

ALASKA LEGISLATURE COMMITTEE FILES 1903-1900 00/2

3966

SHEP

SCR 3

-

SCR 10

88



RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James O. Smith
Signature of Camera Operator

10/31/89
Date

SCR

Z

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: SCR 3

Sponsor: DeVRIES

Date referred to committee: 1/23/85

Synopsis completed: 1/28

Fiscal note:

Further referrals: Judiciary

CONTACTS:

COMMITTEE REPORT
SENATE

FURTHER:

JUDICIARY

~~XXXXXXXXXX~~

1/23/85

Date 4-4-85

Mr. President

The Committee on HESS considered SCR 3

background checks on school district employees who come into contact with children.

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

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SCR 3
- new title
- same title and recommends _____
- and attached a "LETTER OF INTENT" [] NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS

[Signature]
[Signature]
[Signature]

[Signature]
Chairman

[Signature]
Chairman recommendation

S.T.A.R./A.W.A.I.C. COMMENTS

Senate Bill 85

With increasing reports of child abuse and heightened parental concern and awareness, it is likely that most school districts would be amenable to laws mandating training for all school district employees. While we believe most school districts would embrace the concept of a training, there seems to be concern over the structure and enforceability of training programs. Based on our close working relationship with the Anchorage School District, we make the following recommendations which we feel is best suited for all concerned:

- 1.) Include "counselors, nurses, bus drivers, janitors, cooks and other school district employees who have contact with children" in the Act.
- 2.) Under Section 1(b), omit "one of 10 days of" for in-service training. This would allow school district autonomy in creating a in-service training schedule tailored to individual school district programs. Comparative review should be completed by a plan which D.O.E. should establish and which could act as a measure of standard for the school districts to follow.

SENATE CONCURRENT RESOLUTION 3

The Anchorage School District currently requires background checks for all school district employees which have supervisory capacity over children as of July 1, 1984. Background checks are conducted by the Alaska State Troopers and the Federal Bureau of Investigation, which provide for investigation within the state and outside. The F.B.I. investigation is \$12.00. This fee is paid for by the prospective employee. The actual fingerprinting process itself is made by a part-time school district employee who submits the fingerprints along with the demographic information to the respective investigative agencies. S.T.A.R. makes the following recommendation based on the existing Anchorage School District Program:

- 1.) Omit "are encouraged to" and "appropriate" in line 15. The implementation and success of the Anchorage School District program can act as a model for other school districts wishing to implement a similar program.

MAR 19 1985



S.T.A.R.

Bus. 276-7279
24-hr.
Crisis 276-RAPE

March 4, 1985

Senator Edna DeVries
Pouch V
Juneau, AK 99811

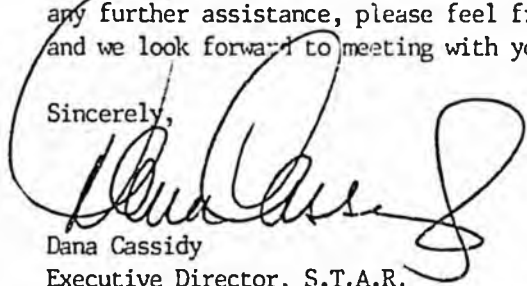
Senator DeVries:

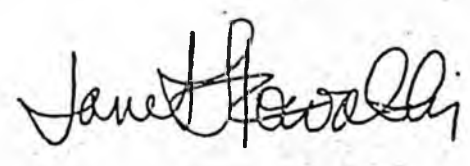
It was a pleasure to meet with you during our recent visit to Juneau. Our discussion on the need for legislation to provide for laws protecting children was especially appreciated.

We equally appreciate your support and efforts to bring about this type of legislation through sponsorship and cosponsorship of bills encouraging background checks of school district employees, providing training of teachers and principals on child abuse and a bill which appropriates monies to the Council on Sexual Assault and Domestic Violence. In a state which boasts the highest figures of rape per capita in the nation and skyrocketing child abuse reports, it is encouraging to see these various bills before the legislature.

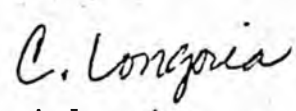
As discussed in our meeting, we have enclosed our comments on SCR 3 and SB 85. We have also enclosed some background information with our comments which may be helpful.

Again, we thank you for your sincere interest and support. If we can provide you with any further assistance, please feel free to call upon us. We would enjoy hearing from you and we look forward to meeting with you again.

Sincerely,

Dana Cassidy
Executive Director, S.T.A.R.


Janet Kowalski
Executive Director, A.W.A.I.C.

DC:jgp


Carrie Longoria
Legal Advocate, S.T.A.R.

STANDING TOGETHER AGAINST RAPE
PO BOX 103356 ANCHORAGE, ALASKA 99510



SCR 3 BACKGROUND CHECKS ON SCHOOL DISTRICT EMPLOYEES.

(DE VRIES)

THERE IS A H.E.S.S. C.S. WITH A TITLE CHANGE.

THIS IS PART OF THE WHOLE "CHILD PROTECTION PACKAGE".
SEPARATE LEGISLATION MANDATES BACKGROUND CHECKS ON
DAY CARE EMPLOYEES AND LICENSEES, FOSTER PARENTS, AND
ADOPTIVE PARENTS.

SCR 3 LEAVES THE ISSUE TO THE DISCRETION OF EACH
SCHOOL DISTRICT BY ENCOURAGING DISTRICTS TO IMPLEMENT
BACKGROUND CHECKS ON ALL PERSONS EMPLOYED OR UNDER
CONTRACT WITH SCHOOL DISTRICTS WHO COME INTO CONTACT
WITH CHILDREN. THIS FOLLOWS THE STATE SCHOOL BOARD
POLICY OF LOCAL CONTROL.

H.E.S.S. C.S. ADDS LANGUAGE ABOUT CONTRACT EMPLOYEES,
UPON ADVICE THAT SCHOOL BUS DRIVERS ARE GENERALLY
CONTRACT EMPLOYEES.

change: page 1, line 17

Hein
4/1/85✓

ADOPTED

Original sponsor: DeVries

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IN THE SENATE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

CS FOR SENATE CONCURRENT RESOLUTION NO. 3 (HESS)

IN THE LEGISLATURE OF THE STATE OF ALASKA

FOURTEENTH LEGISLATURE - FIRST SESSION

Relating to background checks on school
district employees ~~and contract workers~~
who come into contact with children.

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

WHEREAS sexual abuse of minors is a serious and widespread problem;
and

WHEREAS existing law permits employers of individuals having contact
with children to obtain certain information on convictions of these indi-
viduals relating to sex crimes (AS 12.62.035);

BE IT RESOLVED by the Alaska State Legislature that local school
districts are encouraged to implement appropriate background checks on all
persons employed by ~~or under contract with~~ a school district who come into
contact with children.



language added in C.S. Does
necessitate a title change;



RECORDS CERTIFICATION

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James O. Smith
Signature of Camera Operator

10/31/89
Date

SCR

10

Senate Health, Education and Social Services Committee

Legislation Checklist

Bill number: SCR 10

Sponsor: V. FISCHER

Date referred to committee: 2/28/85

Synopsis completed:

Fiscal note:

Further referrals:

CONTACTS:

Sen V Fischer

4997

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

Andy Anderson

Call DOE + ask for Bd secretary

Don MacKinnon, Sch Admin 586-9702

Bob Green, School Bds 586-1083

Bob Manners, NEA 586-3090

STATE OF ALASKA
THE LEGISLATURE

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

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

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

Mary Van Nimwegen

HESS 3-19-85 1:34 pm

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

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

(SPONSOR: V. FISCHER)

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

CURRENT BOARD REGULATIONS REQUIRE THE FOLLOWING FOR GRADUATION:

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

9 CREDITS ARE LEFT TO LOCAL DISCRETION

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

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

2. ARE CURRICULUM MATERIALS AVAILABLE?

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

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

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

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

THE COMMITTEE SUBSTITUTE:

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

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

Offered: 3/20/85
Referred: Rules

Original sponsor: V.Fischer

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

1 IN THE SENATE

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

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

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

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

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

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

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

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

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

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

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

29 FURTHER RESOLVED that the Alaska State Legislature respectfully

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

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

1 IN THE SENATE

BY V.FISCHER

2

SENATE CONCURRENT RESOLUTION NO. 10

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

FOURTEENTH LEGISLATURE - FIRST SESSION

5

Requesting the state Board of Education

6

to require the study of Alaska history

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and government in the schools of the

8

state.

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

10

WHEREAS it is in the interest of the state to ensure the best possible

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education for its students; and

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13

students to secure credit in language arts, social studies, mathematics,

14

science, and health and physical education for graduation; and

15

WHEREAS the state would benefit immeasurably from a citizenry well-

16

schooled in the operation of state government and the history of Alaska;

17

and

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WHEREAS there are sufficient and adequate instructional materials

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presently available for school districts to utilize in courses on Alaska

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history and government; and

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WHEREAS the future of Alaska will impose tremendous and increasing

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responsibilities on the leaders and citizens of our state;

23

BE IT RESOLVED that the Alaska State Legislature respectfully requests

24

the state Board of Education to adopt regulations requiring at least one

25

unit of credit in the study of Alaska history and government for graduation

26

from high school.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

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

JUNEAU OFFICE

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

FAIRBANKS REGIONAL OFFICE

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

March 7, 1985

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

FROM: NEA-Alaska

RE: SCR 10

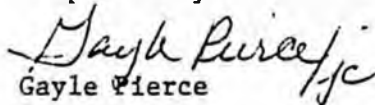
NEA-Alaska supports the concept put forth in SCR 10 regarding the teaching of Alaska history in our public schools.

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

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

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

Respectfully submitted:


Gayle Pierce
President

L85:12

MEMORANDUM

State of Alaska

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

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

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

updated
statistics
3/6/85

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

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

Attachments

Secondary Curriculum Guides in Alaska School Districts

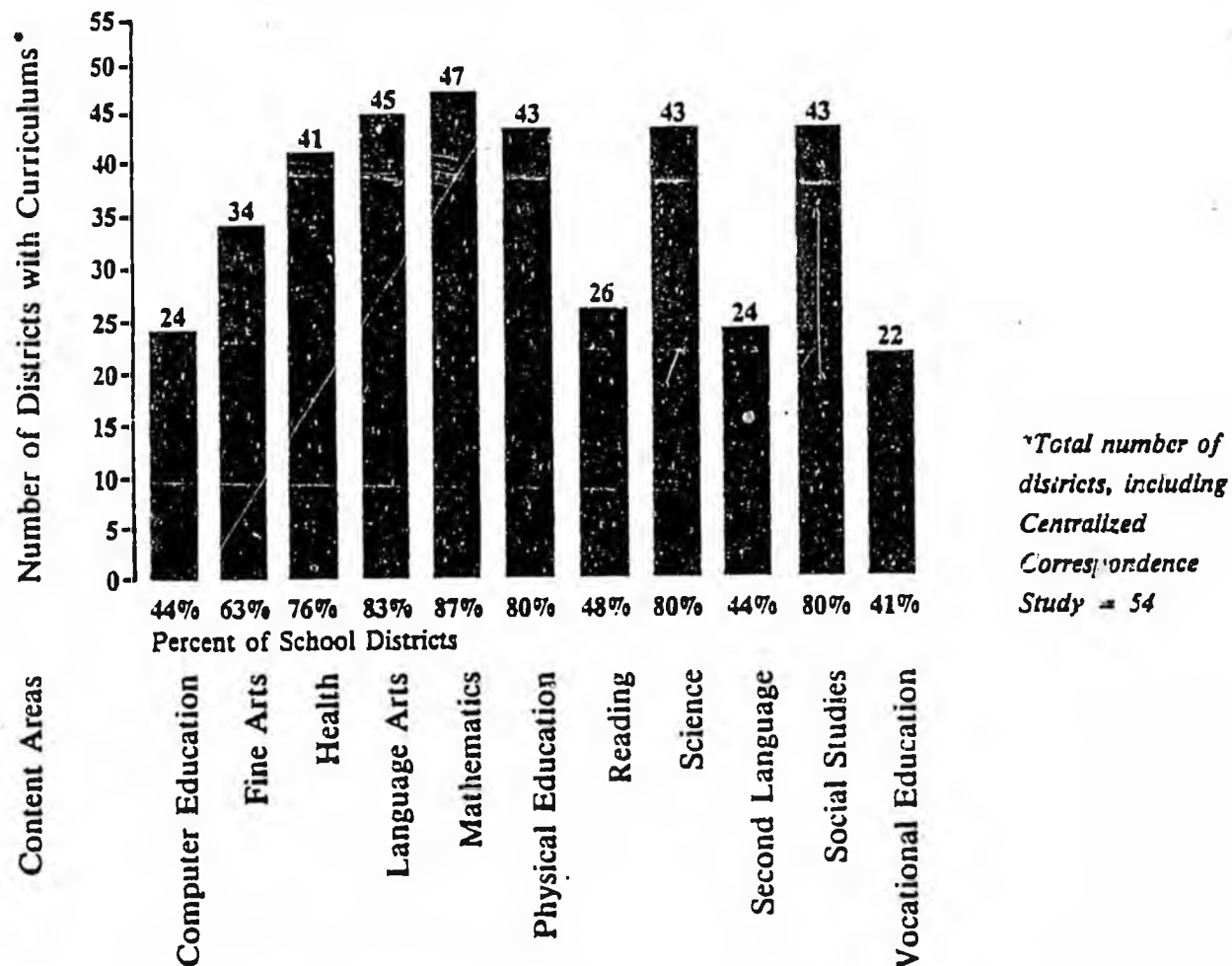
The number and content areas of Secondary Curriculum guidelines districts reported are similar to those reported for elementary guidelines, suggesting that most districts develop a content area for kindergarten through twelfth grade all at one time. Appendix A graphs the content information by district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

Notes for interpreting Figure 2:

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

Figure 2

Secondary Curriculum Guides in Alaska School Districts



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

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

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

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

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

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

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

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

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

Authority: AS 14.30.045

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

Authority: AS 14.07.020(4)

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

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

(1) language arts - 4 units of credit;

(2) social studies - 3 units of credit;

(3) mathematics - 2 units of credit;

(4) science - 2 units of credit;

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

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

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

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

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

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

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

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

FISCAL DETAIL

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

EXPENDITURES/REVENUES: (Thousands of Dollars)

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

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

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

FUNDING: (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

The bill has no fiscal impact on this department.

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

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

Distribution (by Agency preparing fiscal note):

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

7/1/84

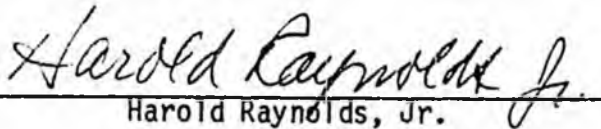
POSITION PAPER OF THE DEPARTMENT OF EDUCATION

FOURTEENTH ALASKA LEGISLATURE

March 13, 1985

SCR 10

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



Harold Reynolds, Jr.
Commissioner

Alaska State Legislature

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



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

Senate Committee on Health, Education and Social Services



M E M O R A N D U M

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

FROM: Committee Staff

RE: Committee Meeting, March 7, 1985
TELECONFERENCE

DATE: March 6, 1985

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

SSSB 117, Alzheimer's disease and related disorders.

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

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

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

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

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

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

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

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

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

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

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

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

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

Language Arts	4 units
Social Studies	3 units
Mathematics	2 units
Science	2 units
Health/Physical Education	1 unit

(9 units are left to local discretion)

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

Elementary Curriculum Guides in Alaska School Districts

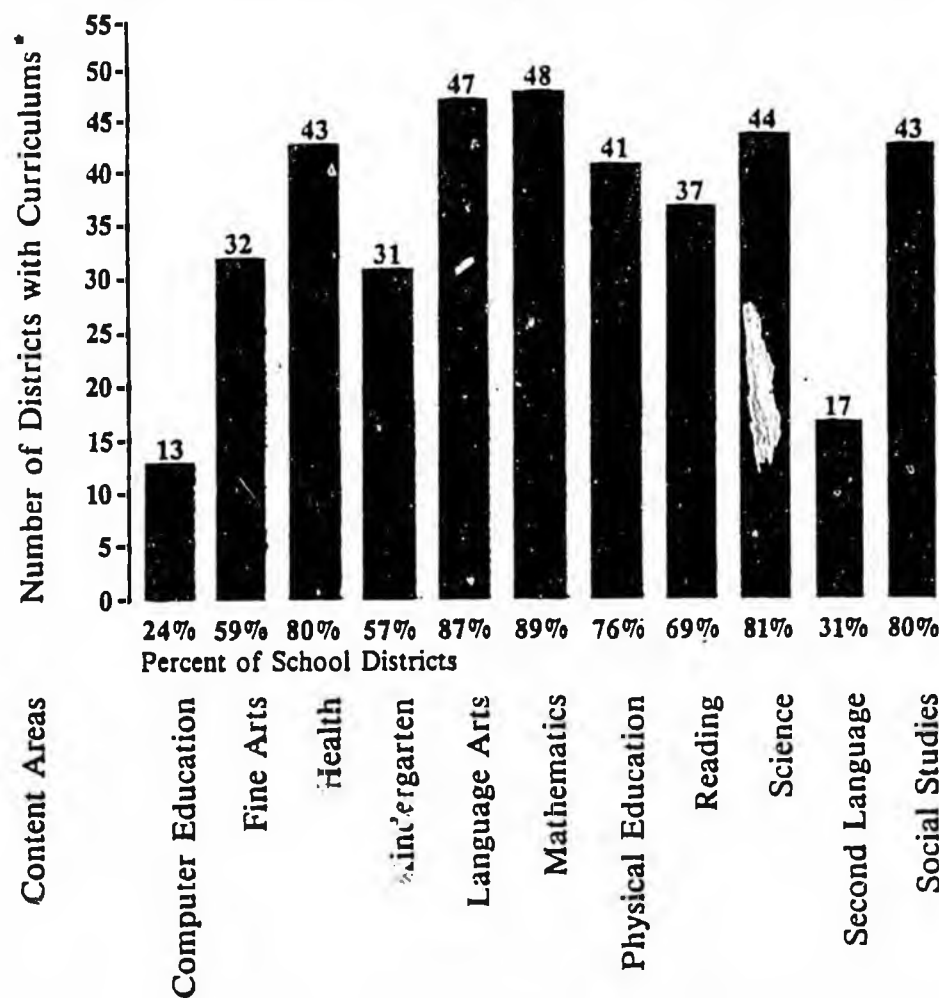
In the area of Elementary Curriculum, the survey results confirm that a substantial number of Alaska school districts have developed curriculum guidelines in major content areas. The charts below depict the number of districts now using guides in each content area. A chart showing current use of guides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

Notes for interpreting Figure 1:

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

Figure 1

Elementary Curriculum Guides in Alaska School Districts



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

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

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

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

Fischer
MA

MARY H.

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

1 IN THE SENATE

BY FISCHER

2 SENATE CONCURRENT RESOLUTION NO. 23

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

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

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

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

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

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

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

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

24

25

26

27

28

29

Social Studies



Section

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

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

Model

Secondary

Curriculum Guide

Draft



June 1984
To Be Revised May 1985

SECONDARY SOCIAL STUDIES

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

Preface

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

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

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

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

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

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

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

Acknowledgments

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

Alaska School Districts

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

State Departments of Education

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

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

Ron Bedard	Phyllis Marchese
Guy Condrey	Larry Schutt
Rosemary Hagevig	

Acknowledgments (cont'd)

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

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

WORLD CULTURES - GEOGRAPHY

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

SOCIAL STUDIES

WORLD CULTURE-GEOGRAPHY (One year course)

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

WORLD HISTORY: ALASKAN AND WESTERN CIVILIZATION

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

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

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

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

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

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

SOCIAL STUDIES Grades 9-12 (One year course)

WORLD HISTORY: ALASKA AND WESTERN CIVILIZATION

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

AMERICAN HISTORY CONTENT

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

CONCEPT

LEARNING OUTCOME

SAMPLE LEARNING OUTCOME

The learner will:

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

The learner will:

Describe the events that lead to statehood for Alaska.

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

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

Explain the causes of the urbanization of America.

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

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

SOCIAL STUDIES

AMERICAN HISTORY (One year course)

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

POLITICAL SCIENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will: Describe the major provisions of the Bill of Rights. Define these terms: freedom of speech (religion, press, assembly, association), citizen, due process of law, statutory law, civil law, criminal law, felony, misdemeanor, age of majority, status offenses, ex post facto laws, writ of habeus corpus, search warrant, search and seizure, assault and battery, contract, probation, and discriminations. Compare and contrast various forms of government in terms of their efficient performance and the rights of their citizens. Evaluate the effectiveness of historic and contemporary international governmental organizations. a. state the reasons for and major participants in each. b. compare and contrast them in terms of how well they achieve(d) the goals for which they were founded. Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies.

ECONOMICS

SOCIAL STUDIES ECONOMICS (One semester course)

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

SOCIAL STUDIES ECONOMICS (One semester course)

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