

DOCUMENT RESUME

ED 274 585

SO 017 548

TITLE Secondary Social Studies: Alaska Curriculum Guide. Second Edition.
INSTITUTION Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
PUB DATE Jun 86
NOTE 28lp.; For the elementary social studies guide, see SO 017 547.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Curriculum Design; Curriculum Development; High Schools; Secondary Education; *Social Studies; State Curriculum Guides

ABSTRACT

A secondary social studies model curriculum guide for Alaska is presented. The body of the guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in a 3 column format. The first column, topics/concepts, describes the content area, defining the subject broadly and listing subconcepts or associated vocabulary. The second column, learning outcomes/objectives, describes the understandings, behaviors, and goals that students are expected to demonstrate as a result of their learning experiences. The third column, sample learning activities, promotes student progress toward the stated goals. The guide is designed to integrate the knowledge base of facts, concepts, and generalizations with the development of democratic values and beliefs, and skills in critical thinking and problem solving. Eight course outlines are provided: western civilization/world history, U.S. history, Alaskan studies, economics, political science, anthropology, psychology, and sociology. (TRS)

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SECONDARY SOCIAL STUDIES
ALASKA CURRICULUM GUIDE

First Edition



Support of the Model Curriculum Project was provided through
a special grant from ECIA Chapter II (Block Grant)

Office of Curriculum Services
Alaska Department of Education
June, 1986

SECONDARY SOCIAL STUDIES MODEL CURRICULUM GUIDE

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GENERAL PREFACE

MODEL CURRICULUM GUIDES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. The first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future, as schools use this material to plan and implement programs, its value will be measured by the increased ability of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. Contributors to specific guides are listed in the acknowledgements sections of the guides. In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated under new curriculum regulations.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in three columns. (In the case of secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Subconcepts and vocabulary associated with the concepts are listed in this column.

Learning outcomes/objectives, in the second column, describe, in general terms, the understandings and behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample learning activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes/objectives. At least one sample learning activity is stated for each learning outcome/objective. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable activities within the framework of their district topics/concepts and learning outcomes/objectives.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level. The local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska.

It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE - PART II

SECONDARY SOCIAL STUDIES

"The goal of the Social Studies is to enable students to be responsible decision makers and to contribute as citizens in a highly complex and rapidly changing society. Knowledge, understanding, and appreciation of our heritage within the context of a global society are essential. Students need to be engaged in relevant, applied learning through which they may become confident learners who are prepared to meet present and future challenges."

Social Studies Model Curriculum Task Force

This goal statement embodies the premise on which the secondary Social Studies Guide was developed. It is an expression of a philosophy which recognizes citizenship education as a primary focus of the Social Studies. It emphasizes the need for a knowledge base in the social sciences on which young people might build an understanding and appreciation of our heritage with a global perspective.

This statement assigns to Social Studies programs the responsibility for engaging the student as an active participant in a relevant learning process. Today's world is highly complex and individuals must be prepared to deal with that complexity as well as with the rapid change which is the hallmark of this century. The student must have decision making skills and the confidence to face the present and future with self assurance.

Goals in Guide

It has been recognized that the critical components of a Social Studies education are knowledge, democratic beliefs and values, and skills. This Guide integrates the knowledge base of facts, concepts and generalizations with democratic values and beliefs and addresses skill development.

Knowledge is essential in order for students to make informed decisions. The Model Guide draws upon the social sciences for its knowledge base: History, Geography, Alaskan Studies, Economics, Anthropology, Biology, Psychology, and Political Science. Information must be linked with experiences encountered by students and related in a way to help them understand events and conditions throughout the world. Inquiry, observation, analysis, participation, and community service assist in this process.

Democratic values and beliefs are the basis of citizenship education and a Social Studies program. The rights, freedoms, responsibilities, and beliefs of our democracy are incorporated throughout the Guide. Each includes concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights.

Skill development is the third component of a Social Studies program. Skills are processes which enable students to link knowledge with beliefs that lead to action. The skills essential to citizenship participation are critical thinking and problem solving. They might be categorized as follows:

1. Skills related to acquiring information (Reading, study skills, reference and information search skills, technical skills unique to electronic devices)
2. Skills related to organizing, using, and presenting information (intellectual, decision-making, communication skills)
3. Skills related to interpersonal relationships and social participation (Personal, group interaction, social and political skills)

The Secondary Social Studies

Social Studies educators are faced with a serious challenge when establishing a scope and sequence for secondary students. All Alaska school districts require the state-mandated three units of Social Studies in secondary school. Courses commonly offered include two credits of instruction in United States History and World History or Western Civilization, each of which are one-credit courses. The third Social Studies unit is most often obtained through a selection of electives, each of which is semester long. In recognition of this situation, the Model Guide includes course outlines for each of the following:

Western Civilization/World History (1 yr.)
American History (1 yr.)
Alaskan Studies (6 mos.)
Economics (6 mos.)

Political Science (6 mos.)
Anthropology (6 mos.)
Psychology (6 mos.)
Sociology (6 mos.)

The instructional time for any of the courses could be expanded to deal with the content in a more thorough manner. No grade level sequencing of these courses is recommended; rather, districts are encouraged to exercise their own discretion in determining the grade level offering of courses based on local needs, staffing patterns and individual student developmental levels.

Course Descriptions

Western Civilization/World History

It should be recognized that no World History course can address all the issues, content or concepts desired in a course which virtually spans the history of humankind. One approach to this problem has

to teach just Western Civilization. However, it is important that students be exposed to a more global understanding of past and current events. The Western Civilization/World History course outlined in the Guide is designed to adequately conceptualize a comprehensive World History course, while giving special recognition to Western Civilization, the root of our culture. The framework is designed to be eclectic. For example, a district might choose to concentrate on the outcomes/objectives related to the history of Western Civilization for a six month period and then engage students in a study of specific world regions/cultures, examining each intensively. The goal of the course is to help students develop understanding of change and continuity in selected civilizations/cultures, and to examine social, political, and economic forces which have changed people and nations throughout the ages.

American History

This course is a comprehensive, chronological approach to the study of American history. It is the cornerstone for the study of American history begun in elementary and junior high school. It includes outcomes/objectives related to the social, political, and economic forces which have shaped, and continue to shape, American life from its origin to the present. Students consider events and ideas which have shaped our nation; our involvement as part of a world community; the growth of social reform movements, extension of civil rights, growth of government, and America's future within the context of global society. The diversity of ethnic and racial origins and the impact of that diversity on the development of the nation is addressed.

Alaskan Studies

This course is designed to develop a panoramic understanding of Alaska from the first migrations of its earliest inhabitants to current day issues. Included are: A comprehensive introduction to the cultural and lifestyle (past and present) of Alaska Natives; knowledge of the geography of the area and the interrelationship between the land and the people; the changes introduced by the Russian and European settlers; and the events associated with life in the territory and the state. Students explore the political, social, and economic ramifications of past and present events and issues and consider what the future holds for Alaskans.

Economics

Economics is important both for the knowledge it provides and the analytic thinking it requires. This course includes outcomes/objectives and activities designed to promote development in both areas. Students explore how individuals and societies respond to the basic economic problems of scarcity.

Concepts which develop out of scarcity are introduced: Economic organization, supply and demand relationships, organization of production and business, government's role in fiscal and monetary policy making, and the impact of trade. Because a practical understanding of economic affairs is important for informed citizens, reflection on personal economic skills and decision making are addressed in the "consumer awareness" section of the course.

Political Science

Political science is the study of political behavior and political institutions. This course includes concepts/objectives and activities related to the theory and practice of organizing and controlling the government needed to formulate public policy and administer public services. It is designed to relate the activities of politics and government to the everyday lives of students; to explore the impact of political issues on the private and public aspects of our lives; and to convey information on the types and organization of government. The core of the course deals with the process, types and levels of government. The origin and nature of politics and consideration of political parties are addressed. Citizen involvement, the hallmark of a democratic political system, is also included.

Psychology

Psychology is the study of human behavior, of why people behave as they do. This course examines psychology as a science, the basic psychological processes, personality theory, and individual and group behavior.

Sociology

Sociology deals with those aspects of human behavior which are related to the fact that humans live in groups. This course introduces sociology as a science and addresses socialization and the role of culture in the process, as well as various groups and social institutions. Social change and problems are considered to assist students in understanding the disorganization of society.

Anthropology

Anthropology is the scientific study of human origins and nature. The course links the biological and social sciences in a consideration of physical and cultural anthropology. The subject is approached with historical perspective and assists students in understanding revolutionary anthropological events which altered human history.

ACKNOWLEDGEMENTS

s Guide was developed in two phases during 1984-1986. Appreciation is expressed to all who were
olved with the effort and contributed to the final product.

Phase II 1986

preciation is expressed to the members of the Social Studies Model Curriculum Guide Task Force, who
e the authors of the First Edition.

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The Task Force was fortunate in having the consultative services of Dr. H. Michael Hartoonian, Supervisor, Social Studies Education, Department of Education, Wisconsin. Dr. Hartoonian provided valuable direction in the early phase of revision of the Guides.

Phase I (1984-1985)

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

Alaska School Districts

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

State Departments of Education

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

department appreciates the efforts of its staff, Ron Bedard, Guy Condrey, Rosemary Hagevig, Ellis Marchese, and Larry Schutt, who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide.

department also appreciates the efforts of members of the Alaska Council of Social Studies who reviewed and critiqued an early draft of this Model Curriculum.

Janet Craig, Anchorage
Tom Ackerly, Kenai
Oren Flolo, Sitka
Sarah Hanuske-Hamilton, McGrath
Wolfgang Winter, Galena
Monica Thomas, Fairbanks

Charles Mattioli, Fairbanks
Bruce Foerch, Togiak
Tony Valley, Savoogna
JoAnne Smatlan, Juneau
Carol Krein, Anchorage

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>INQUIRY</p> <p>Secondary</p> <p>ct ism ng</p> <p>analysis e</p>	<p><u>The Learner will understand that:</u></p> <p>History may be viewed as the memory, recorded or unrecorded, of past human experience.</p> <p>History can be used and interpreted in a number of ways.</p>	<p><u>The Learner will:</u></p> <p>Use events from his/her own past or another student's to reconstruct a history of a particular period. Participate in a class discussion of reactions to the process of world history.</p> <p>Apply the skills of historical analysis to investigate the circumstances of a historical event.</p> <p>Describe how archeology and biological evolution help us learn about ancient civilization and demonstrate how history can be an art and a science.</p> <p>Evaluate what really happened in history by using primary and secondary sources.</p> <p>Analyze historical information for examples of stereotyping, ethnocentrism, or ideological bias.</p> <p>Identify and explain various historical theories such as teleological, challenge and response, and the "man" theory that seek to explain history.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>Y CHRONOLOGY</p>	<p><u>The Learner will understand that:</u></p> <p>World History is often divided into chronological periods.</p>	<p><u>The Learner will:</u></p> <p>Develop a historical perspective related to a current issue to informed decision.</p> <p>Research the role of the history a career perspective by interviewing those in the field.</p> <p>Construct a timeline with broad historical eras placed in the chronological sequence.</p> <p>Describe the characteristics of major Western and non-Western historical eras.</p> <p>Taking four different historical research and write a paper on perception of human nature which existed in each era.</p>
<p>ZATIONS</p> <p>on</p> <p>ion</p> <p>n</p> <p>tion</p>	<p>The Neolithic Revolution which occurred in several areas of the world was the basis for the rise of the earliest civilizations.</p>	<p>Identify and locate the sites of earliest civilizations and describe general characteristics of the economy, government, and social structure.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Revolution nt	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Compare and contrast the meaning of the words "culture", "civilization" and "society."
		Analyze the importance of the city to early civilization and new ways of organizing society that evolved as a result.
CULTURAL FOUNDATIONS	The impact of the early Greek and Roman civilizations and the Judeo-Christian heritage on our Western culture.	Research contributions to our world from early civilizations: agriculture, calendar, ethics, arts, etc.
ism		Analyze the ideas of the Greek philosophers and how they fit into the modern world.
on ucture		Evaluate to what extent Greek ideas and institutions have influenced the present.
t y ng ideas nity		Interpret readings from primary sources that reflect important ideas of Western thinkers.
n		Analyze and evaluate inherent differences and similarities between the the Greeks and Romans with the Jews, Judaism and Christianity.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>TRANSITION (TO MODERN)</p> <p>ion sm</p> <p>ion lism faith</p> <p>sm</p> <p>nce on</p> <p>m ism ion nce</p> <p>endence n sm</p>	<p><u>The Learner will understand that:</u></p> <p>The transitions and change that occurred in the medieval, Renaissance and Reformation and revolutionary periods in Western Europe led to the modern Western world.</p>	<p><u>The Learner will:</u></p> <p>Analyze and trace the changing of the church and religion from medieval times to modern.</p> <p>Know the major developments of the Scientific Revolution and its impact on institutions and society.</p> <p>Describe and analyze the impact of non-Western civilizations on Europe (Rise of Islam, Mongol invasion of Byzantium, trade with the East).</p> <p>Describe the immediate and long-term effects of expanding trade routes between Europe and other parts of the world.</p> <p>Trace the developments of political revolutions that gave rise to modern democratic systems.</p> <p>Compare the lifestyle and roles of common men and women in various periods.</p> <p>Identify and explain why and how Europe came to dominate the world from 1500 to 1900.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
STUDIES nal society ociety ism n nce onomics ism tructure s of living lism y	<p style="text-align: center;"><u>The Learner will understand that:</u></p> <p>The histories and cultures of various geographic regions contributed to world history.</p> <p>Suggested regions for study:</p> <ul style="list-style-type: none"> Pacific Rim Africa Asia Latin America Middle East Australia and South Pacific Islands Circumpolar region North America 	<p style="text-align: center;"><u>The Learner will:</u></p> <p>Locate and identify on a world map major topographic features and political divisions in a given region.</p> <p>Analyze the influence of the environment and land use patterns on development.</p> <p>Contrast and compare cultural and geographic characteristics within a given area and their consequences.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are identifiable universals through which human experience is expressed and which constitute culture. These include:</p> <ul style="list-style-type: none">Social organizationLanguage and nonverbal communicationMaterial cultureSocial controlConflict resolutionEconomic organizationEducationWorld view	<p><u>The Learner will:</u></p> <p>Research material and nonmat contributions of the culture area.</p> <p>Describe the linkages between nation and a specific area i part of the world.</p> <p>Make a collage, poem, or sto contrasting the modern and t traditional ways of life wit same society.</p> <p>Make a timeline of history o particular areas and compare large global timeline.</p> <p>Communicate with an individu another country through a "S School" or similar program.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p> <p>Compare how major social systems transmitted beliefs, values, ideas, customs, and other societal expectations.</p> <p>Analyze the conditions before particular scientific or technological changes and evaluate the effects of these changes on styles and institutions.</p> <p>Make a report on a major issue or problem found in a geographic area, researching its historical roots, proposing possible solutions, and evaluating the meaning of progress from different cultural perspectives.</p>
<p>ORLD</p> <p>nce</p> <p>ation</p> <p>t)</p> <p>nology</p> <p>m</p>	<p>The forces of nationalism, industrialization, imperialization, imperialism and militarism brought dramatic changes to both Western and non-Western worlds.</p>	<p>Evaluate the positive and negative consequences of European imperialism on non-European people and places.</p> <p>Compare and contrast the values, characteristics, and ideologies of capitalism, socialism, and communism.</p> <p>Trace the causes and consequences of the World Wars.</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>cy e on ion r/superpowers ce (nuclear) es ment</p>	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p> <p>Collect newspaper articles w examples of global interdepe</p> <p>Analyze the rise and spread communism as a political-eco system.</p> <p>Identify and locate areas o conflict in today's world a historical causes.</p> <p>Identify major global patter regarding wealth, developme population, alliances, disa</p>
<p>R TODAY AND N</p> <p>lage ndence ock on age nt f life</p> <p>lism nts rlds" ures edia y</p>	<p>Understand the nature of the environmental, economic, political, and social issues facing us now and in the future.</p>	<p>Predict areas of continued c conflict based on present t problems.</p> <p>Analyze the promises and pr related to human rights and and the world of increasing</p> <p>Investigate regional and gl environmental problems and alternative ways they might</p>

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
ons ics	<u>The Learner will understand that:</u>	<u>The Learner will:</u> Given a current event or issue a variety of media sources to values, distinguish between fa opinion and determine points o the event/issue. Analyze and react to prognosti in books like <u>Future Shock</u> and <u>Megatrends</u> Research a number of current s issues through a variety of ma Hypothesize the impact of sever contemporary problems on life 100 years.

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
INQUIRY	<u>The Learner understand that:</u>	<u>The Learner will:</u>
source source	There are procedures involved in planning an historical inquiry which involve research and analysis.	Apply the following procedure preparing research reports and conducting analyses of questions American History: a) narrowing topic and/or stating questions(s); hypothesis; b) determining frame of reference method(s) of analysis; constructing c) identifying initial references leads; biographies, indexes, knowledgeable persons, etc.
graphy y	There are logical principles and operations used in interpreting written accounts of historical situations.	Interpret written accounts of historical situations using one of the following principles and operations: forming reliable inferences about missing information relationships not mentioned in drawing objectively defensible conclusions and generalizations events and relationships referred

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
RY	<p><u>The Learner understand that:</u></p> <p>A variety of life styles characterized the lives of the earliest inhabitants of America.</p>	<p><u>The Learner will:</u></p> <p>Know the location and use of non-print materials related to History of the U.S. (e.g., microfilm; microfiche; microfiche catalog; periodicals, indexes; audiovisual materials, and computer material).</p> <p>Develop case studies of each of the major groups of American Indians and what is known of their life styles prior to the arrival of the Europeans.</p> <p>After researching significant findings regarding the pre-history of the state, hypothesize as to the lifestyles of the earliest inhabitants of Alaska.</p> <p>Using an outline map of the Western Hemisphere, identify South and Central American cultures (Aztec, Inca, Olmec)</p> <p>Having studied pre-Columbian art, report on major artistic, scientific, and mathematical contributions of two cultures.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

T	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
n	<p><u>The Learner understand that:</u></p> <p>There were reasons for European voyages of exploration in the 15th and 16th century.</p> <p>Identify European explorers of the new World.</p>	<p><u>The Learner will:</u></p> <p>Research the economic, political, religious and social conditions that existed in the "Old World," and identify three reasons leading to the exploration of the "New World."</p> <p>Using an historical outline map of America, locate areas of European influence in 1700 and in 1750.</p> <p>Given a description of geographical features of the "New World", identify each of these encouraged and/or discouraged European exploration.</p> <p>Correctly identify two significant events associated with individual European explorers.</p> <p>Give a five minute oral presentation on one of the Alaskan explorers. (Chirikov, Cook.)</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ON tion America al Colonies</p>	<p><u>The Learner understand that:</u></p> <p>Compare and contrast European and Russian approaches of colonizing the Americas. (including Alaska)</p> <p>Life in colonial America was rich and varied.</p> <p>Physical geography had a relationship to economic activities in Colonial America.</p>	<p><u>The Learner will:</u></p> <p>In a written report, compare and contrast the methods of colonization of Spanish, French, British, and American explorers in terms of location and major economic activity.</p> <p>Discuss characteristics of the colonies of England, Middle and Southern and:</p> <ol style="list-style-type: none"> a. Identify major colonial products. b. Distinguish among the colonies in terms of economic activities. c. Compare social and recreational activities. d. Distinguish between indentured servitude and slavery. <p>Using a map of Colonial America, identify major colonial towns of the colonies of England, Middle, and Southern.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>EVOLUTION</p> <p>on ism n without sentation" ion of Independence</p>	<p><u>The Learner understand that:</u></p> <p>The American Revolution was caused by a variety of political, economic and social factors.</p> <p>There were major events and personalities associated with the Revolutionary War.</p> <p>The Revolutionary War impacted American and European history.</p>	<p><u>The Learner will:</u></p> <p>Prioritize a list of causes American Revolution, and def selections to classmates in British or colonial interest</p> <p>Explain how a number of fact led to the American Revoluti to economic or political int the British or colonists.</p> <p>Arrange a series of events f Revolutionary War in correct chronological order.</p> <p>Identify at least two contri each of 10-12 major personal the Revolutionary War.</p> <p>After having analyzed the po economical, and social aspec American Revolution, explain of each on the United States Western Hemisphere, and Euro</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>tion ights y m cy party</p>	<p><u>The Learner understand that:</u></p> <p>The government of the United States was created and established as a unique experiment.</p> <p>The major features of the American government system as outlined in the Constitution.</p>	<p><u>The Learner will:</u></p> <p>Discuss the relationship between unresolved issues of the Revolutionary War and the War of 1812.</p> <p>Evaluate the role of Washington, Jefferson, Hamilton, and Madison in setting the new government in motion.</p> <p>In a written report, list and describe the problems and solutions faced by the United States as a new government created and compare that development with another country's creation.</p> <p>After having discussed items from the Articles of Confederation and the 3/5 Compromise, identify:</p> <ol style="list-style-type: none"> major issues involved in the creation and adoption of the U.S. Constitution. basic features of the U.S. Government under the Constitution.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Bill of Rights embody many of the values embraced by Americans.</p> <p>The U.S. judicial system was designed to secure the rights of citizens.</p>	<p><u>The Learner will:</u></p> <p>Research such items as our system of checks and balances, bicameral legislature, and a federal system of government and compare the U.S. government of 1787 with today's operation.</p> <p>Identify those rights guaranteed by the Bill of Rights. Discuss with classmates the rights of citizens and identify responsibilities that accompany those rights.</p> <p>Illustrate an amendment in the Bill of Rights without directly stating the freedoms protected by the amendment.</p> <p>Debate the extent to which the current government system is effective in protecting the rights of all citizens.</p> <p>Trace the changes in American government created by amendments subsequent to the Bill of Rights.</p> <p>Identify the landmark cases which expanded the Supreme Court's power of judicial review.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Conflicts over the power of the central government during the Federal Period were a factor in the development of political parties.	Debate the issues surrounding punishment. Discuss the impact of specific cases on the growth of individual rights.
	The franchise has been expanded over time.	Write a newspaper article or report outlining how the Federalist/Democratic and Republican Parties developed. Take part in a panel discussion on the role of political parties in today. Debate the question, "Who should participate in government?" from the point of view of an elitist like Hamilton or Adams and a democrat like Jackson. On a timeline, identify important events in the expansion of the franchise through legislation and Constitutional amendments.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>OF FRONTIERS Destiny</p>	<p><u>The Learner understands and that:</u></p> <p>The United States' land policy changed from a practice of selling land to one of giving away land to the settlers.</p> <p>Important acquisitions led to the expansion of the U.S.</p>	<p><u>The Learner will:</u></p> <p>Explain the features of the Ordinance of 1787, the Land Ordinance of 1785, and the Homestead Act in terms of admission of states to the Union, exploration of frontier, and political goals of the Lewis and Clark expedition.</p> <p>Use an outline map of the United States to identify states in the United States in 1789, 1800, and 1815.</p> <p>Read and research commercial nationalist/expansionist factors existing in the early 1800's. Identify at least three factors involving the Louisiana Purchase and other territorial acquisitions.</p> <p>Identify similarities and differences between the Louisiana Purchase and the Alaskan Purchase.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Westward expansion, the boom in canal building in the North, the beginning of the Clipper ship era, and the railroads increased U.S. activity westward in the 19th century.</p> <p>There were many different frontiers.</p> <p>There are social, economic and political characteristics of a frontier-type culture.</p> <p>Major factors led to the depletion of American Indian populations and the decline of their culture, including invention of "six-shooters", spread of contagious diseases, slaughter of buffalo and reservation policies.</p>	<p><u>The Learner will:</u></p> <p>Describe the importance of the following in the settlement of the West: a) railroads; b) canal building; c) Clipper ships.</p> <p>Identify the progressive movements on the various frontiers and their interests as they crossed the continent (e.g. cattle, mining, farming, lumbering, fur, etc)</p> <p>Describe the life of the people who built the railroads and the explain how towns and cities grew around the character and culture of these settlers.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>There were conditions, personalities, and events affecting the course and outcome of the Mexican War.</p>	<p><u>The Learner will:</u></p> <p>Evaluate the impact of settlement military on the life and culture of native American.</p> <p>Write a report on the historical significance of major Indian leaders such as Red Jacket (Attawa), Joseph Brandt (Mohawk), Tecumseh (Shawnee), etc.; compare and contrast their leadership assumptions, which their leadership assumed, and their various significances, and their various legacies to contemporary American populations.</p>
	<p>The completion of the Continental railroad contributed to the growth, population, industry and national unity.</p>	<p>Explain how differences in land, religion, the expansionist desire for more land, and Southern cotton production problems contributed to conflict between Mexico and the United States in 1835.</p>
		<p>Explain how the development of railroads, mining, and cattle industries on the Great Plain and California contributed to the growth of the West.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner understand that:

The Learner will:

Describe how the rush to mine the West resulted in many social, economic and political problems (e.g., outlaws, poor sanitation, shortages, no organized labor unions, shortages).

Areas of the frontier, such as the Great Plains, could not be explored until after development of necessary technology.

Distinguish the factors in the termination of the "open range" in the West, including invention of barbed wire, windmills, plow, regulatory laws of state governments and the appearance of sheep ranchers and crop farmers.

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Slavery had an impact on the life, culture and economy of both whites and blacks in the Old South.

Describe the economic character of slavery (profit and loss for owners) and compare the economic aspects of free labor in the

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Various advantanges and disadvantanges held by the North and South during the Civil War affected the outcomes of battles.</p>	<p><u>The Learner will:</u></p> <p>Using historical data descri was like to be a slave or a owner. Indicate reference t conditions which affected fa health and cultural adaptati</p>
	<p>The process of Emancipation was long and difficult.</p>	<p>In a chart form, compare and the relative strengths of th the Confederacy, including t population, number of factor cultivated acreage, railroad development and money.</p> <p>Participate in a class discu the political/military impor various Civil War events, in election of Lincoln, the Blo Confederate forts, the Emanc Proclamation.</p> <p>Trace on a map those parts c nation to which Lincoln's Em Proclamation applied.'</p> <p>Discuss the motives and timi Emancipation Proclamation.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Blacks' social, economic and political life was affected by the Emancipation Proclamation.</p>	<p><u>The Learner will:</u></p> <p>Discuss organization and objectives of the Klu Klux Klan.</p> <p>Discuss with classmates reconstruction plans as they related to former Confederate states, readmission of Confederate states to the Union, and punishment of Confederate states and preservation of power of the Republican Party. Discuss similarities and differences between the Congressional and Presidential Reconstruction plans.</p> <p>Define carpetbaggers, scalawags, freedman and Redeemer and describe their roles in rebuilding southern state governments.</p>
<p>ORGANIZATION AND TRANSITION PERIOD</p> <p>Industrialization and Technology and Socialism</p>	<p>Federal legislative measures contributed to the growth of American industry (1860-1900).</p>	<p>Evaluate the effect of protective laws, railroad subsidies, protective tariffs and the Interstate Commerce Act of 1887 and the Civil Service Commission on the growth of American industry.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The desire for greater capital, limited liability and continuity of operation gave rise to the corporations.</p> <p>Changes in patterns of economic organization and activity in the United States during the late 19th century affected the development of cities.</p> <p>Major social problems were an outgrowth of the Industrial Revolution.</p> <p>Immigrants came to America during the 19th century because of poor living conditions and limited opportunities in their native countries.</p>	<p><u>The Learner will:</u></p> <p>Indicate the positive and negative impact of governmental policies on working people.</p> <p>Research laws and government policies which encouraged the development of large corporations (e.g., the Sherman Antitrust Act).</p> <p>Given descriptions of an American city in 1820 and 1900, prepare a presentation showing changes about by industrialism.</p> <p>Dramatize why laborers tried to organize unions.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The "melting pot" theory grew out of a concern for the integration and assimilation of new cultures into a society.</p> <p>The status of agriculture changed during the late 19th century.</p>	<p><u>The Learner will:</u></p> <p>Role play an immigrant in 18 American confronted with many immigrants in the neighborhood.</p> <p>Describe economic and social implications of the massive immigration to America in the 1800's.</p> <p>Compare and contrast the old immigrants.</p> <p>Summarize the problems of new immigrants.</p> <p>After having discussed the agrarian revolt, with classmates: a) identify and give reasons for farmers' grievances; b) compare and contrast the efforts of farmers to improve their lot; c) evaluate the importance of physical geographic conditions as a factor in the revolt.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Farm cooperatives were formed in the late 1800's to provide economic protection from the trusts, pools and mergers of big businesses.</p> <p>The economic theory of "laissez faire" affected industrial expansion of the late 19th century.</p>	<p><u>The Learner will:</u></p> <p>Describe the characteristics farm granges, identifying the protection they potentially p for the farmers.</p> <p>Evaluate the efforts of the g to aid the dissatisfied farmer Merrill-Hatch Acts and the cr the Department of Agriculture</p> <p>Evaluate the results of the p "laissez fair" upon the attit reactions of common Americans law-makers, and reformers.</p>
<p>MENT</p> <p>ement</p> <p>Nations</p> <p>eur</p> <p>Machine</p> <p>ves</p>	<p>Intolerable working conditions including child labor, long hours and dangerous conditions stimulated attempts of working men to organize before the Civil War.</p>	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Social reform, including temperance movements and care of the mentally ill, gained many followers.</p>	<p><u>The Learner will:</u></p> <p>Explain how writers such as Thoreau, Longfellow and Lowell literature as a means of call attention to the needs for social political reform in America. how each influenced the late consciousness of the American</p> <p>Given information on various movements (abolition, women's temperance, labor unions, and education), describe in writing effects of each of these movements on our society.</p> <p>Compare and contrast the Progress Movement with populism of the century.</p> <p>Describe three muckrakers of 20th century and their work.</p>
IMPERIALISM AND LECTIONS	<p>The "New Manifest Destiny" of the late 19th century was characterized by the U.S. expansion of its interests and territorial acquisitions.</p>	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	The Spanish-American War established the U.S. as a major world power.	Specify arguments for and against annexing the Philippines, in the light of the U.S. involvement in the early 1900's.
		Explain the growth of Spanish mismanagement in the Caribbean and the reaction by the United States.
		Discuss places, conditions, events, personalities, etc. affecting the course and outcome of the Spanish-American War.
		Explain the steps, including negotiations taken to acquire the Panama Canal Zone.
	There was a growth of imperialist sentiment in Europe and the U.S. prior to World War I.	Research the concept of imperialism and list at least four ways how it is applicable to the: a) Spanish-American War; b) the partition of Africa; c) the creation of European Alliances.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner understand that:</u>	<u>The Learner will:</u>
	Certain factors altered American tendency toward isolationism prior to entering World War I (e.g., propaganda).	Locate areas held in colonial by the United States in 1910 arguments for and against th of colonial acquisitions and distinguish between the gove these territories and that o territories which became sta Compare the rights of inhabi these territories and of U.S
	World War I was the first war of global scope in history.	Describe predominant America to the outbreak of World War Europe (e.g., public support isolationism) and factors in in changing public opinions.
	Events, personalities, etc. have significance for the course or outcome of WWI.	Prioritize a list of events to their impact on the U.S. enter WWI, and defend his/he three choices to classmates.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner understand that:

The Learner will:

Thousands of Americans learned of new cultures and morals through their overseas experiences during WWI.

Given a list of 10-12 major personalities of WWI, the learner will identify at least two countries for each.

Many of Europe's social, political, ethnic and economic problems remained unsolved after WWI.

Discuss events of WWI and evaluate how the war affected the: a) civilian population; b) American attitude toward Europe.

Foreign policy decisions demonstrated the tendency of the U.S. toward isolationism during the 1920's.

Discuss how the war intensified Europe's social and economic problems and evaluate how the war effected: a) rise of communism in Russia; b) economic stability of Europe.

Research reasons for American retreat into isolation, and report on the success/failure of the League of Nations; b) the use of dictators in Europe.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The "time between wars" was a time of economic prosperity.</p> <p>Economic, social and cultural factors contributed to a "freedom of expression" in the 1920's.</p> <p>Discrimination experienced by racial and ethnic minorities grew during the 1920's.</p> <p>The Great Depression increased the impetus of labor to organize.</p> <p>International interest in socialism grew as a means of promoting the common good and collective solutions to the weaknesses of the free enterprise system.</p>	<p><u>The Learner will:</u></p> <p>Dramatize with classmates domestic scenes in the United States from 1920-1940.</p> <p>Using music, dance, clothing, motion pictures, advertising at least two factors of each contributed to "freedom of expression" during the 1920's.</p> <p>Outline changing immigration patterns in the United States in the 1920's.</p> <p>Explain the changes in labor organization that resulted from the Great Depression.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Over extended construction, speculation on the stock market with borrowed money and a depressed farm economy were all contributing factors in the Market Crash of 1929 and the Great Depression.</p> <p>The devastating environmental conditions during the Depression affected patterns of settlement, land use and ownership and population movements.</p> <p>The effects of the Great Depression were even more severe in Europe.</p>	<p><u>The Learner will:</u></p> <p>Outline the American response international increase in international socialism.</p> <p>Interview several people who lived during the 1930's, and describe the effects of the Depression on people's everyday lives.</p> <p>Describe the life of farmers in the West during the 1930's and how they coped with drought and distress.</p> <p>Explain ways Depression experienced reflected and expressed in American literature, music, photography and other cultural arts.</p> <p>Describe similarities and differences among European countries and the United States during the Great Depression.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p>	<p><u>The Learner will:</u></p>
	<p>The New Deal was a major government effort to correct the effects of the Depression.</p>	<p>Compare and contrast Hoover's toward the relationship between government and the economy with Franklin D. Roosevelt.</p>
	<p>The Depression and the New Deal had long term effects on contemporary American mores habits, values, or life styles.</p>	<p>Explain the New Deal and categorize such activities as: a) relief recovery, or a; c) reform effort</p>
	<p>The events which led to the initial entry of the U.S. in WWII included U.S. policies of isolation and neutrality, economic factors, 1939 Invasion of Poland, fall of France, bombing of Pearl Harbor.</p>	<p>Research the lasting influence of New Deal policies on Blacks, labor farmers, banks, older people market and federal government</p>
<p>II ent n t rianism ations ty</p>	<p>The U.S. economy was organized and controlled to achieve maximum production and provide critical resources for the allied forces.</p>	<p>Arrange in chronological order which preceded the U.S. entry</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The places, events, dates, personalities of WW II etc. had significance relative to the outcome of the War. American military forces, diplomacy, technology, etc. also played a key role in Allied operations.</p> <p>The federal government implemented discriminatory and highly controversial domestic policies during the course of WWII.</p>	<p><u>The Learner will:</u></p> <p>Outline the industrial and natural resources and vocational factors that made the U.S. a critical source of materials for the war.</p> <p>Explain the effects on Alaska of events leading up to and during WWII.</p> <p>After studying the Holocaust and its moral implications, speculate whether you believe such a holocaust could happen again.</p> <p>Prepare a biographical report on the lives of several major persons during WWII.</p> <p>Role play changes in the lives of groups such as the Japanese and Aleuts as a result of the policies enacted during WWII.</p>

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>WWII had effects on American policies, institutions, and life styles.</p>	<p><u>The Learner will:</u></p> <p>Role play changes in the lives of groups such as Aleuts, farmers, and women as a result of WWII.</p> <p>Debate the pros and cons, using the arguments of philosophers, scientists, and political figures of the time regarding the use of the atom bomb on Japan and the use of nuclear weapons in the post War world.</p>
D DETENTE	<p>World War II created a new set of "superpowers" and a balance of power structure.</p>	<p>With classmates discuss and debate the "cold war" and the relative strengths of the United States and the Soviet Union.</p>
ation n cm	<p>The world organizations were created for peace keeping purposes.</p>	<p>Research the League of Nations and the United Nations, and compare them in terms of: a) aims; b) membership; c) United States support; d) ability to prevent or limit war.</p>
	<p>The major features of the United States foreign policy of 1945-1970 was a function of a "hard line" policy against the potential spread of Communism.</p>	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>McCarthyism had a major effect on the political, social and cultural life of America in the 50's and 60's.</p> <p>U.S. involvement in Third World countries grew in response to needs for new markets, raw materials and strategic control in the cold war with the Soviet Union.</p>	<p><u>The Learner will:</u></p> <p>Place in chronological order and describe the importance of such incidents and events as the Berlin Blockade, the Marshall Plan, Bay of Pigs, Communist Victory in China, the Korean War, the French defeat in Indochina, and the Vietnam War.</p> <p>Identify the principle issues, incidents, organizations, personalities, etc. associated with the rise and fall of Joseph McCarthy.</p> <p>Analyze the effects of McCarthyism and the ideology on the civil liberties of American citizens, the political practices of government agencies, employers, etc.</p> <p>Debate the involvement of the United States in Third World nations and the consequences of that involvement on the political and social life of those nations (e.g., Indo-China, Cuba, Chile, Argentina, Brazil).</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>Sputnik affected American foreign and domestic policies and the development of its space technology and sciences.</p> <p>The foreign policy of the 1960's and 1970's contributed both to detente and the maintenance of the Cold War.</p>	<p><u>The Learner will:</u></p> <p>Explain how the Eisenhower administration policies toward Indo-China in the early 1950's affected the course of the Vietnam War.</p> <p>Explain why the U.S. failed to recognize the People's Republic of China during the Cold War period.</p> <p>Explain the responses of American educational institutions to the launching of the first man-made satellite in 1957.</p> <p>Evaluate the importance of the events following to the United States and other nations involved: NATO, the Berlin Wall, the Panama Canal.</p>
<p>ESTIC DISSENT</p> <p>ights es e gy</p>	<p>The 1954 Supreme Court decision favoring desegregation in the public schools set off a chain of directly and indirectly related events, legislation and changes in American society.</p>	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>The Civil Rights Act of 1964 vastly extended the power of the federal government to combat racial discrimination.</p>	<p><u>The Learner will:</u></p> <p>Explain the inter-relationships following (busing, token integration, demonstrations, riots, middle class migration to suburbs) to the proliferation of federal programs, agencies, removal of American traditions of social criticism, collective action, use of legislative and judicial channels to reform policies, correct abuses; change legal status of ethnic minorities, women and youth.</p> <p>Conduct a mock trial based on one of a famous legal case dealing with civil rights.</p> <p>Explain roles played by groups represented in the Civil Rights Movement by such organizations as NAACP, National Urban League, Christian Leadership, Black Panther Party, etc.</p> <p>Describe the provisions of the Civil Rights Act of 1964.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>There are various ways in which organized minorities (e.g., Chicanos, Native Americans, Blacks, women and handicapped) are attempting to correct discrimination and its negative effects.</p> <p>The American public responded to the volunteer services of the Kennedy Administration (VISTA, Peace Corps) with a renewed feeling of nationalism.</p>	<p><u>The Learner will:</u></p> <p>Write a paper on the tactics, strategies, and result of the Rights Movement. Identify pr leaders in the Movement.</p> <p>Analyze how a minority group addressing past inequities by building cohesion and pride w group; b) increasing their re influence, power in political economic, social systems; c) individuals with problems inv health, jobs, housing, credit</p> <p>Discuss ways in which particu inventions, institutions or i members of the ethnic group(s) study have influenced America culture/society (Alaskan culture/society as a whole.</p>

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SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner understand that:</u></p> <p>International, social, political, and economic discontent grew as a result of the intensification of the Vietnam War.</p> <p>The late 1960's and 1970's brought on an awakening of Americans toward political corruption and abuses of power.</p>	<p><u>The Learner will:</u></p> <p>Demonstrate the U.S. feeling optimism and nationalism in 60's through music, art, mov</p> <p>Outline issues regarding cir and consequences of the Gulf Resolution's passage by Cong</p> <p>Discuss factors in the polar the American public during t escalation and course of the War.</p> <p>Describe the social and psyc consequences of the War upon participated directly in the</p> <p>Describe the effect the Wate incident had on the passage legislation on fair campaign revelation of illegal survei files, covert activities dom and abroad by intelligence a agencies.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p><u>The Learner understand that:</u></p> <p>Technological trends of the last two decades have had an impact on all aspects of American life.</p> <p>Future trends and issues are based on past and recent events.</p>	<p><u>The Learner will:</u></p> <p>Evaluate the importance of technological innovations of 30 years (e.g., micro chips, technology and other high-tech developments). Suggest the reasons for and results of such innovations; suggest possible consequences of these changes and social alterations caused by these changes; state the effects of these changes on the economy and lifestyles of people in Alaska.</p> <p>Develop an "admiration ladder" with the names of people from American history on the ladder. Share in a group discussion of the qualities leading to respect and disrespect.</p> <p>Working in groups, create a timeline to illustrate the causes of American involvement in wars. Generalize the causes of war and study their impact at work in the world today when they threaten peace.</p>

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

PT LEARNER OUTCOME/OBJECTIVE SAMPLE LEARNING ACTIVITY

The Learner understand that:

The Learner will:

Respond to the question, "What challenges is the U.S. likely in the 21st Century?" by present various scenarios on such topics: a) population profile (include population immigration trends in Alaska); b) government and politics; c) national debt; d) economic health of the country; e) cultural status; f) role of the media; g) Pacific Rim influence.

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

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SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ny ago tal shelf</p> <p>st</p> <p>Current</p> <p>realis</p>	<p><u>The Learner will understand:</u></p> <p>The major physical features and geography of the state of Alaska.</p> <p>How important geographic features have influenced settlement and development in Alaska.</p> <p>The four climate zones in Alaska and the effect of these climates upon people.</p>	<p><u>The Learner will:</u></p> <p>Name and locate on a map of Alaska six geographic regions. Identify predominant climate, one major land form, vegetation and one body of water from each region.</p> <p>Compare Alaska's size and location to that of other states.</p> <p>Evaluate Alaska's strategic importance in the air age.</p> <p>Explain the "land bridge" theory.</p> <p>Analyze and describe the important geographic considerations that were involved in determining the route of the Alaska Pipeline.</p> <p>Predict problems that will be encountered in developing the Alaskan Pipeline due to its location.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p>	<p><u>The Learner will:</u></p> <p>Describe the general character of Alaska's four climates: arctic, continental, maritime, and tundra.</p> <p>Compare the consequences any Alaskan climates have on the vegetation, and development of respective regions.</p> <p>Develop graphs to compare temperature and rainfall between two Alaskan regions in different climatic zones.</p> <p>Consult elders for information on traditional methods of predicting weather by the winds, red sun, moon, dogs, etc.</p>
<p>TORY</p> <p>e and the Land</p> <p>nal</p> <p>idge</p> <p>neal</p>	<p>The origin of Alaska's Native people.</p>	<p>Name and locate each of the Native groups on a map of Alaska. Discuss theories of early migration to Alaska.</p>
<p>ence</p> <p>n</p> <p>n Yupik</p>	<p>The relationship between the Native people and their environment.</p>	<p>Invite a person who has lived a subsistence life style to share his experiences as they relate to the seasons.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The social system of each Native group includes the role of the individual and family/community structure.</p> <p>There is a variety of Alaskan languages and within each language group there are distinct dialects.</p>	<p><u>The Learner will:</u></p> <p>Watch the Northwest Arctic T video tape, "Snaring"; make show how it was used.</p> <p>Talk to an elder on the subj Alaska Natives' relationship land.</p> <p>Demonstrate two historic or subsistence food gathering a and relate the role of women activities.</p> <p>Read Emily Ivanov Brown's "R Tiseasak" and then develop a tree.</p> <p>Analyze the roles described K. Nelson's "Shadow of the H in "Ipani" by James K. Wells determine what role you would liked to play in early Nativ Orally describe five advanta five disadvantages of living now.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p>	<p><u>The Learner will:</u></p> <p>Debate the advantages and disadvantages of not having a written language.</p>
	<p>The traditional religion of each Native group included spiritual leaders and beliefs.</p>	<p>View the Inua slides and discuss the relationship between spiritual beliefs and these art forms.</p> <p>Compare traditional religious beliefs with modern day taboos.</p>
	<p>The art forms of the various native groups as artistic expression.</p>	<p>Design an Eskimo mask, an Athabaskan spirit stick, or a Tlingit totem pole. Involve Alaska Native communities in this experience to discuss their attitude and cultural sensitivity. This is part of the creation of sculpture form.</p>
	<p>The relationship between the materials used in art and the geographic location of the native groups.</p>	<p>After identifying the natural resources of each of the state's geographic regions, determine what materials have been used for art.</p>

SECONDARY SOCIAL STUDIES
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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Native art forms had spiritual, historical, cultural and utilitarian value in traditional native society.</p> <p>Recreation was an important part of traditional native style.</p>	<p><u>The Learner will:</u></p> <p>Gather pictures of traditional art and discuss the relationship between the artisan who worked on the tool itself in terms of attitude toward the object.</p> <p>View some native artifacts and perhaps create, an art piece following the traditional form which represents the spiritual, historical, and cultural value of the native cultures.</p> <p>Make a list of utilitarian items that were artistically rendered by Alaskans.</p> <p>Execute one of the traditional activities performed at the Olympics (Blanket Toss, One Foot High Kick, Stick Punting, etc.) and describe how these activities reinforced the skills in a subsistence life style.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Education was not formal, rather it was affected through transmission of life style and values by example and oral tradition.</p>	<p><u>The Learner will:</u></p> <p>Talk to a village elder about traditional life styles and</p> <p>Compare traditional native v those of modern Western soci Respect for age rather than cooperation rather than comp patience rather than aggress</p>
Events	<p>Ceremonial events played a religious, economical and social role.</p> <p>Traditional medicine was practiced by native Alaskans.</p>	<p>Have a traditional potlatch classroom and invite guests of the celebration.</p> <p>Watch the video tape on Del "Head, Hands and Heart" and traditional medicine to tha</p>
tion	<p>Travel modes were determined by geographic features and the availability of natural resources.</p>	

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p>	<p><u>The Learner will:</u></p> <p>Compare traditional methods of transport with those used today by viewing the (U.S. Learn Alaska) Programs. Program #9, 10, & 11.</p>
<p>AL LIFE</p> <p>y es</p> <p>ation tion tional rivalry on enniki tion tion ary</p>	<p>The reasons for Russian explorations, the nature and extent of Russian settlement and the reasons for the decline of Russian influence.</p>	<p>Give two reasons why Russia was interested in exploring Alaska and identify some of the early explorers.</p> <p>Trace the voyages of Vitus Bering on a map and report on the information brought back to Russia as a result of his exploration.</p> <p>Locate the first Russian settlement in Alaska and describe life in these communities.</p> <p>Compare Russian's settlement in Alaska with the French in Canada and the British in NE U.S.</p>
	<p>The impact of Russian activities on Native culture.</p>	<p>Evaluate the role and policies of the following Russians - Baranof, Catherine the Great and the Natives of Alaska.</p>

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ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The impact of Spanish, French, and British contact with Russian America.</p>	<p><u>The Learner will:</u></p> <p>Describe the effects of Russian trapping activities on the Alaska Natives.</p> <p>Identify at least two lasting effects of Russian settlement on the cultures of Alaska.</p> <p>Research the impact of the Russian Orthodox Church in the lives and education of Native Alaskans.</p> <p>Make a list of place names with origins from European contact with Alaska.</p> <p>Write a report describing the effects of Euro-American contact on the Alaska Natives.</p>
<p>TRIAL HISTORY</p> <p>on</p> <p>tion</p> <p>or</p>	<p>The international forces and relations that led to the sale of Alaska to the U.S.</p>	<p>Describe the perceptions of Russian leaders that led them to sell Alaska as a colony.</p> <p>Create a play, poem or story that reflects the transfer ceremony.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Demonstrate knowledge of the powers and functions of federal/state/local government.</p>	<p><u>The Learner will:</u></p> <p>Learn the state flag song and picture of the state flag and flower.</p> <p>Explain why Alaska's Constitution is considered a model document.</p> <p>Through interviews with local officials, identify the executive, legislative, and judicial branches of local/state government.</p> <p>Attend a village or city council meeting. Write a report on the issues discussed and the process through which they were resolved.</p> <p>List the state and federal laws which impact village life.</p> <p>Describe a local or state law that affects the life of Alaskan citizens.</p> <p>List the purposes and characteristics of local government organizations such as borough, city, REAA, etc.</p> <p>Research women who have been active in Alaskan politics. Write a report describing the women's experiences.</p>

SECONDARY SOCIAL STUDIES
ALASKAN STUDIES

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
ARY PERIOD nal rights l values Federation of Natives Native Claims Settlement Act Regional Corporations Corporation ice eeze Service mental Impact ment ational Interest Conservation Act ucture t Fund s l ble newable de ral cus nty rcumpolar Conference unication e	<p><u>The Learner will understand:</u></p> <p>The significance of the Alaska Native Claims Settlement Act.</p>	<p><u>The Learner will:</u></p> <p>Write a report on traditional customary Native use of the land and the cultural value of land to Alaskans.</p> <p>Describe the fight for passage of the Alaska Native Claims Settlement Act. include reference to: Two people who were instrumental in the passage. One reason for passage. One effect of the passage of the Act. One organization involved in the struggle for passage.</p> <p>Describe provisions of the Alaska Native Claims Settlement Act.</p> <ul style="list-style-type: none"> . Traditional relationship with land. . The amount of land selected for Alaska's Native people and how much land claim was relinquished. . The amount of money to be paid to Alaska's Native people. . After born provisions of the Act. . 1991 . The corporate and individual land ownership for land and resource development.



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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>Alaska's natural resource potential and problems and issues related to their development.</p>	<p><u>The Learner will:</u></p> <ul style="list-style-type: none"> . Alaska National Interest Land Conservation Act . Previous settlements between government and Native Americans (The Cree Indians). <p>Give a definition of natural resources and identify Alaska's major resources on a map.</p> <p>Compare and evaluate at least two arguments in favor of and two against to the further development of logging, fishing and oil and gas development.</p> <p>Using the Alaska Resources Kit "Mineral," trace the history of mining in Alaska. Write a letter to a mining company for information on current mining activities in the state.</p> <p>Identify five issues involved in the ecologically sound use of land.</p> <p>Identify at least one major federal agency and one state agency involved in the management of Alaska's land.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The importance of human resources to Alaska's development.</p>	<p><u>The Learner will:</u></p> <p>Give at least one positive and one negative change that has occurred as a result of the increase of population in Alaska.</p> <p>Give a definition of human resources and at least three examples of human resources.</p> <p>Evaluate the role of education in maximizing Alaska's human potential.</p>
	<p>Alaska's social, economic, and political connections with other Pacific Rim nations.</p>	<p>Identify four of Alaska's present trading partners and five present exports.</p> <p>Evaluate Alaska's present and future role in relation to other Pacific Rim nations.</p> <p>Establish a Sister School with a Pacific country and communicate with students in that school.</p>
	<p>Alaska's capital infrastructure and its importance.</p>	<p>Draw a map of Alaska showing transportation systems air, land, and water.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u></p> <p>The significance of Alaska petroleum industry to Alaska's wealth, development, and lifestyle.</p> <p>The importance and impact of technology on Alaska development and lifestyle.</p>	<p><u>The Learner will:</u></p> <p>Describe how satellites have made Alaska a leader in the development of a new community system.</p> <p>Chart population change and revenue picture from 1950 to present.</p> <p>Compare revenues generated by oil to those from other resources/industries.</p> <p>Carry out a survey and field study to find out impact of oil revenue on local community.</p> <p>Compare ways in which Alaska is similar to and different from Third World developing nations.</p> <p>Evaluate the impact of one of the following on Alaska development: airplane, satellite, special plant, strait, railroad, computer.</p> <p>Analyze the impact of modern technology on traditional native lifestyle.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand:</u> Decisions today affect Alaska's future.</p>	<p><u>The Learner will:</u> Identify two issues of concern Inuit Circumpolar Conference Analyze the potential impact/ following on Alaska future: Permanent fund, Resource tax policies, Federal land owners Compare land ownership pattern Alaska with other states.</p>

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ive Advantage ive Advantage Advantage zation on n</p>	<p><u>The Learner will understand that:</u></p> <p>The study of economics is essentially the study of scarcity and the ways that human beings have responded, do respond, or might yet respond to this universal problem.</p> <p>One way of doing things is likely to replace an earlier one when it proves advantageous in comparison with the first or in comparison with other alternatives.</p>	<p><u>The Learner will:</u></p> <p>Describe the conditions of s a rural and an urban family and an urban and rural famil by demonstrating the choices people make.</p> <p>After reading case studies o Alaska and other Pacific Rim identify common needs and wa as the manner in which they needs via substitution.</p> <p>Distinguish among the concep comparative, competitive, an advantage.</p>
<p>ORGANIZATION</p> <p>nal economy economy</p>	<p>When people divide and specialize labor, each must be able to count on having access to what others produce in order to survive.</p>	



SECONDARY SOCIAL STUDIES
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CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>economy ism m m nce</p> <p>efficiency nomics nomics</p>	<p><u>The Learner will understand that:</u></p> <p>Systems of economic organizations are collective responses to the problem of scarcity.</p> <p>Every society has to decide what goods and services to produce, how to produce these goods and services and for whom to produce them.</p>	<p><u>The Learner will:</u></p> <p>Explain the ways that people access to the products of other people's labor by including a) tradition (allocation by roles, rules, customs); b) (threat, force or legal authority); c) exchange (trading). Compare and contrast the systems in terms of efficiency, productivity, stability and the role of the consumer.</p> <p>List and explain advantages and disadvantage of specialization.</p> <p>Explain the basic elements of organization as they are present in units ranging from the family to the international economy. (e.g. specialization, systematic allocation of products, interaction of members, etc.)</p> <p>Explain how Alaska and other North Rim countries answer these questions.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There are stages of economic development in a culture.	Demonstrate a society's choice of its production should be specified including the effects of a variety of factors (e.g., cultural beliefs, native technology, raw materials, labor, capital available, international reliability of trade routes and agreements, traditional economic political alliances and rivalries, etc.).
	There are basic differences in economic systems.	Make a chart identifying countries which are classified as part of the Second, Third, and Fourth Worlds and state the economic characteristics of each "World."
		Identify characteristics of traditional, common, mixed and command economics and identify the basic economic system which characterizes various Pacific Rim countries.

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EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p> <p>Prepare a bulletin board or kind of visual display showing similarities and differences and among economic systems. Graphically compare factors economic growth, production, income, prices, standards of cost of living, and indicators of personal freedom.</p> <p>Compare the buying power of a day's wages of citizens of two contrasting economic systems of consumer goods and services. compare indicators of relative availability of goods and services during selected time periods.</p>
	<p>There are various meanings of the term "market".</p>	<p>State the distinguishing characteristics and functions of organized markets and give examples of situations appropriate for classifying the nature, processes or functions of organized markets.</p>
	<p>Demand has to do with buying or the willingness to buy.</p>	<p>State the relationship between quantities demanded of anything and the cost (sacrifices) required to obtain them.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The learner will understand that:</u></p> <p>Supply refers to goods that are or would be made available to particular buyers, in the amounts that their producers/sellers are willing to offer ("market") at varying prices.</p> <p>The interdependence of choices made on buyer and supplier sides of a market (e.g., of demand and supply) determine market prices in a system of voluntary exchange.</p> <p>A surplus exists when less of a good is demanded than supplied at prevailing market price.</p>	<p><u>The Learner will:</u></p> <p>Locate an article in the news describes a price change. Describe the cause of the change and how it will affect demand.</p> <p>Participate in a buying-selling activity for some commodity. Keep track of prices and notice that as the activity progresses, the price of the commodity gravitates toward equilibrium. Generalize about the interplay of supply and demand.</p> <p>State the overall effect of a change in one segment of the economy as shown by a shift in or a movement along the demand and/or supply curves. Give an example of an economy in equilibrium.</p>

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CPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>In market economies prices are a major factor in the allocation of resources and the production of goods and services.</p> <p>Prices are conditioned by interactions of supply and demand and act as market regulations.</p> <p>Economic efficiency is defined and measured as the ratio of the value of the output to the value of the input.</p>	<p><u>The Learner will:</u></p> <p>State ways that producer-sellers respond to surpluses of goods they sell (e.g., lowering prices, cutting production and/or withholding goods from the market etc.).</p> <p>Compare two lists of items: (1) things people will buy with no regard to price, and (2) things people buy if prices sharply increase. Generalize about the items on both lists. How would this information be useful to business people.</p> <p>Select a product, and conduct a survey in the community to ascertain the need for the product and views regarding need for more outlets. Map the community and make recommendations about the adequacy of supply in different parts of the community. Use supply and demand to explain the numbers and locations of supply outlets.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Businesses expend capital to provide for or expand the production of goods and services.</p> <p>The economic organization of modern American society is classified as a modified market economy.</p> <p>There are fundamental assumptions or premises and principal tenets or beliefs which distinguish capitalism as a system of social and economic ideology.</p>	<p><u>The Learner will:</u></p> <p>Explain the relationships between measures of efficiency and measures of choice-makers' opportunity cost.</p> <p>Using a variety of reference materials, discuss how businesses obtain capital (capital) to provide for or expand the production of goods or services.</p> <p>Identify examples and factors of a modified market economy given descriptions of various economic systems.</p> <p>Investigate and prepare a report on selected aspects of the economic system of the USSR. Consider topics such as agriculture, economic planning, decentralization, prices, housing, education, labor unions, and</p>

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CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>ON OF PRODUCTION</p> <p>op</p> <p>o</p> <p>y</p> <p>s</p> <p>e bargaining</p> <p>n</p> <p>ociations</p> <p>onal associations</p> <p>n</p> <p>nefit</p> <p>on</p>	<p><u>The Learner will understand that:</u></p> <p>There are four basic classes of economic or productive resources--land, labor, capital and time.</p> <p>Labor is one of the factors of production and is the main source of income for most households in the U.S.</p>	<p><u>The Learner will:</u></p> <p>Classify incentives leading to cooperate in specialized, production of a modified market (e.g., a) monetary market, price incentives; b) by economic resource choice-maker as profits, rent, etc.).</p> <p>Inventory the production resources of the various countries of the Far West. Compare allocation and use of these resources.</p> <p>Survey the occupational characteristics of the community and report to the class by participating in a discussion centered upon a question such as: How will the occupational characteristics discovered affect future job opportunities? Consult references as the local employment agency, the Alaska Blue Book, telephone almanac, school officials, and the chamber of commerce.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<u>The Learner will understand that:</u>	Labor deals with human capabilities (mental and/or physical) as a distinctive class of productive resources.	<u>The Learner will:</u>
		Use library indexes and guide to locate articles about wages and salaries of various occupations.
		Research and report in graphic form the relationships between supply and salary for a list of jobs.
		Write a documented report comparing early labor unions in the United States to those of today. Choose an outstanding labor leader or organization and include a bibliographical list in the context of the report.
		Show selected events of labor history on maps and explain the geographic patterns and trends discovered through reading about labor organizations.
	Collective bargaining provides certain functions in modern labor markets resolving certain types of issues.	Explain the functions of collective bargaining and identify the types of issues resolved through collective bargaining using case studies.

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CEPT LEARNER OUTCOME/OBJECTIVE SAMPLE LEARNING ACTIVITY

The Learner will understand that:

There are economic principles underlying the use of strikes, or their withdrawals of services by labor.

The Learner will:

Discuss the relationships between the use of strikes, etc. by labor and the prices employers are paid for further services and increased costs passed on to the consumer.

Plan and conduct a case study for exploration of the meaning of the phrase "labor vote." Include discussions with informed people in the study and, when possible, report to other class members.

ORGANIZATION

Businesses may be grouped or classified in a variety of ways. The production of the economy is carried out through different forms of business and business organization.

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	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>tion tive erate erprise</p> <p>s y e fication subsidiaries</p> <p>ng industries lder</p> <p>core cy y otcy ccy</p>	<p><u>The Learner will understand that:</u></p> <p>Businesses use savings (stocks, bonds, loans and surpluses) to finance operations, increase productivity and to realize profits.</p>	<p><u>The Learner will:</u></p> <p>List and describe ten businesses serving your community. Review textbook, encyclopedia, and references to develop an outline of notes on characteristics of patterns of business organization and operations. Use the outline in analyzing and classifying the ten businesses on the list of ownership, by scope of operation and function, and by other criteria found in the readings. Present selected examples to the class for critiques.</p> <p>Locate or create a simulation activity wherein there is a need involving a need for capital. Assign roles or scripts to lead participants through a decision-making process. Define the need, explore alternatives, gather information to clarify the likely results of each alternative, choose one option, and explain the choice. Identify things to be assessed in assessing the actual results of a "de-briefing" session following the simulation.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are different degrees of risk in preferences, opportunities and choices of consumers, producer-seller and resource suppliers.</p> <p>There are various ways money is defined.</p>	<p><u>The Learner will:</u></p> <p>Select stock and chart the daily closing prices noticing the "downs" of the stock market. Use the financial page of the newspaper as a resource.</p> <p>Obtain the latest financial statement of a corporation. Read for the following: How much profit is reported? Can you figure the profit margin? The percent of profit on invested capital? What does the report have to say about factors that affected the year's profits?</p> <p>Given case studies, list the degrees of risk in the aspirations of a business.</p> <p>Identify the various ways that money is conventionally defined (e.g., as a medium of exchange, as a unit of account, as a unit of contract, as a component of money supply, etc.)</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>An economic community's money supply is affected by the willingness of private parties (households, banks, businesses) to continue, increase or curtail spending and investing.</p>	<p><u>The Learner will:</u></p> <p>Identify modern monetary unit and the currency that represents them.</p> <p>Distinguish between the nominal value and the real or market value (purchasing power) of currency and checks.</p> <p>State the standards to which values of currency have been</p>
<p>BANKING</p> <p>1 banks institution reserve system</p> <p>rate policy reserve requirement house ing der posit</p>	<p>There are characteristics or operations distinguishing the major types of commercial banks.</p>	<p>Participate with others in developing and conducting a survey of commercial financial institutions in the community. Organize the results into a class report format. Display and explain the results for other class members.</p> <p>Explain how our economy would be affected if all banks were required to maintain 100% reserve for demand deposits.</p>

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PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p> <p>Investigate and make charts, board, or other visual display representing clearing house used for local checks, out-of checks, and checks for another country. Trace one check through steps for other class members</p> <p>Examine newspapers and other having current information about interest rates charged and paid various kinds of accounts, in or loans. Formulate a set of that need to be answered to use these references.</p>
<p>WERS OF GOVERNMENT</p> <p>erve System</p> <p>policy</p> <p>te</p> <p>y</p> <p>export</p> <p>t Services</p> <p>d</p> <p>ontrols</p>	<p>The U.S. Constitutions and modern law grants the federal government certain economic powers.</p>	<p>Identify examples of government economic power and responsibility the U.S. at the national, state, and local levels.</p> <p>Use an encyclopedia, the text or other available references to document a paragraph on items from a list including: the Federal Reserve System, easy money policy, tight money policy. Point out on a map of the United States the location of the Federal Reserve districts and the cities in which these banks are located.</p>

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TOPIC	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>Government agencies Government expenses Government debt Government policy Government services Government payments</p>	<p><u>The Learner will understand that:</u></p> <p>The taxing and spending powers of the government affect the level of activity. In our society the government serves as a regulator, employer, consumer, and producer.</p> <p>Government regulation of the private sector has been the result of, and has resulted in conflict between business and government.</p>	<p><u>The Learner will:</u></p> <p>Develop a pie chart showing revenues are spent in your community.</p> <p>Compare selected items of the community's budget several years ago with the same items today. Lead to class discussion about government services consumed by government.</p> <p>Study a tax table and compare taxes to be paid for each different income level.</p> <p>Identify the major types of government and the rationale/philosophy which distinguishes each.</p> <p>Plan interview of owners and managers of local businesses on topics such as licenses and fees, permits or regulations required by government at the local, state, and federal levels.</p>



SECONDARY SOCIAL STUDIES
ECONOMICS

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>f trade rate</p> <p>e nism</p>	<p><u>The Learner will understand that:</u></p> <p>Trade is a vital part of a nation's economy.</p> <p>International trade is a reciprocal process by which we contribute to the satisfaction of economic needs of other nations and by which they contribute to our needs.</p>	<p><u>The Learner will:</u></p> <p>State reasons for a given condition given a research assignment and a variety of reference material (government control of safety on autos, labor disputes, credit regulations, etc.).</p> <p>Do a comparative chart depicting U.S. imports and exports with five countries.</p> <p>Locate goods which are produced in foreign countries which you use in your community and which your community trade a resource. Sketch a map to show trade interrelationships.</p> <p>Prepare and participate in a debate on one of the following:</p> <ol style="list-style-type: none"> 1. Resolved: That foreign trade stimulates world economy. 2. Resolved: That "Buying American goods only builds America."

SECONDARY SOCIAL STUDIES
ECONOMICS

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>International trade requires a method of exchange of payment for trade balances.</p>	<p><u>The Learner will:</u></p> <p>Map exports of Alaska showing routes and work market region selected items. Do the same imports. Share the maps with class members and write a report describing the economic impact international trade upon Alaska residents.</p> <p>Study a collection of illustrations, magazines, government, brochure other printed materials concerning payments between nations. On display including captions or capsule descriptions.</p> <p>Make a chart showing changes balance of trade of goods and for the United States since World War II.</p> <p>Dramatize and present to the economic interpretations of global events in history or contemporary affairs. Events from are abundant and may span from colonization of North America to OPEC. Stress the impact on international trade.</p>

SECONDARY SOCIAL STUDIES
ECONOMICS

CEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>WARENESS</p> <p>on agencies buying ing al</p>	<p><u>The Learner will understand that:</u></p> <p>Many types of economic choices face consumers.</p> <p>There are factors generally influencing consumer preference.</p>	<p><u>The Learner will:</u></p> <p>Identify the various economic choices facing consumers (e.g., purchase of goods, services, management of money, institutional, family or personal income saving and spending, etc.) and identify an optimum choice for a consumer having a given set of preferences, constraints and opportunities.</p> <p>Try some consumer awareness activities such as comparison shopping, evaluation of consumer terms and conditions, labels, etc.</p> <p>List the five latest purchases made and identify factors that influenced your choice of the purchase or service. Compile the lists and discuss with class members and develop a classification system. Compile lists of influences from a variety of sources.</p> <p>Make a collection of ads and discuss ways each attempts to affect choice-making. Analyze relationships and classify the ads by proper types.</p>

SECONDARY SOCIAL STUDIES
ECONOMICS

EPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are provisions which are stated in a warranty or guarantee.</p> <p>There are ways to insure protection against fraudulent practices.</p> <p>There are advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.</p>	<p><u>The Learner will:</u></p> <p>Analyze recent purchases in terms of warranty protection or guarantee, period of protection, extent of coverage, exceptions and conditions, responsibility of repair or replacement, protection offered.</p> <p>Arrange for a field trip and conduct interviews or invite guest speakers from a local credit bureau, bank, or consumer agency to explain credit buying and selling for the class.</p> <p>Identify fraudulent practices in studies and apply ways to insure protection (e.g., identifying practices, using safeguards when buying, knowing how to complain or another recourse).</p> <p>State the advantages and disadvantages of different types of loans or plans.</p>

SECONDARY SOCIAL STUDIES
ECONOMICS

PT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Laws regulate consumer credit, market transactions, instruments, or information systems.</p> <p>There are procedures and agencies involved in the collection of consumer debts, enforcement of credit contracts, etc.</p> <p>Aids for consumer protection exist.</p>	<p><u>The Learner will:</u></p> <p>Explain the laws regulating consumer credit markets.</p> <p>Identify ways that businesses and agencies use in the enforcement of credit contracts and compare them to one's rights and responsibilities in the borrowing and use of credit.</p> <p>Research consumer protection agencies (Alaska Consumer Protection Agency, U.S. Food and Drug Administration, Federal Trade Commission) and evaluate the effectiveness of their policies and regulations in protecting those who consume specified goods and services.</p> <p>Read and discuss selected consumer guide publications and feature articles. Develop and use a decision-making strategy recommended for use by consumers. Record and describe the steps.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

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SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>OF GOVERNMENT</p> <p>on ion</p>	<p><u>The Learner will understand that:</u></p> <p>Government, as a process, is the formalized way by which humans resolve their conflicts in a way that is non-violent and efficient.</p> <p>A constitution establishes the structural framework within which political conflict may be resolved and often establishes citizen rights in relation to government.</p>	<p><u>The Learner will:</u></p> <p>Identify governments that have created as a result of political theories.</p> <p>Cite European contributions to political theories expressed in the U.S. Constitution, given an understanding of the political ideas of the Enlightenment.</p> <p>State defensible reasons why the framers of the Constitution made it difficult to amend.</p> <p>Distinguish between "formal" (Constitutional) actions of government and those permitted by "implied powers" of the Constitution.</p> <p>Support or disprove the content of "the Constitution is what the Court says", citing relevant Court decisions as well as other sources.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Political institutions are a formal organization that functions to produce a way to resolve conflict and enforce decisions.	Read the Constitution of the State of Alaska. Analyze and graphically display the structural framework of the government.
	The U.S. Constitution and the Bill of Rights represent an attempt to guarantee the rights and liberties of U.S. citizens.	Observe a School Board, Village Council Assembly meeting. Orally report on the issues discussed and the resolution of problems addressed.
		Write a paper on the checks and balances formalized in the U.S. government structure.
		Choose, from a general list of the rights of American citizens, those which are guaranteed in the Constitution and its amendments.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>A political process is the method by which various individuals in groups arrive at accommodation of needs and desires.</p> <p>Policies are the outcome of the conflict/ resolution process and are often related to the amount of power that the participant has.</p>	<p><u>The Learner will:</u></p> <p>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 discrimination, and "innocent until proven guilty."</p> <p>Describe how political institutions function to resolve conflict and accommodate the needs of individuals in that conflict.</p> <p>Integrate the ideas of resource allocation and budgets.</p> <p>Evaluate how political candidates who are elected influence the processes of government.</p> <p>Evaluate the success of a political party and/or interest group in achieving its goals.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will understand that:

The Learner will:

Discuss the role of the bureaucracy in the conflict/resolution and policy implementation process.

Differentiate between foreign and domestic policy.

TYPES OF GOVERNMENT

Democracy
Autocracy
Communism

Governments differ in terms of leadership, the participation rights of citizens, and the organization, functioning, and performance of government bodies.

Compare and contrast different governmental forms such as Tribal Council, School Board, City Council, Student Council, State government.

Participation is the degree to which an individual takes part in the governmental process.

Identify organizations in which a person makes decisions, part of the group makes the decisions, and the entire group makes the decisions.

A democracy is a type of government in which there is a high level of participation in the decision making process by citizens; groups and organizations compete to get their policies into law; there is an emphasis on civil liberties and civil rights; and the leadership is chosen by some form of mass participation.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
		Demonstrate an understanding of pluralism by developing pro and con arguments on an issue by interview, analyzation of written articles, and/or by evaluating a meeting.
		Simulate a mock trial on civil liberties and/or civil rights issue.
		Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies.
		Debate rights and responsibilities of citizenship such as the obligation to vote, right to bear arms, the justification for self defense, and women's obligation to defend their country.
	In a democracy political and legal sovereignty is divided; political sovereignty is held by the people and legal sovereignty is held by the elected officials.	
	In an autocracy, sovereignty is concentrated in one or a few people.	Differentiate between legal and political sovereignty.
		Read and analyze <u>Winnie the Pooh</u> and/or <u>Animal Farm</u> and illustrate the power structure depicted in these books.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Communism is a non pluristic form of government in which emphasis is given to human cooperation and equitable distribution of economic resources.</p> <p>From a legal perspective, governments can organize as a federal, confederal, or unitary system.</p> <p>There are differences in the ideological goals of a nation and its actual mode of practice.</p>	<p><u>The Learner will:</u></p> <p>Simulate a commune and how it operates to equally distribute economic resources without engaging in conflict.</p> <p>Demonstrate an understanding of a communistic form of government by researching communist systems.</p> <p>Chart various governments; label them as federal, confederal or unitary systems and define these terms.</p> <p>Cite reasons for shared and enumerated powers, given an understanding of the federal system outlined in the U.S. Constitution.</p> <p>Given a list of governments, political systems, and philosophies (e.g., monarchy, enarchy, dictatorship, socialism, democracy, capitalism, communism), identify several factors in each which set it apart from the others.</p>

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
LEVELS OF GOVERNMENT	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
National State Local City Borough	Government takes place at all levels of society from the family to an international level. Different levels of government have different functions.	Distinguish between private and public organizations.
	Within private organizations such as families, groups, clubs, churches, and businesses, structures exist in order to facilitate a decision making process.	Identify the decision making process within four private organizations.
	To facilitate efficiency and citizen involvement, state and local units of government are usually established in countries.	Identify functions of state and local government in Alaska and ways in which individuals can participate at each level. (Analyzing listings of governmental entities in a phone book may help in this activity.)
	National governments have certain functions that benefit the nation as a whole.	Research local and state budgets identifying sources of revenue at each level of government in pie chart form.

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POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There is an inter-relationship among various levels of government which consists of a sharing of functions, dissemination of funds, and regulation from one level to another.	Identify functions of national government. Distinguish between those that are domestic policy and those functions that are foreign policy.
		Find how your community receives federal and/or state funds. Analyze the influence these monies wield with the "strings" attached.
		Identify methods, other than personal income tax, to support the functions of the national government.
	International governments are loose unit organizations that usually have an economic or security function.	Evaluate the effectiveness of historic and contemporary international governmental organizations: a) state reasons for and major participants in each; b) compare and contrast them in terms of how well they achieve c) the goals for which they were founded.
		Participate in a mock United Nations.

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POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
THE ORIGIN AND NATURE OF POLITICS	People have needs and desires that are determined by their value system.	Organize a mock international organization with goals functions one which is economic and one which is security oriented.
Values Conflict Compromise Politics	Value systems may be determined by culture and environment.	Develop a personal priority list of needs and wants.
	Different value systems may cause conflict.	Given a cultural case study of an Asian Pacific country, attempt to determine the similarities and differences in a values priority list developed by an Asian teenager with one of an American teen.
	Compromise is human interaction to resolve conflict that arises out of conflicting values and needs.	Describe how different cultures and forms of socialization can lead to conflict.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
POLITICAL PARTIES	<p><u>The Learner will understand that:</u></p> <p>Politics is the way humans resolve conflicts in order to arrive at a common course of action. It is a natural product of human differences.</p>	<p><u>The Learner will:</u></p> <p>Simulate a situation that begins with conflict, then a process of negotiation, that results in a policy.</p> <p>Demonstrate how power is used in determining outcome of conflict.</p> <p>Simulate an exercise where negotiations break down and result in violent resolution (war) or conflict leading to an imposed peaceful solution.</p> <p>Analyze a political situation in a family, group, the state or an international situation.</p>
<p>Democrat Republican Libertarian Precinct Platform Nomination</p>	<p>There are roles and functions of political parties in the American political process.</p>	<p>Distinguish between government and political party activities in a description of a political election.</p> <p>Attend a political party precinct meeting and report orally on your impressions.</p>
203	<p>The two major parties in the U.S. include representations of almost all groups within the society.</p>	204

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POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>POLITICAL PROCESSES</p> <p>Electoral College</p>	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p>
	<p>There are various responsibilities and duties of parties in the election process.</p>	<p>Suggest reasons why two parties have dominated American politics.</p>
	<p>There are roles that third forces and third parties have played in the American political system.</p>	<p>Outline the major differences between the Republican Democratic parties after studying their platforms.</p>
		<p>Outline the process of nominating and electing a president. Cite the responsibilities and duties of the parties in the process.</p>
		<p>Evaluate the influence of third or minor parties in American political history.</p>
		<p>Research the philosophy of the Libertarian party and its impact on Alaskan politics.</p>
	<p>There are political concepts which have developed through a process of human interaction in real political cultures.</p>	<p>Identify, from a description of political activity, examples of the special vocabulary of politics (e.g., "horsetrading", "caucus", "gerrymander", "filibuster", etc.).</p>

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TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are characteristics distinguishing political processes from other decision-making processes.</p> <p>There are factors which may influence an individual's or group's voting behavior.</p>	<p><u>The Learner will:</u></p> <p>Present well-reasoned arguments to prove or disprove the statement that "politics is the art of persuasion and compromise".</p> <p>State the role of compromise in the passage of the Alaska Native Land Claims Settlement Act. Identify the principals and interests involved and the resolution of the land ownership questions.</p> <p>Research reasons for political apathy and low voter turnout, given information on various political elections and on percentages of registered voters failing to vote.</p>
CITIZEN INVOLVEMENT	<p>There are various ways citizens can become informed and affect the solution of issues of public concern.</p>	<p>Indicate which are legal responsibilities from a list of generally agreed-upon responsibilities of citizenship.</p>

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POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	There are factors which may affect the degree of pressure an individual is able to exert on political decision making.	List ways citizens can inform themselves about the issue; suggest means a citizen can use to initiate action on the issue; suggest means a citizens can use to influence the actions of others.
	There are various ways in which pressure groups influence legislative decisions, the actions of administrative and regulatory agencies as well as public opinion.	State, given a list of prominent pressure groups (lobbies) and a place of legislation pending before Congress or a state legislature, which groups have an interest in the proposed legislation and how these interests might conflict.
		Evaluate the effectiveness of a variety of techniques citizens might use to influence political decision makers on an issue of public concern.
		Distinguish among legal, ethical, and practical techniques, given descriptions of lobbying techniques.

SECONDARY SOCIAL STUDIES
POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will understand that:

The Learner will:

Present well-reasoned arguments for and against the statement that lobbyists and interest groups are positive features of the American political system.

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PSYCHOLOGY

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>THE SCIENCE OF PSYCHOLOGY</p> <p>Psychology Data Explanation Prediction Replication Inference Statistics Control</p>	<p><u>The Learner will understand that:</u></p> <p>Psychology is the science of mind and behavior.</p> <p>Science evidence is comprised of data.</p> <p>Explanation in psychology as a science refers to the analysis of the stimulus conditions which determine particular behaviors.</p> <p>Prediction in psychology refers to precisely stated hypotheses of conditions determining behavior.</p> <p>In psychology, the control is knowing the necessary and sufficient conditions under which behavior occurs.</p> <p>Knowledge of psychology has helped improve the quality of life.</p>	<p><u>The Learner will:</u></p> <p>Develop a definition of psychology.</p> <p>Brainstorm possible sources of data in psychology and state how they could serve as evidence.</p> <p>Contrive a variety of stimuli that could elicit certain behaviors in human being.</p> <p>Predict what human beings will do given a variety of hypothetical situations and cite reasons for his/her opinion.</p> <p>Explain what the control group is, given several research activities.</p>

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PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
216	<p><u>The Learner will understand that:</u></p> <p>There are several central issues and controversies in the field of psychology.</p> <p>Psychology seeks universal laws of behavior and also recognizes the uniqueness of individual persons.</p> <p>There is a history of psychological movements/ trends which can be studied.</p>	<p><u>The Learner will:</u></p> <p>Report on contributions the field of psychology has made to the improvement of our lives.</p> <p>Participate in a debate dramatizing how some psychologists emphasize the inborn, innate causes of behavior, and others the environmentally determined causes. (Nature vs. Nurture; Nativism vs. Empiricism; and Heredity vs. Environment.)</p> <p>Contrast how some psychologists stress a strict empirical analysis of behavior, while others emphasize internal subjective experience.</p> <p>Develop a position paper describing how individuals can be unique and yet are subject to universal laws of behavior.</p> <p>Write a report on the contributions of Freud, Erickson, Bruner, Adler, Skinner and others.</p>
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PSYCHOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

There are basic methods of psychology as a science (replication, and the basic principles and techniques of descriptive and inferential statistics.)

There is a vocabulary vital to the field of psychology.

There are a variety of careers in the field of psychology, including therapist, psychologist, child psychologist, etc.

Basic behavioral predispositions are genetically based and interact with the environment in complex and yet unknown ways.

The Learner will:

Use statistical tables, graphs, charts, and observations to draw inferences, interpret relationships, identify variables and select appropriate forms.

Use psychological terms appropriate in context.

Identify psychological terms commonly used by the general public.

Prepare a report on the education and training required of a variety of careers in psychology including detail about where further training is available.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>BASIC PSYCHOLOGICAL PROCESSES</p> <ul style="list-style-type: none"> Conditioning Learning Memory Cognition Intelligence Language Perception Emotion Stimulus-Response Skinner Psycholinguistics Motivation Stress 	<p><u>The Learner will understand that:</u></p>	<p><u>The Learner will:</u></p>
	<p>The brain is a major part of the total integration of the body with its environment.</p>	<p>List basic genetic predispositions of human beings at a given period of life.</p>
	<p>There are three basic storage models of memory: sensory, short term, and long term.</p>	<p>Detail in a written report the basic anatomy and psychology of the nervous system, and relate how it affects behavior.</p>
	<p>Information is processed through a basic input (stimulus) - output (response) model.</p>	<p>Illustrate how the brain functions to interact with the environment outside of it.</p>
	<p>The study of cognition is the study of thinking behavior.</p>	<p>Illustrate how the lack of a particular sense causes information to be processed differently by some people.</p>

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PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Intelligence refers to the description of assumed general mental or learning ability.	Review psychological theories which view humans as rule-governed organisms.
	There two basic theories of language: Skinnerian Associationism and Psycholinguistics.	Survey a series of intelligence tests and determine how they measure intelligence.
	Language is composed of two basic components, structure and meaning.	Prepare a report detailing the main tenets of Psycholinguistics or Skinnerian Associationism and tell what relevance each has.
	There is a relationship between language and thinking.	Use a foreign language and demonstrate structure apart from meaning.
	There is a difference between cognitive theorists (emphasis on internal thought processes) and learning theorists (emphasis on overt behavior).	Write a stream-of-consciousness fast write.

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PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>There are emerging new areas of perception.</p>	<p><u>The Learner will:</u></p> <p>Prepare a report on one or more of the following: extra sensory perception, split brain phenomena, the bicameral mind, hypnosis, psychedelic experiences, meditational states or biofeedback.</p>
	<p>Motivation is a hypothetical construct used to explain behavior.</p>	<p>Using characters from literature, T.V. or films, discuss what motivated their personality.</p>
	<p>Biological, social and cognitive motives operate in complex interactions to determine behavior.</p>	<p>Prepare a complex analysis of an action including cognitive, biological and social motivations.</p>
	<p>Emotion is an affective state which motivates behavior.</p>	<p>Cite examples where feelings caused him/her to act in a certain way.</p>
	<p>Stress can have both positive and negative effects on behavior.</p>	<p>Give examples of how stress can be positive as well as negative in a person's life.</p>

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
PERSONALITY THEORY	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
Psychoanalysis Behaviorism Humanism Ecological approach Case studies Projective tests	The study of personality involves models of "within the person" dispositional variables.	Give an example from personal experience where coping strategies were necessary. Demonstrate examples of personal decision-making skills and problem solving techniques in his/her daily life.
	The main models of Personality Theory include: Psychoanalytic, Behavioristic, Humanistic, Ecological, and Eastern and Oriental models.	Describe a variety of facts within one person's personality.
	There are basic types of personality assessment: interviews, case studies, paper and pencil tests, and projective tests.	Prepare an indepth report on one of the models of personality theory and participate in a panel discussion of a variety of models.
		Conduct several types of assessment using peers or other students and compare the type of information gained by the assessment.

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
HUMAN DEVELOPMENT	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
Maturation Stages Socialization	Development is a continuing process of maturational and environmental interaction.	Interview an older person about his/her life, describing ways they developed.
	Development is a continuing additive function of establishing habits and a discontinuous process of discrete stages.	Highlight various stages in his/her individual life.
	There are stages of development.	Create a timeline describing psychological, emotional, social and cognitive characteristics for infancy, toddler, preschool, middle childhood, adolescence, adulthood and senescence.
	Love, and early and late attachment behaviors are vital to social, emotional and cognitive growth.	Tell how love is important to the healthy growth of the individual.
	Socialization is the process by which a child acquires behaviors, beliefs, standards and motives that are appropriate to his culture and family.	Use examples from literature which illustrate how a child was socialized into a particular culture.

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>DEVIANCE</p> <p>Situational variables Intervention</p>	<p><u>The Learner will understand that:</u></p> <p>In human behavior there is a range from normal to deviancy.</p> <p>One tends to attribute deviancy in others to dispositional variables, and deviancy in oneself to situational variables.</p> <p>There is a variety of models for analysis and intervention of deviant behavior.</p>	<p><u>The Learner will:</u></p> <p>Explain how certain behavior acceptable in the U.S. may be considered deviant in an Asian culture.</p> <p>Recall instances where he/her acted deviantly and "blamed it" on situational variables. Re-analyze the incidents from another perspective.</p> <p>Report on intervention strategies used for deviant behavior.</p>
<p>GROUP BEHAVIOR</p> <p>Adaptation Person perception Ecosystem</p>	<p>The human species have similarities and differences in adaptation to the environment.</p> <p>Social behavior is <u>most</u> typically based on "person perception" rather than objective reality.</p>	<p>Dramatize scenarios where individuals from a variety of climates and environments visit Alaska.</p> <p>Use situations from history to show how people's perceptions caused them to act in a certain way, apart from any objective reality.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
<p>THE SCIENCE OF SOCIOLOGY</p> <p>Sociology Science Sociologist Primary and Secondary Source Behavior</p>	<p>Sociology is the scientific study of human society.</p> <p>Sociology is a field of study which has a history.</p> <p>Sociology employs the scientific method to analyze the behavior of human beings in group situations.</p>	<p>Develop a definition of sociology after reading an account of the development of sociology.</p> <p>Write a short paper on the contributions of Comte, Spencer, Durkheim, Marx, Weber.</p> <p>Develop short biographical sketches of prominent sociologists identifying the kinds of activities sociologists are pursuing. (Cooley, Erikson Behaviorists, Merton, and Mills)</p> <p>Formulate a research project, stating the hypothesis and outlining the steps one goes through in testing it.</p> <p>Discuss the ethical problems of sociological research.</p> <p>Tabulate the number of times research is cited in T.V. advertising. Appraise these reports in terms of whether the research method used is scientific.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Sociological information is obtained from a variety of sources including personal observation, printed materials, conventional research materials, audio-visual materials, maps and graphs, lists and experiments.

Differentiate between primary and secondary information sources.

Name two ways a community might utilize the assistance of sociology.

SOCIALIZATION

Socialization is a process by which the individual becomes a functioning member of society.

List the character building influences and organizations in a community in order of their importance in contributing to one's personal development.

Read a life of Thomas Edison and report on it. Bring out the factors of his heredity and environment which contributed to his success.

Personality is formed through the process of socialization utilizing the combination of inherited characteristics and environmental influences.

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SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Social interaction is the basis of social life and involves cooperation, conflict, and accommodation.</p> <p>Each society develops institutions to aid the socialization of its members.</p>	<p><u>The Learner will:</u></p> <p>List his/her own personality traits and those of others. Look for patterns which illustrate the importance of social factors in influencing personality.</p> <p>Demonstrate an ability to identify his/her values and how they relate to occupational choices and lifestyles.</p> <p>Do a socio-drama illustrating the role of family, the peer group and the school in socializing the individual.</p> <p>Compare and contrast education as an agent of socialization in the U.S. and the Soviet Union.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
CULTURE	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
Culture Subculture Counter culture Ethnocentricity Cultural relativism	<p>All humans have certain needs. Culture determines the way those needs are met.</p> <p>Elements of culture include language, social structure, social customs, economic system, religion, education, socialization, mores, norms, behavior patterns, aesthetic art and a hierarchy of authority.</p> <p>Each society has a culture distinct from any other although specific components of a given culture may also be found in different cultures.</p>	<p>List the five basic institutions and their presentations in several different societies.</p> <p>Select a definition of culture.</p> <p>Identify the cultural traits of a Native Alaskan group.</p> <p>Make a list of cultural traits which identify the American culture.</p> <p>Describe and illustrate how cultural diversity may be found not only between societies but within societies, in the form of subcultures and counter cultures.</p> <p>Use stories, poems, music, and factual materials to identify similarities and differences in various cultures.</p>

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SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will understand that:</u>	<u>The Learner will:</u>
	Ethnocentrism is a problem in the scientific study of culture.	Have a panel discuss how much insight into the social organizations of other nations is likely to be gained by the American tourist abroad. Address cultural relativism in the discussion.
	A society's whole system of institutions including the artifacts it produces, constitutes its culture.	Write a paper discussing how anthropological studies have brought understanding of many of the important processes governing cultural development.
	Geographic environment influences cultural patterns.	Create an art project in the style of a culture other than contemporary American.
		Discuss the effect of isolation on the cultural diversity of a people. (For ex., the Toda tribe in India)
		Develop a TV or radio news broadcast (written script, simulated newscast presentation, or tape recording) reporting events which illustrate cultural similarities and differences between a Pacific Rim society and contemporary American society.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Culture changes as people put together ideas in new ways, encounter the ideas of other cultures, and generate new ideas to respond to problems.</p>	<p><u>The Learner will:</u></p> <p>Identify an example of cultural change resulting from a new idea.</p> <p>Describe the relationship between population change and cultural changes.</p> <p>List three great inventions, the series of changes produced by each, and the importance of these inventions in speeding cultural change.</p>
	<p>Culture shock results when one has to live in a new culture that is extremely different from one's own culture.</p>	<p>Through a panel discussion examine incidents of cultural shock encountered when native villagers move into a community that is primarily contemporary American culturally and when an urban resident moves into a village.</p> <p>Play "Ba Fa" "Ba Fa" (A simulation which illustrates cultural shock when two very different cultures that do not share an interdistinguishable language, exchange visitors.)</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>GROUPS</p> <p>Group Aggregate Class Interaction Conformity Folkways Mores Norm</p>	<p><u>The Learner will understand that:</u></p> <p>Human survival depends on living in groups.</p> <p>People learn human behavior characteristics through group interaction. Since human beings are gregarious creatures, any understanding of humans must include an understanding of human groups.</p> <p>The quality of human existence is dependent on the degree of intergroup cooperation.</p> <p>Participation in a group activity may help to meet individual needs.</p>	<p><u>The Learner will:</u></p> <p>Examine the difficulties faced by early man in his struggle for survival and the extent to which social groups were important.</p> <p>Conduct a class survey. Have students name the different groups with which they identify. Develop classifications for these groups.</p> <p>Observe the activities of spectators at a school athletic event.</p> <p>Analyze the social structure at your school to determine if there are "in" group and "out" groups.</p> <p>Participate in a panel discussion on the advantages and disadvantages of "going along with the crowd" illustrating the principle of conformity.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Groups exercise social control over the activities of their members through a system of folkways and mores.

List activities which are forbidden and if undertaken could result in legal action or sanctions. Then list activities which are forbidden and if undertaken would result in mild disapproval only.

Identify a mass movement in the U.S. and research the movement.

Collective behavior (frequently) permits individual deviation from societal norms.

Have a representative of the local police department address problems involved in handling large groups of people or "mob" situations.

MINORITIES

Minority
Race
Ethnicity
Gender
Segregation
Integration
Discrimination

There are important similarities as well as wide differences in physical characteristics between individuals of different races.

Prepare a bulletin board display consisting of pictures of outstanding American citizens who are members of minority groups.

When discussing minorities, the concept of ethnicity should be explored.

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME /OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>FAMILY</p> <p>Family Nuclear Extended</p>	<p><u>The Learner will understand that:</u></p> <p>Court rulings have changed the idea of segregation.</p> <p>Gender has been a basis for discrimination in our society.</p> <p>Structure and functions of families vary among different cultures and over time.</p>	<p><u>The Learner will:</u></p> <p>Report on various ethnic group revitalization movements in the past 25 years.</p> <p>Participate on a panel discussing the pros and cons of "Assimilation and Amalgamation as Possible Steps Toward Solving Minority Problems."</p> <p>Research the social, economic, and political changes in the status of American women which have occurred in this century.</p> <p>Contact the Alaska Women's Commission and the Human Rights Commission for data on the status of Alaskan women. Analyze and report on the data.</p> <p>Analyze the roles and relationship of one's own family members, family names, customs and traditions.</p> <p>Identify changes in the American family since colonial times.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Child abuse, incest, and family violence are forms of social disorganization within the contemporary American family.

Using cartoons and magazine advertisements, develop a bulletin board portraying the stages of family life (childhood, adolescence, courtship, marriage, parenthood, grandparenting, widow(er)hood).

Do a simulation game, "Generation Gap" in which the roles of individuals are profiled and illustrate conflict and compromise in family interaction.

Participate in a Socio-drama of an international convention of teens who have come together to discuss their respective family systems.

SOCIAL STRATIFICATION

Stratification
Classes
Social mobility

Societies are composed of social classes which are defined by their economic, political and social power and their prestige within the society.

Use readings from national magazines to illustrate the gap between the rich and poor and the impact of social class in the areas of life chances and style of life.

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SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will understand that:</u></p> <p>Social Stratification is based on the unequal distribution of property, power, and prestige.</p> <p>Differentiation of social roles is based on sex, age, kinship and occupation.</p> <p>Patterns reflect the degree of social mobility and stratification in a given locality.</p>	<p><u>The Learner will:</u></p> <p>Distinguish between open and closed of stratification. Illustrate by looking at stratification systems in other countries.</p> <p>The student will identify job trends in the local community in the last thirty years.</p> <p>The student will exhibit knowledge of various lifestyles represented within the community.</p> <p>Prepare a list of occupations. Rank occupation according to social status and compare rankings. Discuss conclusions which are suggested by the results of comparison.</p> <p>Use clippings from newspapers and magazines and make a bulletin board depicting vertical mobility in present day U.S.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>RELIGION</p> <p>Religion Supernatural Cult Sect Magic</p>	<p><u>The Learner will understand that:</u></p> <p>Religion is a system of beliefs and practices.</p>	<p><u>The Learner will:</u></p> <p>Interview at least three parents of younger children to learn what they hope their children will achieve in life. Explain how findings relate to social mobility.</p> <p>Make a listing of the religious institutions in your community.</p> <p>Explain three concepts of the supernatural.</p> <p>In a three page paper, contrast and compare religion with magic, society, marriage, and other institutions.</p>
<p>SOCIAL INSTITUTIONS</p> <p>Institution Social Political Economic Family Religious Principle</p>	<p>All societies have institutions defined by their cultural traditions and priorities.</p> <p>Institutions regulate social relationships and interactions (Policy making, scheduling, role expectation, rewards, sanctions, restraints.)</p>	<p>List the 5 basic institutions and basic needs of all societies that they meet.</p> <p>Discuss the effect Western technology has had on the institution of education.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
SOCIAL CHANGE	<p><u>The Learner will understand that:</u></p> <p>Principles of American institutions include dignity of individual, democratic process, rule of law, equality, and justice.</p>	<p><u>The Learner will:</u></p> <p>Illustrate contradictions between American democratic principles and practices.</p> <p>Read Ruth Benedict's "Patterns of Culture" and have a panel discussion dealing with usefulness of the comparative method in understanding the development of man's social institutions.</p>
Change	<p>All human societies are constantly in a state of change.</p>	<p>Prepare a bulletin board depicting social changes.</p> <p>Predict what you think American society will be like in the year 2050.</p>
	<p>Certain factors have contributed to the development and decline of particular civilizations (Technological, external invasion, internal instability, population pressure, resulting social conditions, etc.)</p>	<p>Discuss reasons for immigration and identify ethnic groups which have most recently immigrated to Alaska.</p>

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
SOCIAL PROBLEMS	<p><u>The Learner will understand that:</u></p> <p>Factors contribute to change/exchange in the shared values (consensus) or norms of a modern society (mass media, advertising, economic change, technological change, crises, education, etc.</p> <p>Social change is relative to time, place and circumstance.</p> <p>Social problems arise from alternative perspectives within a society.</p> <p>Every society contains aspects of social disorganization or social deviance.</p>	<p><u>The Learner will:</u></p> <p>Research the results of the Russian colonization of Alaska on the Aleuts and Tlingit indians.</p> <p>Choose an invention from the Industrial Revolution; trace its origin and development and impact on society.</p> <p>Discuss four points which should be considered when preparing for the future.</p> <p>Discuss the relative health of a loosely integrated society and its ability to absorb social change.</p> <p>Explain which categories of deviant behavior society considers most dangerous.</p>

Sanctions
Deviance
Integration

SECONDARY SOCIAL STUDIES
SOCIOLOGY

TOPIC/CONCEPT

LEARNER OUTCOME/OBJECTIVE

SAMPLE LEARNING ACTIVITY

The Learner will understand that:

The Learner will:

Consider deviance as a social construct by comparing behavior which is acceptable in one culture/society and unacceptable in another.

Social control is exerted in a number of ways.

Select a definition of internalization.

Distinguish between positive and negative, formal and informal sanctions.

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SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
<p>THE SCIENCE OF ANTHROPOLOGY</p> <p>Anthropology Archeology Ethnology Ethnography Carbon 14 Geology Paleontology Excavation or dig Site Artifact</p>	<p><u>The Learner will:</u></p> <p>Anthropology is the scientific study of man's origins and nature.</p> <p>Anthropology as a discipline is more than 100 years old.</p> <p>A variety of procedures, tools, and methods may be applied in the study of early man.</p>	<p><u>The Learner will:</u></p> <p>Define anthropology and differentiate between physical and cultural anthropology.</p> <p>Write a paper which distinguishes between classical and prehistoric archeology, ethnology, and ethnography.</p> <p>Document some of the importance milestones in the development of anthropology into a science.</p> <p>Describe the work of Sahagun and Lafetau. Recall why Taylor, Morgan and Frazer are called the "founding fathers" of modern cultural anthropology.</p> <p>Compare the carbon 14, uranium, fluorine and potassium argon methods of dating. Analyze the strengths and weaknesses of each.</p>

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
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The Learner will:

Anthropology is related to other sciences including zoology, physiology, sociology, psychology, etc.

Anthropology has practical application.

The Learner will:

Read James Michner's book, "The Source", and write a report on what you learned about dig procedures, tools, and methods.

Visit local sites/or view local artifacts which have been identified as representative of the community's past.

Demonstrate comprehension of anthropology as a science related to other sciences.

Have a panel discuss how the study of anthropology may contribute to better understanding among peoples of the world.

PHYSICAL ANTHROPOLOGY

Spontaneous generation
Genus
Species
Anthropoid
Homo sapiens
Genotype
Polytypic
Primate
Fossil

Geological chronological periods in the history of the earth have been determined.

Prepare a terrarium using different materials to create strata representative of the six geologic eras. Make the strata proportionate to the chronological time represented..

Identify the dominant form of life during each of the geologic eras.

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
Era Epoch Period	<u>The Learner will:</u>	<u>The Learner will:</u>
	There are three main theories of the origin of life.	Identify the three theories which have been used to explain the origins of life.
	Living organisms are divided into two major divisions - plants and animals.	Write a news report announcing: . Lamarch's theory of evolution . Darwin's theory of natural selection . S. Miller's experiment and its relationship to theories on the origin of life.
	Mendel's Laws of Inheritance were a significant breakthrough in understanding biological inheritance.	Develop a list of differences between plants and animals.
Humans can be distinguished from other primates.	Draw a diagram illustrating how some personal physical characteristics were inherited from parents. Use Mendel's laws to document the recessive and dominant traits.	

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
	Man's immediate ancestry can be found in the Cenozoic era.	Find and compare illustrations/pictures of the embryological development of fish, rabbit and man. Orally report on your observations and conclusions.
	Climatic conditions had an impact on the development of man.	Itemize a listing of the characteristics which distinguish mammals from other animals.
	Homo sapiens is known in a number of varieties.	Relate the epochs of the Cenozoic era to stages in primate evolution.
		Develop a chart which shows the progressive traits/characteristics of hominoids development from the Oligocene epoch through the Holocene epoch.
		Indicate on a world map the extent of glacial coverage during the Pleistocene epoch and speculate on its impact on life forms.

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SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Homo sapiens was geographically distributed.</p> <p>There are problems in classifying humans.</p>	<p><u>The Learner will:</u></p> <p>Prepare arguments to defend the statement, "It would be wrong to consider chronological progression an accurate representation of human evolutionary development."</p> <p>Describe the fossil sequence extending upward in the Olduvai Gorge and the controversy surrounding the interpretation of the Olduvai fossils.</p> <p>On a world map, identify the location of the Neanderthal, Swanscombe, Cro Magnon and other modern Homo sapiens.</p> <p>Research some of the archeological works done in Alaska and explain the Bering Land Bridge migration theory.</p> <p>Explain some of the difficulty involved in classifying all individuals as members of the Caucasoid, Mongoloid, or Negroid race.</p> <p>Identify factors in the natural environment which may affect physical characteristics of people over a long period of time.</p>

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
CULTURAL ANTHROPOLOGY	<p><u>The Learner will:</u></p> <p>The geologic time scale may be used to correspond with the time frame of man's cultural development.</p>	<p><u>The Learner will:</u></p> <p>Develop a chart which shows recent geologic epochs, the Stone Ages and the tool use associated with each (include material from which tool was made).</p>
<p>Culture Acculturation Ethnocentrism Paleolithic Mesolithic Preclassic Pre-Columbian Postclassic Lineage Clan Matrilineal Religion Magic Supernatural Pictography Linguistics</p>	<p>Old World cultural prehistory is associated with specific geographic areas.</p>	<p>Identify on a map the areas associated with the birth of Western civilization.</p>
	<p>The evolution of man as a user and maker of tools was a slow process which can be traced through various stone cultures.</p>	<p>Compare the types and materials used in toolmaking by during the Lower Pleistocene epoch and those used by Cro-Magnon people during the Upper Pleistocene-Holocene epochs.</p>
	<p>Firemaking was a major accomplishment of the Neanderthal people.</p>	<p>Write a paper on the significance of fire use and of fire making in the evolution of man.</p>
	<p>Humans during the Upper Paleolithic period sought expression in drawing and painting.</p>	<p>Draw an illustration representative of the drawings one might find on an Upper Paleolithic period cave wall.</p>

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SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>The Neolithic Age has been referred to as the first revolution in human history.</p> <p>The cultural history of the New World was characterized by originality and creativity.</p>	<p><u>The Learner will:</u></p> <p>Discuss the relationship between early art forms, "magic" and the lifestyle of the people.</p> <p>Develop a list of questions you would use for interviewing a Neolithic Age farmer.</p> <p>Report to the class on your findings after an imaginary trip to a Sumarian city.</p> <p>Identify the cultural traditions of North and Central America which were similar to early Neolithic traditions of the Old World. (Include Alaska)</p> <p>Compare the Egyptian and New World pyramids as to structure and use.</p> <p>Write a paper on the Mesoamerican cultural tradition reporting on the significant achievements of the Aztec and Mayan peoples.</p> <p>Draw a picture of one of the masonry dwellings left by the Anasazi of the Southwest.</p>

SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<u>The Learner will:</u>	<u>The Learner will:</u>
	A wide variety of cultural products and techniques related to clothing, shelter, and transportation existed.	Describe clothing developed as a protection from the environment and that which served as adornment, or symbols of status and occupation. Relate such clothing to a particular culture.
		Compare housing in today's Alaskan village with the traditional housing of Native Alaskans.
		Have a panel address the relationship between transportation and cultural change.
	Historical perspective helps to identify several revolutionary events which altered human history.	
		Write a report on the impact of each of the following on human evolution: communication, tools, food production, discovery of metallurgy, and the industrial revolution.
	There is great variety in the nature and type of family groupings.	
		Compare the type of family structures found among traditional Native Alaskan cultures.

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SECONDARY SOCIAL STUDIES
ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	<p><u>The Learner will:</u></p> <p>Ecology and economic patterns of culture play a role in the initiation and growth of political systems.</p> <p>All people have some concept of supernatural power.</p> <p>The ability of humans to communicate by means of speech is as ancient as the rest of learned behavior.</p>	<p><u>The Learner will:</u></p> <p>Diagram the political organization found among the Samoans.</p> <p>Compare the behavior of a Zuni priest with that of a Shaman.</p> <p>Select a definition of religion; discuss and compare it with that chosen by classmates.</p> <p>Read "Things Fall Apart" by Chinua Achebe and analyze the importance of missionary education to the Ibos and characteristics of Ibo culture which made it receptive to change.</p> <p>Identify how the vocabulary of English has been influenced by languages from all over the world.</p>