net)

Phone: 907-581-3151

FAX: 907-581-3152

**House Bill HB 30**  
Constitutional History Curriculum

Sponsors: REPRESENTATIVE(S) KELLER, SADDLER, LYNN, Millett, Reinbold

**Sponsor Statement**

“The Spanish American philosopher George Santayana once said “Those who cannot remember the past are condemned to repeat it.” The situation today has changed. No longer do our youth not remember our past it is often completely overlooked by the education system. House Bill 30 is written to return American history to the classroom.

“House Bill 30 will require the Alaska’s Department of Education and/or organized school districts to implement courses for our student’s centering on 15 years of American History critical to the creation of our country. The program will concentrate on the documents that so many people have lived and died for over the past 236 years. Included in the course work will be an understanding of the Declaration of Independence, first state constitutions, Article of Confederation, and the U.S. Constitution.

“Students will be required to demonstrate the knowledge of these American documents. They will understand why they remain important today.

“House Bill 30 is legislation necessary to keep Alaska strong in the face of growing opposition to our country and what it stands for from both those foreign and domestic. Support of House Bill 30 will make them aware that we understand our roots and will not repeat past mistakes.”

## An Open Letter

Honorable Members of the Alaska State Legislature

I have been involved with Students for over forty (40) years as a School Bus Driver and two (2) years as a Staff Member of the Juneau-Douglas High School and I support House Bill HB 30.

When I was first involved with students, it was a curriculum of "Civics" of our Public Schools which taught the "Constitution" for "The United States of America" as well as other "Historical Documents" that brought our "Country" into existence, but in recent years, education in our "Public Schools" has taken a change.

The domestic enemies of our "Nation" (*Yes! We have enemies within our Nation.*) have taken the liberty to relocate the authority of the "States" to oversee the education of our "Students" to "Washington, D.C." upon the establishment of the "U.S. Department of Education" on "October 17, 1979." The purpose of this new "Department" was to centralize "Education" for the purpose of "dumbing down" our "Students" in making "The United States of America" a "Third World Class Country."

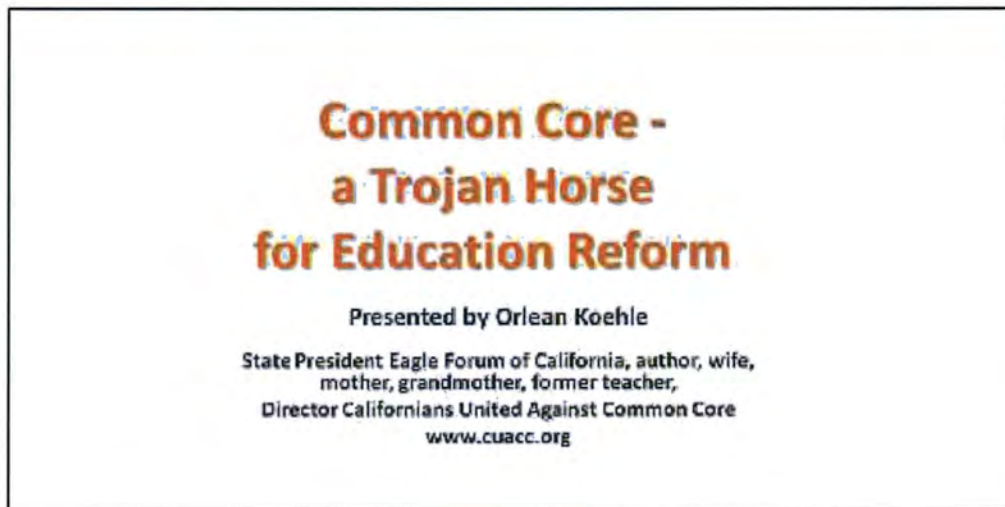
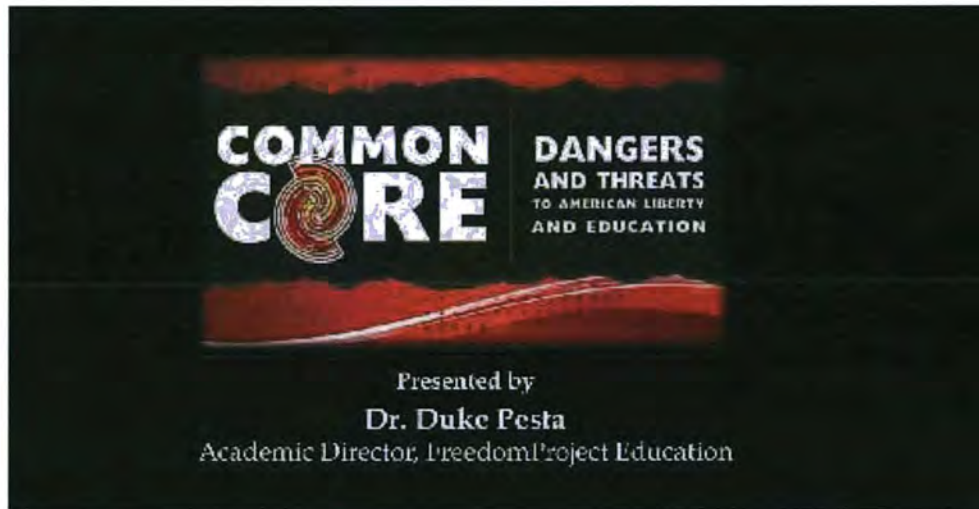
The curriculum that is pushed upon our "Public Schools," "Teachers," and "Students" is known as "Common Core Education," a form of education which

will not allow the teaching of the “U.S. Constitution” nor any other historical “Documents” of our “Nation.” It is the “Policy” of “Common Core Education” that has pushed “Christianity” out of our “Public Schools” in the name of “Mohamad” and has forced “Same Sex Marriages” upon the “States” against the will of the “People.” It is a propaganda program designed to aid the destruction of our “Nation” from within.

I am afraid we have seen the last of the “Constitution” for “The United States of America” for it is not in the interest of “Common Core Education” to teach the historical “Documents” of our “Nation” to “Students.” Look around and ask yourself as to how many “Members” of the “Alaska State Legislature” have ever read a “Constitution,” alone supporting a “Constitution”?

Below are two (2) Videos on “Common Core Education” which will explain why the teaching of the “Constitution” for “The United States of America” is not in the interest of the “Common Core” agenda for our “Public Schools” and why “Common Core Education” is the cause of “Marijuana” to be before this “Legislature” today.

To play the Videos, “mouse click” on Pictures. You must be connected to the Internet to play the videos.



Respectfully Submitted

*Gordon Warren Epperly*

Gordon Warren Epperly

**Janet Ogan**

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**From:** Tom Mortensen <tom@mortensen.com>  
**Sent:** Friday, February 13, 2015 9:00 AM  
**To:** Rep. Wes Keller  
**Subject:** HB 30.

Dear Rep. Wes Keller,

Although I do not live in your district, I wanted to write to applaud your continuing efforts on HB 30, the Constitutional History Curriculum mandate.

I firmly believe (as did Thomas Jefferson) that educating our young to understand and appreciate the sources and philosophy of western thought that resulted in the Declaration, the Articles of Confederation, the current Constitution and Bill of Rights (and Magna Carta too) is essential to maintaining a healthy democratic republic.

Once HB 30 passes into law, I would suggest another bill that would require proof via testing that Alaska's elected representatives also understand these same concepts and essential documents. And must do so before they are permitted to be sworn into office. Such a need became apparent to me when I read the recent comments on HB 30 by Rep. Paul Seaton. Mr. Seaton is my representative, and in my opinion, he clearly does not get it.

Keep up the good work.

Respectfully,

Tom Mortensen  
Seldovia.

## Janet Ogan

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**From:** wmolson@gci.net  
**Sent:** Monday, February 09, 2015 2:30 PM  
**To:** Rep. Paul Seaton; Rep. Jonathan Kreiss-Tomkins; Rep. Harriet Drummond; Rep. Wes Keller; Rep. Lora Reinbold; Rep. Liz Vazquez; representative.jim.clover@akleg.gov; Sen. Donny Olson; Sen. Gary Stevens; Sen. Bert Stedman; Sen. Dennis Egan; art.petersen@uas.alaska.edu  
**Subject:** HB 30

### Members of the Alaska State Legislature -Education Committee (and Alaska State Senators)

I am a "Certified Teacher & Counselor For Life" in the State of Alaska. I began teaching high school in 1959. From 1968 until 2009 I have taught classes in Alaska's History and the Native People of Alaska . Twice the students of the University of Alaska have awarded me title "Outstanding Teacher of the Year". In 1993 the Board of Directors of the American Anthropological Association gave me their highest honor by electing me to be a "Fellow of the American Anthropological Association," I have received an award from the Alaska Anthropological Association for "Lifetime Contributions to Alaskan Anthropology," the Alaska Historical Society awarded me the "Evangeline Atwood Award for 'sustained outstanding contributions to historical activities in Alaska.'" Upon my retirement, the University of Alaska gave me their highest award, the "Edith Bullock Award."

In my decades of teaching, I have found that at times an individual teacher's or professor's, beliefs, assumptions, ideology and even their political affiliation may greatly influence their classroom teaching. In teaching high school classes I have found that young students at times admire their teacher to the point of accepting his or her beliefs, assumptions or personal interpretation of the material being taught, without questioning their teacher or the material given them. Even some university students do the same.

The Constitution of the United States is one of the finest documents of American history. But as times have changed since the drafting of the Constitution, the U.S. Supreme Court has made some major decisions as to what is "Constitutional" or not. Amendments have been made to the Constitution. As a professional high school and university professor I have tried to obtain all the accurate information regarding the history of an event or document available and present all interpretations and views of what happened and prior to and after the document or event. The "history" of our Constitution must include not only prior decisions and debates, but also the long history of subsequent Supreme Court decisions and later Amendments.

**If House 30 passes, I hope that it includes legislative advice and guidance for teachers, and perhaps even regulations or requirements, so the students are given a complete and accurate understanding of our Constitution and history and not just the views and interpretation of a particular individual teacher or professor.**

Respectfully,

Wallace M. Olson, Professor of Anthropology (Emeritus) University of Alaska Southeast



LOVE ONE ANOTHER

FROM: Cris Tyree

By 878592

Wasilla Ak 99687 - 907-275-2670

FACSIMILE TRANSMITTAL

Email: RepWesKeller@akleg.gov.

To: Wes Keller

Fax#: 465-3818

Date: 2-17-15

Page: 1 of 1

Subject: NA 30 - Constitution, etc. SUPPORT !!  
TEACH OUR CHILDREN SOVRANTY!!

CC:

I am very much in support of our Children expanding  
their ~~met~~ horizons w/ what our Country stands for. Many  
countries envy America, we are a beacon of light that too many  
are extinguishing.

The Constitution, Bill of Rights, Declaration of Independence,  
Freedom of Religion, all should be taught from a patriotic  
standpoint for children to understand why we are exceptional  
as a Country. This history should be taught every year.

We have NATURAL RIGHTS that this country PROTECTS  
because of the CONSTITUTION + BILL OF RIGHTS.

All of you should know these items more than  
anyone yet you allow lawyers to make Statutes that are  
unconstitutional !!

The Police, Troopers, OCS, Agencies, etc are violating  
our RIGHTS every day. So stop this abuse of power +  
LEARN THE CONSTITUTION AND DECLARATION OF  
INDEPENDENCE !!

Cris Tyree

# My Turn: From the privileged few to We the People

Posted: February 13, 2015 - 12:05am

By Rich Moniak

FOR THE JUNEAU EMPIRE

For the third time in four years, Rep. Wes Keller, R-Wasilla, is pushing legislation that would require Alaska school districts to develop an American constitutionalism history curriculum. Four years ago I argued that such a law wouldn't improve the civic mindedness of our youth. I still believe that's true. This time, however, I'd like to propose his bill be amended so if it does become law, students will hear the historical voice of the people and not just the privileged.

According to Keller, America's formative years are "often completely overlooked by the education system." His bill intends to fix that by ensuring students study the nation's founding documents starting with the 1776 Declaration of Independence to the passage of the Bill of Rights in 1791.

But is this period enough to understand our ideals of freedom and liberty? Rep. Paul Seaton, R-Homer, doesn't think so. He argued that limiting constitutional education to that 15-year span would become a celebration of values held by our founding fathers. He rattled off several out-dated and abandoned values like slavery, how Native Americans weren't considered people and how women didn't have the right to vote.

Seaton's objection is the doorway to another form of inequality that was pervasive during that era and continues to the present day – economic privilege.

Take a look at the constitutional convention. The delegates were all educated white men of wealth. The sections of the Federalists Papers written by James Madison, our fourth President and the "Father of the Constitution," are the most studied historical documents from this period. Madison was known for balancing reason with a candid frankness for the difficulties human nature placed on self-governance.

In Federalist 10, titled "The Union as a Safeguard Against Domestic Faction and Insurrection," Madison wrote "the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society." And he argued a strong central government would more effectively fend off "theoretical politicians" who believed granting perfect equality in political rights would serve as the means for an equitable distribution of property and wealth.

In essence, Madison was advocating for a form of government he thought would best protect his personal estate. And he knew the idea would resonate with the rest of the convention delegates. Similarly, the central reason the Bill of Rights were ratified four years later was to protect the liberties of the privileged class he was part of, not to expand rights equally to all Americans. At least, not at that time.

As Seaton noted, the U.S. Constitution has been rightfully amended to remove race- and gender-based oppression. But there have also been movements pushing back against economic forms of oppression. For instance, workers gained the right to form unions, child labor practices ended, minimum wage and overtime compensation was established and serious workplace hazards are mitigated.

Developing a classroom curricula that includes these advances doesn't undermine the objectives espoused by Keller. It fits quite well with his believe that our constitutional history is America's biggest gift to the world" because it better exemplifies freedom, liberty and the pursuit of happiness for all mankind.

Nor would it disparage the legacy of our founders by suggesting they acted primarily to protect their own self interests. It merely removes them from the altar of historical gods and makes them human beings we can still hold in high regard.

"Enlightened statesmen will not always be at the helm," Madison wrote in Federalist 10. Indeed, not all of the founders were enlightened, but those who were knew others would follow. I believe they expected some would rise up out of the unprivileged classes to expand freedom and liberty for themselves.

From that perspective, what Madison and others gave us were the rights to forever fight against those who would oppress some in order to protect their own self interests. And sometimes we'll have to fight just to keep those rights intact.

American Constitutionalism isn't a specific era of history. So if it's to be taught in our schools it needs to trace its march through time. Otherwise it'll be a story told the by the privileged few and not we the people.

- Rich Moniak is a Juneau resident and retired civil engineer with more than 35 years of experience working in the public sector.

Art Petersen 02/13/15 - 10:01 am

About 20 years ago at UAS, the curriculum committee looked at LAWS (Law Science) 434, Constitutional Law. It came under the category of "social science," and a proposal had come forth to allow it also to be considered a "humanities" (the study of art, culture, language, and history). This faculty committee determined that the course could be counted as either a social science or a humanities course in meeting degree requirements. To this day, LAWS 434 has dual designation because the course treats not only the technical aspects of constitutional law but also its history over time. For reference, here is the current course description:

The growth and development of the United States Constitution as reflected in the decisions of the Supreme Court. Emphasis on the federal system, executive, legislative and judicial powers, regulation of commerce and taxation.

A course description is far from a course outline, and it will not be enough for a bill requiring an American Constitution history curriculum just to describe in a few words what is required. The legislation will need to include provision for development of a uniform curriculum for teachers of this course, coordinated in unison for all of Alaska. The Alaska Dept of Education and Early Development would be a possible choice for this coordination. Such a course may be taught in various ways, but Rich Moniak is right that it should focus not just on a foundation document but also on how that document has been lawfully adjusted and interpreted over time and up to the present day. Knowledge is power, and it can lead to respectful and responsible citizenship. If the American Constitution is developed and taught as a complete history, this legislation could be very good for students in Alaska and we the people of today and tomorrow.

Haily George 02/13/15 - 11:30 am

How about a class on what a warming planet will do to future freedoms, liberty and pursuit of happiness for all mankind.

Janelle Weaver 02/13/15 - 12:09 pm

I can agree with Mr. Moniak that the rights and freedoms bestowed by the constitution should be taught from its inception to current times. But then he started to lose me as he couldn't resist the liberal catnip of bashing the founding fathers. Yes they were white guys with money. But that doesn't automatically mean that their every intention was evil and self centered.

And in regards to Madison's Federal Ten it sounds a different note when you read the whole passage instead of just a tiny sound bite. See Below.

"But the most common and durable source of factions, has been the various and unequal distribution of property. Those who hold, and those who are without property, have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a monied interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests, forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of government."

Bill Burk 02/13/15 - 02:14 pm

Janelle

Then WHY are Republican so against allowing the poor and middle class to succeed?

James Coleman 02/14/15 - 09:35 am

Seriously Mr. Burk? Republicans don't want the lower class to succeed? The Republicans want to build a pipeline for prosperity and energy independence. This means over 35,000 jobs in the construction. But no, Obama comes out with the veto shutting it all down. He would rather have them sitting on the couch angry while they stay on welfare and Obamacare. Hey Ms. George, how about those green energy projects in Oregon? Lots of cleaned up air there.

Haily George 02/14/15 - 11:09 am

Keystone pipeline might provide 35000 "temporary jobs" and whatever prosperity or independence comes of it will be short lived. Tar sands are the dirtiest of oils. The negatives of getting it, transporting it, exporting it, and burning it far outweigh the positives. Fossil fuel industries have destroyed our chances for long term prosperity & independence, now we are at the mercy of a warming planet.

The people responsible should be held accountable.

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SECTIONS

## Alaska lawmaker wants constitutionalism added to curriculum

Molly Dischner | Associated Press | February 6, 2015

JUNEAU -- Alaska lawmakers are considering a bill that would require school districts to teach American constitutionalism, the latest of several state government measures across the U.S. aimed at civics education.

The Republican-led bill would require Alaska high school students to study the Declaration of Independence, the Bill of Rights, the U.S. Constitution, the Articles of Confederation, the Federalist Papers and the first state constitutions.

The House Education Committee is scheduled to discuss the bill Friday, joining other state legislatures in considering whether to add civics education requirements.

Arizona and North Dakota legislators last month adopted GOP-sponsored laws requiring high school students to pass the civics portion of the U.S. citizenship test to receive a diploma. Lawmakers in Utah, South Dakota and Tennessee and other states are now considering similar bills at the suggestion of Republican sponsors.

No opposition has emerged in Alaska, but elsewhere critics have questioned whether exams are an appropriate way to engage students. Alaska's requirement would not specify that students pass a certain test.

State Rep. Wes Keller, one of three House sponsors, has called the bill a "soft mandate." His intent is to allow each school district to decide how to implement the requirement. Districts can add the material to an existing history or civics course, or another class, he said, but such a unit must be required for graduation.

The Wasilla Republican just wants to share his reverence for the nation's Constitution with students, he said.

"The more I look at it, the more awed I get with the incredible values on which our country is founded," he said.

Keller said America's constitutional values have served as an example for other countries, and it's important for students to know what those values are.

"Most recently, I'm thinking about Egypt, the struggles they've gone through," he said.

This is the third time Keller has introduced such a bill. He did so in 2011 and 2013; neither of those bills made it to the House floor for a vote.

An aide to Keller said that while the issue wasn't a priority before, this time around, it appears that there's more momentum within the Legislature, and in the state as a whole, for the bill.

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**MULTIMEDIA**



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## Janet Ogan

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**From:** wmolson@gci.net  
**Sent:** Monday, February 09, 2015 2:30 PM  
**To:** Rep. Paul Seaton; Rep. Jonathan Kreiss-Tomkins; Rep. Harriet Drummond; Rep. Wes Keller; Rep. Lora Reinbold; Rep. Liz Vazquez; representative.jim.clover@akleg.gov; Sen. Donny Olson; Sen. Gary Stevens; Sen. Bert Stedman; Sen. Dennis Egan; art.petersen@uas.alaska.edu  
**Subject:** HB 30  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

### Members of the Alaska State Legislature -Education Committee (and Alaska State Senators)

I am a "Certified Teacher & Counselor For Life" in the State of Alaska. I began teaching high school in 1959. From 1968 until 2009 I have taught classes in Alaska's History and the Native People of Alaska. Twice the students of the University of Alaska have awarded me title "Outstanding Teacher of the Year". In 1993 the Board of Directors of the American Anthropological Association gave me their highest honor by electing me to be a "Fellow of the American Anthropological Association," I have received an award from the Alaska Anthropological Association for "Lifetime Contributions to Alaskan Anthropology," the Alaska Historical Society awarded me the "Evangeline Atwood Award for 'sustained outstanding contributions to historical activities in Alaska.'" Upon my retirement, the University of Alaska gave me their highest award, the "Edith Bullock Award."

In my decades of teaching, I have found that at times an individual teacher's or professor's, beliefs, assumptions, ideology and even their political affiliation may greatly influence their classroom teaching. In teaching high school classes I have found that young students at times admire their teacher to the point of accepting his or her beliefs, assumptions or personal interpretation of the material being taught, without questioning their teacher or the material given them. Even some

university students do the same.

The Constitution of the United States is one of the finest documents of American history. But as times have changed since the drafting of the Constitution, the U.S. Supreme Court has made some major decisions as to what is "Constitutional" or not. Amendments have been made to the Constitution. As a professional high school and university professor I have tried to obtain all the accurate information regarding the history of an event or document available and present all interpretations and views of what happened and prior to and after the document or event. The "history" of our Constitution must include not only prior decisions and debates, but also the long history of subsequent Supreme Court decisions and later Amendments.

**If House 30 passes, I hope that it includes legislative advice and guidance for teachers, and perhaps even regulations or requirements, so the students are given a complete and accurate understanding of our Constitution and history and not just the views and interpretation of a particular individual teacher or professor.**

Respectfully,

Wallace M. Olson, Professor of Anthropology (Emeritus) University of Alaska Southeast

## Janet Ogan

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**From:** Pam & Roger Robinson <7332ski@gmail.com>  
**Sent:** Monday, March 09, 2015 3:43 PM  
**To:** Sen. Mike Dunleavy; Rep. Wes Keller; Senator.Bill.Stoltz@akleg.gov; Rep. Shelley Hughes  
**Subject:** Legislative "Tele Town Hall"

Dear Senators Dunleavy and Stoltz and Representatives Keller and Hughes,

I was glad to receive the email announcement from Senator Dunleavy with the phone number to call in to this weekend's "Tele Town Hall" meeting, but was disappointed that after three and a half hours of listening in, no time was available for callers to give testimony. A couple folks present did speak to my main issue, which is shutting down the Susitna Dam project (the "damn dam"! ) once and for all. So I will just second their sentiments here, and also ask that you consider reclaiming the 30+ million dollars that AEA is holding, and use it instead to fund some of the great projects I heard about during the "Tele Town Hall", especially those for teens and seniors. I would also ask that you consider sending a little of it to public broadcasting in the state--our local radio station is a real lifeline and information source for statewide and other important news. Thank you all for your efforts during this difficult budget time and for looking out for the well-being of all Alaskans.

Sincerely,

Pamela Robinson  
Talkeetna, Alaska

## Janet Ogan

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**From:** Charlene <carneson@chugachschoools.com>  
**Sent:** Friday, February 27, 2015 11:53 AM  
**To:** Rep. Wes Keller  
**Subject:** Fwd: HB30

The Rep Wes Keller

Thank you the first email is for public testimony

Sent from my iPhone

Begin forwarded message:

**From:** Charlene <[carneson@chugachschoools.com](mailto:carneson@chugachschoools.com)>  
**Date:** February 27, 2015 at 11:50:50 AM AKST  
**To:** Wes Keller Representative <[Rep.Wes.Keller@akleg.gov](mailto:Rep.Wes.Keller@akleg.gov)>  
**Subject:** HB30

The Honorable Wes Keller,  
Thank you for allowing me the time to address HB 30

HB30 is titled, "An Act requiring school districts to develop and require completion of a history of American constitutionalism segment; and providing for an effective date."

It would be difficult to argue the value of students learning more about the documents upon which our country is founded. However, the requirement for districts to develop a curriculum and the requirement for students to take it as a graduation requirement is an additional unfunded mandate.

We value civics education as one that should be included at all schools but the difficulty lies in an additional unfunded mandate - especially with the proposed loss of \$32 million in one-time funding proposed in the Governor's budget. Alaska's districts have been challenged to identify statutes and regulations that could be eliminated or modified to save money and staff time in these austere budget times. This would be yet another unfunded mandate to create curriculum, courses, purchase any needed curricular materials, staff training and providing the teaching staff, and tracking students to ensure they receive a passing grade as a requirement for graduation.

I thank you for this opportunity to weigh-in on this important issue and urge you to consider the impact upon local schools and districts before enacting additional education requirements.

Sincerely,

Charlene Arneson  
President  
Chugach School District Board of Education



Published on *Washington Examiner* (<http://washingtonexaminer.com>)  
[Home](#) > Individual liberty cannot survive a republic of dunces

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By *Mark Tapscott*  
Created *Mar 9 2011 - 9:05pm*

## Individual liberty cannot survive a republic of dunces

In an era noteworthy for Muslim terrorists plotting future 9/11s and nukes in the hands of fanatical nut jobs like Iran's Mahmoud Ahmadinejad and North Korea's Kim Jong il, you might think there couldn't possibly be a more serious problem to ponder.

You would be wrong.

Consider what happened recently when the Intercollegiate Studies Institute gave a 60-question civic literacy test to more than 28,000 college students:

"Less than half knew about federalism, judicial review, the Declaration of Independence, the Gettysburg Address, and NATO. And this was a multiple-choice test, with the answers staring them right in the face," said political scientist Richard Bake, co-chairman of ISI's Civic Literacy Board.

"Ten percent thought that 'we hold these truths to be self-evident, that all men are created equal' came from the Communist Manifesto," Bake added during a recent interview with my *Examiner* colleague Barbara Hollingsworth.

Even the smart kids at Harvard failed the test, scoring on average 69, which is a D. Since the vast majority of the students tested are products of public schools, the results represent a comprehensive indictment of public education, the National Education Association and the American Federation of Teachers.

These are the people who year after year graduate classes in which one of every four kids cannot read at even a basic level. If you can't read the Constitution, or the Declaration, or *The Federalist Papers*, you won't understand their essential concepts or why they represent so much wisdom.

When even our elite colleges and universities aren't teaching the next generation the basic concepts of the American republic like federalism or the difference between Thomas Jefferson and Karl Marx, it ought to be obvious that American public education is failing American democracy.

Does anybody on America's college faculties remember or care that once liberty is lost, it is almost never regained?

As with so much else, James Madison captures in a wonderfully succinct couple of sentences the profoundly serious implications of raising a generation that is politically crippled by its gross civic ignorance. Madison wrote of the difference between Europe and America, saying: "In Europe, charters of liberty have been granted by power. America has set the example ... of charters of power granted by liberty."

If you don't grasp how Madison's simple equation makes all the difference in the world for the manner in which this country is governed, then you probably don't understand why liberals and conservatives disagree on just about everything that is fundamental to contemporary public policy.

Take health care. Liberals love the European welfare state, epitomized by Britain's National Health Service, aka a "single-payer system" or the "public option." That is why Obamacare erects hundreds of new bureaucratic agencies to regulate every detail of health care research, delivery and pricing.

That includes hiring thousands of new Internal Revenue Service agents to enforce the individual mandate federal District Judge Roger Vinson just declared unconstitutional. And those 1,040 waivers granted so far under Obamacare are the modern illustration of those European "charters of liberty ... granted by power."

For conservatives, the ideal health care reform is embodied in the Health Savings Account that puts the power of choice in the hands of individuals. That makes insurance providers compete to satisfy customers instead of government bureaucrats.

The bureaucrats are limited to enforcing contracts honestly made and assuring sufficient transparency of services and products to enable individuals to make informed choices. Or, as Madison would say, those with liberty grant a limited charter of power to government to do specific things and only those things.

But a generation that is not taught to recognize the irreconcilable differences represented by the Declaration of Independence and the Communist Manifesto, between Madison and Marx, the Federalist Papers and Rules for Radicals is doomed to be ruled, not to rule.

Individual liberty will not long survive in a republic of civic dunces.

*Mark Tapscott is editorial page editor of The Washington Examiner and proprietor of Tapscott's CopyDesk blog on [washingtonexaminer.com](http://washingtonexaminer.com)*

**S.504**

**Latest Title:** American History and Civics Education Act of 2003

**Sponsor:** [Sen Alexander, Lamar](#) [TN] (introduced 3/4/2003) [Cosponsors](#) (37)

**Related Bills:** [H.R.1078](#)

**Latest Major Action:** 7/21/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Select Education.

**Senate Reports:** [108-71](#)

**S.504**

**Latest Title:** American History and Civics Education Act of 2003

**Sponsor:** [Sen Alexander, Lamar](#) [TN] (introduced 3/4/2003) [Cosponsors](#) (37)

**Related Bills:** [H.R.1078](#)

**Latest Major Action:** 7/21/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Select Education.

**Senate Reports:** [108-71](#)

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**SUMMARY AS OF:**

6/20/2003--Passed Senate amended. (There are 2 [other summaries](#))

American History and Civics Education Act of 2003 - Directs the National Endowment for the Humanities (NEH) to award competitive grants to educational institutions to establish: (1) Presidential Academies for Teaching of American History and Civics to offer workshops for teachers of American history and civics; and (2) Congressional Academies for Students of American History and Civics to offer workshops for outstanding students of American history and civics.

Requires such Academies to describe how they will include teachers and students from schools receiving assistance for educationally disadvantaged children under the Elementary and Secondary Education Act of 1965, particularly those schools with high concentrations of students from low-income families.

Directs the NEH to award a grant to an organization for the creation of a national alliance of elementary school and secondary school teachers of American history and civics.

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**COSPONSORS(37), ALPHABETICAL** [followed by Cosponsors withdrawn]: (Sort: [by date](#))

[Sen Akaka, Daniel K.](#) [HI] - 6/19/2003  
[Sen Bingaman, Jeff](#) [NM] - 6/19/2003  
[Sen Burns, Conrad R.](#) [MT] - 5/14/2003  
[Sen Byrd, Robert C.](#) [WV] - 4/10/2003  
[Sen Chambliss, Saxby](#) [GA] - 3/20/2003  
[Sen Clinton, Hillary Rodham](#) [NY] -  
6/19/2003  
[Sen Cochran, Thad](#) [MS] - 4/2/2003  
[Sen Coleman, Norm](#) [MN] - 3/4/2003  
[Sen Cornyn, John](#) [TX] - 3/4/2003  
[Sen Dayton, Mark](#) [MN] - 6/19/2003  
[Sen DeWine, Mike](#) [OH] - 3/21/2003  
[Sen Dodd, Christopher J.](#) [CT] -  
3/4/2003  
[Sen Ensign, John](#) [NV] - 6/19/2003  
[Sen Enzi, Michael B.](#) [WY] - 3/4/2003  
[Sen Feinstein, Dianne](#) [CA] - 6/19/2003  
[Sen Frist, William H.](#) [TN] - 3/4/2003  
[Sen Grassley, Chuck](#) [IA] - 6/9/2003  
[Sen Gregg, Judd](#) [NH] - 3/4/2003  
[Sen Inhofe, James M.](#) [OK] - 3/4/2003  
[Sen Inouye, Daniel K.](#) [HI] - 6/19/2003  
[Sen Kennedy, Edward M.](#) [MA] -  
3/20/2003  
[Sen Kerry, John F.](#) [MA] - 6/19/2003  
[Sen Kohl, Herb](#) [WI] - 6/19/2003  
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[Sen Levin, Carl](#) [MI] - 6/19/2003  
[Sen Lieberman, Joseph I.](#) [CT] -  
6/19/2003  
[Sen Miller, Zell](#) [GA] - 3/6/2003  
[Sen Murkowski, Lisa](#) [AK] - 3/5/2003  
[Sen Murray, Patty](#) [WA] - 6/19/2003  
[Sen Nickles, Don](#) [OK] - 3/4/2003  
[Sen Reed, Jack](#) [RI] - 6/19/2003  
[Sen Reid, Harry](#) [NV] - 3/4/2003  
[Sen Santorum, Rick](#) [PA] - 3/4/2003  
[Sen Sessions, Jeff](#) [AL] - 3/18/2003  
[Sen Stevens, Ted](#) [AK] - 3/4/2003  
[Sen Warner, John](#) [VA] - 3/5/2003

Keller

REVISED MARCH 2006

CONTENT AND PERFORMANCE  
STANDARDS FOR ALASKA STUDENTS

FOURTH EDITION

# STANDARDS

ALASKA STANDARDS

# GOVERNMENT AND CITIZENSHIP

## A

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

A student who meets the content standard should:

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

## B

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

A student who meets the content standard should:

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

## C

**A student should understand the character of government of the state.**

A student who meets the content standard should:

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;

**C** (continued)

- 3) understand the Constitution of Alaska and Sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6) understand the importance of the multicultural nature of the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state; and
- 8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.

**D**

**A student should understand the role of the United States in international affairs.**

A student who meets the content standard should:

- 1) analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries;
- 2) evaluate circumstances in which the United States has politically influenced other nations and how other nations have influenced the politics and society of the United States;
- 3) understand how national politics and international affairs are interrelated with the politics and interests of the state;
- 4) understand the purpose and function of international government and non-governmental organizations in the world today; and
- 5) analyze the causes, consequences, and possible solutions to current international issues.

**E**

**A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.**

A student who meets the content standard should:

- 1) know the important characteristics of citizenship;
- 2) recognize that it is important for citizens to fulfill their public responsibilities;
- 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;
- 4) establish, explain, and apply criteria useful in evaluating rules and laws;
- 5) establish, explain, and apply criteria useful in selecting political leaders;
- 6) recognize the value of community service; and
- 7) implement ways of solving problems and resolving conflict.

**F**

**A student should understand the economies of the United States and the state and their relationships to the global economy.**

A student who meets the content standard should:

- 1) understand how the government and the economy interrelate through regulations, incentives, and taxation;
- 2) be aware that economic systems determine how resources are used to produce and distribute goods and services;
- 3) compare alternative economic systems;
- 4) understand the role of price in resource allocation;
- 5) understand the basic concepts of supply and demand, the market system, and profit;
- 6) understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market;
- 7) understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy;
- 8) understand the indicators of an economy's performance, including gross domestic product, inflation, and the unemployment rate;
- 9) understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority; and
- 10) understand how international trade works.

**G**

**A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.**

A student who meets the content standard should:

- 1) apply economic principles to actual world situations;
- 2) understand that choices are made because resources are scarce;
- 3) identify and compare the costs and benefits when making choices;
- 4) make informed choices on economic issues;
- 5) understand how jobs are created and their role in the economy;
- 6) understand that wages and productivity depend on investment in physical and human capital; and
- 7) understand that economic choices influence public and private institutional decisions.

# HISTORY

## A

**A student should understand that history is a record of human experiences that links the past to the present and the future.**

A student who meets the content standard should:

- 1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- 2) know that the interpretation of history may change as new evidence is discovered;
- 3) recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;
- 4) understand that history relies on the interpretation of evidence;
- 5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- 7) understand that history is dynamic and composed of key turning points;
- 8) know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- 9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

## B

**A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.**

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
  - a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
  - b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
  - c. the origin and impact of ideologies, religions, and institutions upon human societies;
  - d. the consequences of peace and violent conflict to societies and their cultures; and
  - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

**B** *(continued)*

- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- 5) evaluate the influence of context upon historical understanding.

**C**

**A student should develop the skills and processes of historical inquiry.**

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

**D**

**A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.**

A student who meets the content standard should:

- 1) understand that the student is important in history;
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;
- 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
- 4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
- 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.