

ALASKA LEGISLATURE COMMITTEE FILES 1985-1986 86/2

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SOCIAL STUDIES - Grade 5

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

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

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

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The learner will understand that:

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

The learner will:

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

Nation: Mexico

Factor: which hinder economic development	Possible governmental solutions

CULTURE:

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

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

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

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

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

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

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

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<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECT</u>
	<p>The learner will understand that:</p> <p>Artistic and recreational activities of people are a reflection of their values and beliefs, as demonstrated in</p> <ul style="list-style-type: none"> *visual arts *performing arts *sports *cultural institutions *literature. <p>Artistic and recreational activities of people transmit cultural knowledge and attitudes.</p>	<p>The learner will:</p> <p>Research the predominate sports of a country of his/her choice and in groups, he/she will work to identify sports or games with which are unfamiliar. The small groups will then study the rules of a specific game or sport and present it to their classmates by either demonstration or explanation.</p> <p>Prepare an outline explaining his/her ideal personal recreation program, and then explain why it is his/her ideal.</p>
<p>EMPATHY:</p> <p>The ability to understand others through being able to identify in one's self, responses similar to the experiences, behaviors, and responses of others.</p>	<p>Value judgements about cultures are always made from the perspective of one's own culture.</p> <p>Diversity makes it difficult for people to understand each other.</p> <p>There are some people who do not have sufficient available resources to meet their basic needs and consequently suffer.</p> <p>His/her life and the lives of other individuals living in the Western Hemisphere are influenced by the course of historical events.</p>	<p>Discuss with others which beliefs and practices of our culture which make us feel superior or inferior to other cultures.</p> <p>Through use of the media, identify current events which are difficult to understand from another perspective.</p> <p>Participate in a <u>Choices for Survival</u> simulation game which demonstrates the moral dilemmas of survival.</p> <p>Compare his/her life to the life of a student in Mexico, trying to identify historical events which have made a difference in the opportunities available to each of them.</p>

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECT
INTERDEPENDENCE: Reliance upon others in mutually beneficial interaction and exchange.	The learner will understand that:	The learner will:
	The histories of Alaska and Canada have overlapped and influenced each other.	List ways that Alaska and Canada cooperate.
	Nations form organizations and make agreements to promote development and growth. Some examples of these are: *Organization of American States *North Atlantic Treaty Organization *United Nations. *Pacific Rim Consortium	List potential problems in the future of the Western Hemisphere by using a variety of text resources and news events as a guide.
	Nations depend on one another for resources and products they need, i.e.: *food as needed in Latin America *oil as needed by industrialized nations, such as the United States and Canada *technologic products as needed by developing nations of Central and South America.	Work in groups to develop lists of how life in the United States would change if we could no longer import petroleum or petroleum products.

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

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

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

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

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

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

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

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

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

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

SCARCITY

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

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

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

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

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

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

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

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

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

SOCIAL STUDIES Grade 8

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

SOCIAL STUDIES Grade 6

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

SOCIAL STUDIES Grade 6

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

SOCIAL STUDIES Grade 6

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

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

SOCIAL STUDIES Grade 6

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

SOCIAL STUDIES

Grade 7

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES Grade 7

WORLD GEOGRAPHY/ALASKA GEOGRAPHY

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

SOCIAL STUDIES

Grade 8

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

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AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	The learner will:	The learner will:
		Discuss the phenomenon of expansion and prepare a report which may include: a. reasons for the movement west. b. description the role of government and private businesses in promoting westward expansion. c. Impact of major immigrant groups important in settling the West. d. Description of some of the effects of the Westward Movement on national politics. e. Description of attitudes toward Native American.
CIVIL WAR	Outline events which contributed to the growth of nationalism and/or sectionalism in the period 1815-1840.	Research the impact of such items as the cotton gin, slavery, high tariffs and industrial development on the growth of nationalism or sectionalism.
	Compare lifestyles that existed among Native Americans.	Compare and contrast in terms of their influence on nationalism and sectionalism the Missouri Compromise, the Nullification Controversy, the Compromise of 1850, the Monroe Doctrine, . Debate the effects of expansionism on two Native American cultures (may include Plains, Pueblo Indians, Tlingits, Athabascans.)

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AMERICAN HISTORY

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

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AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
IMMIGRATION	The learner will: Understand the impact of the late 19th century immigration on American Society.	The learner will: Role play an immigrant in 1890 and an American confronted with many new immigrants in the neighborhood.
	Describe factors leading to the "melting pot" theory.	Describe the "melting pot theory" and its effects.
	Explain the changing status of agriculture during the late 19th century.	After having discussed the agrarian revolt, with classmates. a) identify and give reasons for farmers grievances. b) compare and contrast efforts of farmers to improve their lot. c) evaluate the importance of physical geographic conditions as a factor in the revolt.
	Describe how the late 19th century was a time of great social, political and economic change and unrest.	Dramatize why laborers tried to organize unions.
	Describe factors influencing the Progressive Movement.	Prioritize a list of reasons supporting or opposing labor unions, and defend his/her selection from an employer or worker's point of view. Develop the character sketches of leaders of the Progressive Movement. Identify programs and reforms of the Progressive Movement.

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

<u>CONCEPT</u>	<u>LEARNING OUTCOME</u>	<u>SAMPLE LEARNING OBJECTIVE</u>
	<p>The learner will:</p> <p>Describe how WWI affected social and political attitudes.</p>	<p>The learner will:</p> <p>Discuss events of World War I, and evaluate how the war affected the:</p> <ul style="list-style-type: none">a) Civilian populationsb) American attitudes toward Europe.c) The rise of communism in Russia.d) Economic stability of Europe.
POST WORLD WAR I	<p>Explain America's policy of isolationism following World War I.</p> <p>Describe how the "time between wars" was a time of economic prosperity.</p> <p>Explain factors contributing to or reacting to freedom of expression in the 1920's.</p>	<p>Research reasons for America's retreat into isolation, and report on that retreat in terms of</p> <ul style="list-style-type: none">a) success/failure of the League of Nations.b) the use of dictatorship in Europe. <p>Dramatize with classmates domestic scene in the United States between 1920-1940.</p> <p>Using music, dance, clothing, writings, motion pictures, advertising, explain at least two factors of each which contributed to "freedom of expression" during the 1920's.</p>
GREAT DEPRESSION	<p>Understand factors which led to the Great Depression</p> <p>Compare the effects of the Great Depression on the global scene to the domestic scene.</p>	<p>Role play with classmates economic condition which led to the Great Depression.</p> <p>Describe similarities and differences among European countries and the United States during the Great Depression.</p>

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

SOCIAL STUDIES Grade 8

AMERICAN HISTORY

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

APPENDIX

APPENDIX I
SOCIAL STUDY SKILLS

Grades 1-2

GATHERING INFORMATION

observing
identifying
listening
reading
viewing
inventorying
recognizing a map
recognizing a globe
interpreting symbols
identifying relative locations of
other places in Alaska and to
the United States on both a map
and on a globe
following directions
compiling lists
interviewing family and friends
questioning resource people
experiencing patriotic celebrations
participating in patriotic songs
and oaths
appreciating others as a source
of ideas
estimating approximate distances
(near, far, close)
identifying a variety of sources of
information
recognizing changes

USING INFORMATION

listing things
listing reasons
listing similarities
listing differences
classifying
matching
comparing geographical features
predicting outcomes on the basis of
information
evaluating reasons
identifying alternatives and making
choices
using picture diagrams
using maps
using globes
comparing and contrasting data
participating in conversations
generalizing from data
setting up hypotheses
testing hypotheses

PRESENTING INFORMATION

communicating orally and in writing
making charts, graphs, and picture stories.
labeling a map
repeating information
using new vocabulary
presenting information in the context of
time (now, before, after)
role playing
sharing opinions
creating statements
initiating ideas

SOCIAL STUDY SKILLS

Grades 3-4

GATHERING INFORMATION

securing information
through observation
questioning to obtain information
reading to obtain general
information
reading to obtain specific details
interpreting charts, graphs and diagrams
reading globes and maps
locating a place on a major globe by
using directional cues
reading a variety of types of maps
locating main ideas and supportive
elements
organizing collected information
conducting a survey
differentiating between relevant and
irrelevant information
looking for primary and secondary
sources
identifying information pertaining
to a topic and relevant subsection
locating information from a variety of
print and nonprint sources
classifying information
categorizing information
distinguishing between fact and opinion
applying previously learned concepts to
new situations
placing ideas in order or chronological
sequence
evaluating data
identifying differences and similarities
in data
identifying problems and suggesting
solutions
interpreting illustrations
considering various viewpoints
making decisions

USING INFORMATION

locating places by using cardinal
directions
using latitude and longitude to find
locations
locating places on globe
using North, South, East, and
West
using a compass rose
interpreting land forms
making inferences
estimating
making generalizations
measuring distance
using map symbols
using a map key
recognizing relevant information
checking on completeness of data
drawing conclusions
identifying relationships
making hypotheses using collected data

PRESENTING INFORMATION

spending time planning
making charts, maps, diagrams, timelines,
graphs, and notebooks to communicate ideas
giving oral reports
making cognitive maps and written reports
recalling information
role playing
initiating ideas
giving constructive criticism
using an acceptable format
functioning as a contributing member of a
group
using a variety of media and appropriate
commentary to communicate ideas
communicating written information coherently
assuming responsibility for carrying out
tasks
summarizing data

SOCIAL STUDY SKILLS

Grades 5-6

GATHERING INFORMATION

identifying the types and kinds of information needed
using subquestions to identify types of information needed
identifying relevant information
locating information in print and nonprint sources
locating sources of printed information using tables of contents, appendices, and indices
identifying primary and secondary sources
identifying a variety of nonprint sources for information, including museum and local arts' experts
reading for specific information
reading for directions
skimming for general information
reading pictures, diagrams, charts, maps, atlases and globes
taking notes while listening
taking notes from printed matter
interviewing

USING INFORMATION

interpreting illustrations
using latitude and longitude to locate places
utilizing map symbols
following map routes
making predictions on the basis of available data
testing and refining hypotheses
making inferences
using data as the basis for inferences and conclusions
using mathematics to help analyze data
forming generalizations based on appropriate data
applying previously learned concepts to new data
organizing collected information in orderly notes
sequencing events
placing ideas in chronological order
relating historical events to the present
categorizing data
categorizing data by identifying similarities and differences
categorizing data by constructing a chart to clarify information
categorizing data by main idea
participating in group planning and discussion
scrutinizing possible consequences of alternative actions
checking reasonings against logic, looking for inconsistencies
identifying value-laden words and frames of reference

PRESENTING INFORMATION

making charts, timelines, graphs, and maps
preparing oral and written reports
speaking in an effective way after planning and preparing
using media and various visuals for communicating ideas
summarizing orally and in writing
writing to support a generalization through the use of relevant facts
giving evidence to support a conclusion
defining terms
debating issues
using effective discussion techniques
role playing

Social Study Skills

Grades 7-8

GATHERING INFORMATION

Reading statistical tables, graphs, and charts.

Working cooperatively with others.

Using a variety of sources to gather information.
Exchanging ideas through discussion.

- personal observation
- printed materials
- conventional research materials
- audio visual material
- maps and graphs
- interviews
- surveys
- testing experimentation.

Identifying main and supporting ideas.

Identifying key words.

Skimming for specific information.

Identifying context clues.

Evaluating materials and resources used.

Validating information

USING INFORMATION

Interpret statistical tables, graphs and charts.

Draw inferences from information presented on statistical tables, graphs, and charts.

Summarizing and synthesizing information.

Developing, testing and refining hypothesis.

Identifying alternative outcomes.

Prioritizing alternatives.

Generalizing information gathered from a variety of sources.

PRESENTING INFORMATION

Selection appropriate format (graph, charts, tables) in which to present information.

Communicating by speaking with accuracy and poise.

Exchanging ideas through discussion

Preparing and using notes for oral reports.

GATHERING INFORMATION

identifying the types and kinds of information needed

using subquestions to identify types of information needed

identifying relevant information

locating information in print and nonprint sources

locating sources of printed information using tables of contents, appendices, and indices

identifying primary and secondary sources

identifying a variety of nonprint sources for information, including museum and local arts' experts

reading for specific information

reading for directions

skimming for general information

reading pictures, diagrams, charts, maps, atlases and globes

taking notes while listening

taking notes from printed matter

interviewing

USING INFORMATION

interpreting illustrations

using latitude and longitude to locate places

using map symbols

following map routes

making predictions on the basis of available data

testing and refining hypotheses

making inferences

using data as the basis for inferences and conclusions

using mathematics to help analyze data

forming generalizations based on appropriate data

applying previously learned concepts to new data

organizing collected information in orderly notes

sequencing events

placing ideas in chronological order

relating historical events to the present

categorizing data

PRESENTING INFORMATION

Making charts, timelines, graphs, and maps

Preparing oral and written reports

Speaking in an effective way after planning and preparing

using media and various visuals for communicating ideas

summarizing orally and in writing

writing to support a generalization through the use of relevant facts

giving evidence to support a conclusion

defining terms

debating issues

using effective discussion techniques